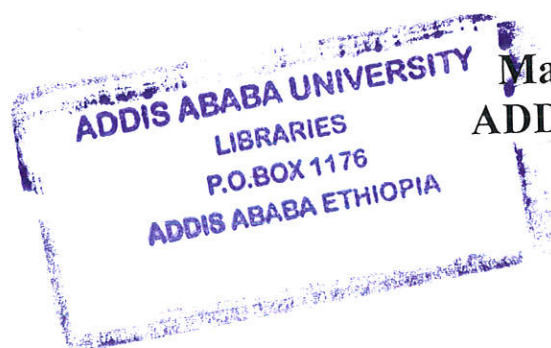


**ADDIS ABABA UNIVERSITY SCHOOL OF  
GRADUATE STUDIES**

**PRACTICES AND CHALLENGES OF USING  
RADIO  
AS INSTRUCTIONAL MEDIA IN BATI WOREDA  
OF AMHARA REGIONAL  
NATIONAL STATE**

**BY  
LULSEGED MERGIA**



**March 2011  
ADDIS ABABA**

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**A THESIS SUBMITTED TO THE SCHOOL OF  
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FULFILLMENT OF THE REQUIREMENTS FOR THE  
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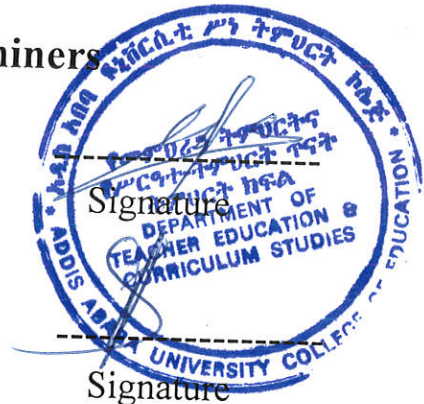
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## **List of Abbreviations**

<b>CEDO</b>	Centre for Educational Development Overseas
<b>DAB</b>	Digital Audio Broadcasting
<b>EBU</b>	European Broadcasting Union
<b>EMMA</b>	Educational Mass Media Agency
<b>ICT</b>	Information Communication Technology
<b>MOE</b>	Ministry of Education
<b>TV</b>	Television
<b>TGE</b>	Transitional government of Ethiopia
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>UNDP</b>	United Nation Development Program.
<b>UPE</b>	Universal Primary Education
<b>USA</b>	United States of America
<b>UNICEF</b>	United Nation Children's Fund

## **Abstract**

This study was set out to examine the practices and challenges of using radio as instructional media in three selected primary schools of Bati woreda of Amhara Regional State. It employed a descriptive survey design. Data were gathered from 52 students and 30 teachers through questionnaires. Similarly, 3 principals, 2 cluster supervisors, 2 woreda, 1 zone, 1 region education experts were also employed as primary sources of data with semi-structured interview, and pertinent reference documents from secondary data source, besides classroom observation was employed. Systematic random sampling technique was used to generate data from students mean while, all grade 5-8 subject teachers selected with availability sampling technique. Purposive sampling technique was employed to gather data from school principals, cluster supervisors, education experts of woreda, zone and region as well. The collected data were analyzed using frequency counts and percentage. The major findings include the following; The utilization of radio instruction was affected by factors like absence of radio media studio locally, lack of teacher training on radio instruction utilization, unavailability of supportive materials such as radio teachers guide, radio sets, and illustrative materials, lack of skill to install aerial antenna and lack of evaluation systems on the success and failure of radio instructional media. Nevertheless, the problem of classroom size in the utilization of radio instruction programs was found to be insignificant. Based on the findings, the study recommend: to alleviate the problems which was observed in the utilization of radio instruction the concerned educational officials and policy makers should be given proper attention to fulfill the necessary inputs, training for the teachers, and supervisions for effective implementation. The findings and concluding remarks forwarded in the study will help policy maker, educational bureau officials, educational media experts and program producers to give due attention for the proper utilization of radio instruction.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Educational broadcasting has an important role to play in furthering education and development. The role is more significant in the context of situation existing in developing countries like Ethiopia which are faced on the one hand with the problem of huge percentage of illiteracy and high repetition and dropout rates, and on the other hand, with the emergent need to provide greatly increased access to education in formal and non-formal means.(USAID,2002)

In Ethiopia, following reform launched in the drive toward Universal Primary Education (UPE), improvements in quality have not matched the gains in access (USAID, 2002). Some indicators warn that improvement of educational quality remains the most critical challenge for Ethiopia's educational system. The need to upgrade and train several thousands of teachers in the country is a significant part of that challenge. Furthermore, the government is making efforts to support teachers through educational technologies, among which radio instructional media is one (USAID, 2002).

The Dakar Framework for Action, adopted at the World Education Forum in 2000, anticipates the use of available technologies. Radio instructional media can be a valuable tool in Ethiopia's efforts to meet the targets set for achieving the goals of Education for All. Studies have documented its

effectiveness in improving quality and retention rates and reducing absenteeism at the primary school level (Murphy et.al, 2002).

Since radio instructional media focuses on a relatively modest, low-cost use of technology, it can have broad coverage and impact. It is especially useful in resource-lean environments and in settings where access to fundamental quality education in isolated areas is a problem.

For proper operation of any broadcasting organization, adequate investment in manpower and facilities is considered to be one of the prerequisites. Thus, to expand and localize the production of educational radio programs, investment is made to acquire the necessary manpower in various fields. The acquisition of man power is fulfilled in line with the fast development of the infrastructure.

The investment made to establish the technical infrastructure of the radio stations is considerable. Quarmyne (1985:4) states the advantage of such a system: Democratization of educational radio will require the decentralization of production and transmission facilities. It will require opportunities to citizens to have closer access to the program building machinery and to help ensure that programming reflects their concerns and the community's educational needs.

The new educational and training policy of Ethiopia also has given detailed emphasis on the use of educational technology (TGE, 1994:16). This is due to the total and significance of educational technologies in providing quality and relevance education to all sections of the society when they are used effectively at the receiving end. Radio is one of the widely used educational

technologies. It plays a significant role of delivering quality and efficient education world wide.

Different individual and organization concerning the utilization of educational radio programs in Ethiopia do various researches. For instance, the educational media agency (EMA) conducted a survey on a few sample schools all over the country using questionnaires as a method of data collection in 1988. The agency released the result in the form of report in 1991. According to the report several factors seriously affected the utilization of the educational radio programs. Among these were lack of antenna, lack of well furnished listening rooms, inadequacy of maintenance for non-functioning radio sets, shortage of radio sets and weak types of radio sets (EMA, 1991:43)

To indicate the seriousness of the problems and still to urge the concerned bodies to turn their attention towards the problems related to educational radio programs, additional studies are required with different settings and participants. This study as result was intended to contribute improvement of effective utilization of radio instructional media in primary schools of Bati Woreda.

## **1.2. Statement of the Problem**

Marshal McLuhan in Amare (1999) considers radio to be the theatre of the mind and called it as 'hot' media because the broadcast wave carries detailed information over a single channel. Unlike television where the picture is limited by the size of the screen, radio's pictures are any size we care to make them. Radio is much more a personal thing, coming direct to listeners

and talking individual, according to Marshal McLuhan in Amare(1999), radio is a blind medium but one that can stimulate the imagination so that as soon as a voice comes out of the loudspeaker the listener attempts to visualize what he hears and creates picture in his mind about the voice.

Educational radio is considered as a good assistance when the system of education has problems such as shortage of qualified teachers, lack of textbook, etc. Accordingly, educational radio instruction is prepared to help the classroom teacher, to enhance the teaching-learning process and to be used as a learning resource so as to overcome some deficiencies of the education system.

Radio instructional media has emerged as an important option for improving educational quality in primary schools in developing countries around the world. Studies of the radio instruction media experience in many developing countries have shown that the use of radio instruction has led to significant and consistent improvements in school achievements and has helped overcome equity gaps between urban and rural children and between boys and girls. Because radio instructional media can be broadcast to large audiences across a country, the cost per student is often low in comparison with other options for improving the quality of instruction. It is especially useful in resource-lean environments and in settings where access to fundamental quality education in isolated areas is a problem.

Ethiopia relatively has an old aged experience, which span for more than three decades in using radio to support primary education (Demissew and Tilson, 2000:1). Thus, educational radio played an important role in enriching the curricula and solving the shortage of trained teachers.

Currently, the new educational and training policy of the country gives due attention to the supply, distribution, and utilization of educational technologies and facilities to promote quality, relevance and expansion of education (TGE, 1994:16). In addition, the policy gives responsibility to the regional states for running the educational radio broadcasting for primary schools (ibid)

Concerning the implementation of educational radio programs different scholars conducted several researches in different regional states. However, most of the studies have given higher attention to inputs and facilities of the radio stations and schools. According to the findings of these studies, the state of implementation is improper and inefficient due to a number of constraints. Some of the problems mentioned in researches were absence of teacher training in radio instruction, absence of supportive materials, low involvement of teachers in producing and transmitting radio broadcasts, absence of technical know how install aerial antenna and inadequate budget allocation, etc, (Desalegn,2007, Abebe, 2007).

Moreover, no research has been conducted to assess the effectiveness of 'Afan Oromo' radio instruction and no radio transmission offered from local radio station since 1998E.C. This study attempted to assess the magnitude of the problem encountered due to unavailability of radio station locally and fill the existing knowledge gap about the radio instruction. Ultimately the existing practices of radio instructional media utilization were also part of the assessment.

### **1.3. Objective of the study**

#### **1.3.1. General Objective**

The general objectives of the study were to analyze the practices and challenges of radio media instruction in Bati woreda.

#### **1.3.2. Specific Objectives**

- 1) To investigate organizational and technical problems that encounter the implementation of radio media instruction;
- 2) To examine the attitude of students and teachers, towards 'Afan Oromo' radio instructional media implementation;
- 3) To find out the major challenges with respect to the practices of 'Afan Oromo' radio instructional media in school, zone and regional level;

#### **1.4. Research Questions**

This study attempts to address the following research questions

- 1) What do the practices of using radio as instructional media look like in the Bati Woreda?
- 2) What attitude have students and teachers developed towards radio instructional media?
- 3) What are the major challenges that hinder the effective and efficient utilization of radio educational media system at school, zone and regional level?

### **1.5. Significance of the Study**

The research study has the following significance:

1. It will provide information for Regional Education Bureau and zonal education department experts concerning the practices and challenges of 'Afan Oromo' radio instructional media in the Bati Woreda.
2. It will help school principals, cluster supervisors and classroom teachers to improve the effective utilization of radio instructional media.
3. It will serve as a stepping stone for other researchers who want to undertake researches in related areas.

### **1.6. Delimitation of the study**

Among the many problems that may exist, the study was delimited in relation to the practices and challenges of radio instructional media, i.e. problems encountered in implementing radio instructional media, practices examined in radio content selection, production and dissemination and assessing the attitude of teachers and students towards the radio instructional media. Furthermore to make the study manageable, the student researcher delimited the scope of the study to Bati Woreda of Amhara regional state, particularly in 3 primary schools of the Bati Woreda.

### **1.7. Limitation of the study**

The study has got limitations. Because of time and financial constraints, it was difficult to use big sample size. All the primary schools, which included as research settings in this study have Grades from 1-8. However, due to time constraints it was only possible to include only Grade 5&6 students.

## **1.8. Organization of the study**

This study consists of five chapters, the first chapter deals with the introduction parts. The second chapter treats the review of the related literature. The third chapter contains the research design and methods. The fourth chapter contains analysis and presentation of the data. The fifth chapter describes the summary of the findings; conclusion and recommendations of the study at the end, bibliography, sample questionnaires were attached to the last part of the thesis.

## **1.9. Operational Definition of Key Terms**

**Attitude** – feeling or likes or dislikes teachers/students have towards educational radio lesson.

**Broadcasting stations** – is the center from where educational media Programs are transmitted or aired.

**Educational radio** – is the application of radio in the formal school courses for direct teaching.

**Instruction** – teaching practice and classrooms organizations.

**Implementation** – the extent to which the radio program is actually used in a classroom situation.

**Radio studio** – is the place where educational on informational radio audio programs are recorded, made and transmitted. It is a faculty that is optimally equipped with the necessary electronic gadgetry and accessories.

**School Principals** – refers to the head teacher. In this paper, it is used

Interchangeably with the term school directors.

**Supervision** – a cooperative service designed to and teachers.

**Training** – refers to any type of program designed to introduce teachers with various techniques of utilizing educational radio programs in the classroom

## **Chapter Two**

### **2. Review of Related Literature**

#### **2.1 The Growth of Radio Instructional Media**

Radio technology is a twentieth-century phenomenon. The massive growth of the radio took place between 1920s and 1940s. From the day of the discovery of radio waves till today, we have seen a continued refinement of radio technology and the rapid growth of broadcasting facilities. In the beginning, radio technology progressed rather slowly, but accelerated during the World War II, and finally has had very rapid growth in the recent decades.

More and more people got the opportunity to listen to the news and entertainment components through the radio. After the world wars, particularly in U.S.A. election campaigns became potential inputs for sustained growth of the radio all over the world, As a result, politicians in power took special interest in commissioning more radio stations for political propaganda. Besides political propaganda, the potential of radio for disseminating economic news also stimulated the planners to establish more and more radio stations throughout the world. By 1922, there were 564 licensed broadcasting stations in USA alone (Thomas, 1987).

Commercial information and entertainment potential/ value of the radio medium contributed to its rapid growth. Even today the radio is being used mainly for entertainment followed by information/ news. Some countries such as France and Hong Kong make considerable use of the radio for

entertainment (70 and 72 percent of total broadcast hours respectively) (UNESCO: 1980).

To reach and inform more and more persons, necessary improvement in the radio technology were made. These improvements brought down the size and the cost of the radio sets. As a consequence, the radio with the help of transistor technology has now become a mass medium in almost all the countries in the world. People in low-income groups can buy radio sets these days and carry them in their pockets.

Use of the radio for educational purposes (used in a broader sense) comes late. Due to easy access to a large number of persons, it was realized that the radio could be a potential medium of enhancing the knowledge of the people.

The television began to create meaningful competition for the radio. As a result, the radio started to make adjustments. A number of improvements were made to refine the radio technology, and the approach to broadcasting. Several technical developments such as multiplexing, stereophonic broadcasting, and the easy availability of transistors, boosted the growth of the radio. Currently Digital Audio Broadcasting (DAB) technology is being tested all over the world.

Apart from radio, the audio medium has grown tremendously because of the developments in technologies like gramophone records and tape recorders. Though the cassette tape technology has now almost replaced the gramophone disks, these media have made the audio medium more popular

and accessible to the public in general. Mostly used for the purposes of entertainment, the audio tape has tremendous educational value, because of its portability and ease of use.

Furthermore, the success of educational radio and television in North America and Western Europe caught the attention of international agency such as UNESCO, and of national agencies providing technical assistance in developing countries. Both radio and television appeared to hold substantial promise for countries without sufficient trained teachers and classrooms. The new educational media, as radio and television often called in the sixties, were introduced in many countries, often with the assistance of a foregoing agency. However, western models have not been universally successful when transplanted, and the need for change of information between developing countries has increased; in particular, the need for information about organization and management has increased. For instance as of the 1970s and before 43 countries in Africa, 27 countries in North America, 11 countries in Latin America, 15 countries and territories in Oceania have been using educational radio programs (STRIDE,2001).

In the new Millennium after more than seventy years of introduction of educational radio, it seems that almost every country claims to use either educational radio or educational television or both. Without doubt, educational radio and television today are regarded as mass media, instruments of mass education.

## **2.2 The Development of Educational Radio Program in Ethiopia**

According to Sydney W. Head (1974:38), in Ethiopia radio news broadcast in its simplest form began at the eve of the fascist Italian invasion in 1935. After years of disruption, regular news and entertainment radio programs transmission came to existence in 1942. Following a series of formal and informal studies, scholars and education officials of the time developed an insight and realized the importance of introducing educational radio programs to schools. A study team of expertise drawn from the MOE, UNESCO, and the Center for Educational Development Overseas (CEDO) emphasized on the importance of employing educational radio to the education system.

On top of this, many schools in the empire were forced to go on a shift system because of an anticipated increase in enrollment and teacher shortages. Accordingly educational radio programs production and broadcast was launched in October 1969. At the outset, the programs were broadcast to some 50 elementary schools in the province of Menagesha. The subjects were Amharic, Social Science and English. These programs were broadcast using the ministry of information's radio network of both short wave and medium wave transmitters (John Gartley, in Sydney W. Head, 1974:315; Tenkir G/Senbet, 1997:2).

Currently, there are several educational radio programs broadcasting stations that are already operational. The stations channel quite a large number of instructional radio programs in various subjects' areas in local, national, and international languages. Most of the broadcasting stations have been recently

equipped with 10 kilowatt power transmitters. Currently, the application of decentralization of the educational mass media the regional education bureau governs the radio educational broadcasts locally in order to meet the regional education objectives.

Currently, in Amhara Regional State there are four educational radio programs broadcasting stations and two educational radio programs production studios (Petros, 2002). Similarly, the Oromia Regional State possesses five education radio programs production stations and three education radio programs production studios (Petros, 2002).

Table 2.1 Education Radio Programs Broadcasting Stations  
in Oromia and Amhara Regional States

Location of station	Regional state	Year of 1KW transmitter installation	Year of 10KW transmitter installation
Haromaya	Oromia	1980	--
Gimbi	Oromia	1981	--
Gore	Oromia	1981	1981
Legadadi	Oromia	1981	--
Robe	Oromia	1980	1988
Bahirdar	Amhara	1980	1988
Debre Markos	Amhara	1980	1994
Dessie	Amhara	1981	1995
Gondar	Amhara	1996	1996

Source- adopted from Petros Faltamo (2002)

Radio is a system of wireless communication by which sound waves created in a studio are changed into electrical waves by the broadcasting (transmitter, radiated into space, and then picked up by a receiving set, which transforms the electrical waves back into sound (Kinder, 1959:279). Instructional radio refers to radio programs (lessons) broadcasted to school aimed at enhancing students learning. Radio so a medium of communication has its own potentials. Radio has potentially great coverage. It can cover a wide area at the same time it can be received anywhere in the house in school, in fields, or whilst travelling. Especially, in establishing contacts with specific groups in remote hilly, wild, snow covered and other inaccessible areas where the isolation in communication has to be broken at first, the potential of radio cannot be over estimated.

Moreover, radio does not necessarily require electrification in reception areas (Hancock, 1977): 67; Mohanty, 1984:74; Crisell, 1986:4). Radio plays an important role in education. It not only informs by providing up to date information, but also inspires. It not only inculcates values and virtues, but also creates attitudes, interests and appreciation. It allows greater latitude for the imagination. It gives enough background and information for the listener to construct a mental picture of the event. As one were great personalities, or world events, or new ideas, or is taken to new places vicariously, the imagination is sharpened (Mohanty, 1984:74, Fiske, 1986:7; Tagoe, 1986:133).

Radio instruction is not expensive as compared to television instruction. According to Dale (1969:483) and Gough (1982:229), the production of

instructional radio programs cost about one fifth of the equivalent for television programs.

Furthermore, Rowntree (1994:11) stated that the purposes of using audio in teaching could be outlined as: to provide “aural source material” e.g. a conversation with a client or colleague for the learner to analyze or react too; to breathe life in to ideas presented else where in the course; to talk to the learners through tasks during which it would be disruptive for them to keep consulting written guidance; to help the learners practice skills; to make the teaching more human and personal; to say things which are not so easily expressed in print; to encourage or motivate the learners; ;to influence the learners feeling and attitude; to get worthwhile contributions to the teaching from people would be unlikely to contribute in writing; to let learners hear the voices of expert’s users, clients, other learners, etc; to present new ideas to learners who are unable or unwilling to read or whose circumstances prevent them from reading; to provide necessary variety in the learners learning process and to act as a trigger for group sharing of ideas and experience.

### **2.3 Strengths of radio/audio medium**

**Easy accessibility:** in comparison to other media, radio is accessible to the majority of the country. Low cost transistors within the easy reach of even the economically weak classes of people are available in the market. It can, therefore, be used as a home best means of imparting education.

**Wide coverage:** The radio can extend learning at a distance as it can easily and quickly reach the isolated rural audiences.

**Low capital investment and operatively cheap:** In terms of installation and production of radio broadcasts it is quite economical and needs less production facilities than the other electronic media.

**Easy learner-reception:** Radio broadcasts can be listened to even while one is doing some manual work. Distance learners can listen to programs whenever desire to and from whenever they are.

**Effective thought promotion:** Radio taps the thinking process of the learner as listening is invariable accompanied by stimulate a listener's imagination with a tactful use of music or the technique of pauses.

**Motivate supportive facilities:** Broadcasting can make education interesting and enjoyable, when it is used imaginatively. The feeling and motivation of listeners can be stimulated directed by music and other sound effects.

**Easy production:** production of creative radio programs is simple compared to a TV or video program production. No complicated mechanism or any sophisticated instruments are needed for such production. It requires less manpower too, compared to the production of a television/ video program.

#### **2.4 Limitations of Radio instruction.**

Radio instruction has also the following limitations: it is one way communication; no scope for interpersonal contacts and interaction between the radio teacher (presenter) and the audience; the students can not ask questions, give comments or express feelings to the presenter about the broad cast material during the actual transmission time; it is impossible for a

radio teacher to observe the behaviour of his/her listeners during the broadcast so as to adjust his/her delivery to suit the students changing mood and its dependency on sound only, no image and no text, the medium is utterly non-visual.

## **2.5 Role of Classroom Teacher in Implementing Radio**

### **Instruction**

The class teacher is a vital part of radio instruction. The success of a broadcast to schools depends to a great extent on the class teacher (Gima, 1967:8; Halesworthy, 1971:59; Gought, 1982:215). Emphasizing the place of the class teacher in implementing the broadcast, Romiszowki (1977:160) said that:

The efficiency of learning depends on the effectiveness of follow-up and preparatory materials....The amount of learning which take place during the broadcast itself is not very large. --- An average listener takes twenty eight percent of the broadcast material if left by himself.

Classroom teacher role before, during and after broadcast is indispensable to implement radio instruction.

It is through these teachers' activities that the effective utilization of radio instruction could be insured at the classroom level.

Before broadcast, preparation is most important. Essential instructional materials should be prepared in advance. Depending up on the radio teachers' guide, the teacher has to make ready the essential illustrative materials. The radio set should be tested by tuning in the proper station. And, it should be placed in the most appropriate spot for listening in the classroom. If the room is equipped with movable chair, a circle or semi circle can be formed around the radio set. If tables and chairs are provided, a

U-shaped or conference styled arrangement might be used. In a room equipped with permanent desks and seats, it is most effective when the set is placed in front of the class. It may be attached to the wall in permanent position, or, if it is portable set it can be placed on desk or table on the centre of the room (Hass and Packer, 1965:227; Hancock, 1977:280; Gough, 1982:216).

Moreover, the class teacher should make the students ready for attending the radio lesson before broadcast. The teacher should check whether they can hear and see well. He (she) should introduce the topic after a brief summary of the previous broadcast. Student's interest should be aroused by telling them how they will benefit from the broadcast. They should know why and what to listen. Relating the topic to the background of students stimulates student's curiosity to learn. The teacher based up on the radio teachers guide should describe essential vocabularies, key and difficult concepts, and raise questions which would be answered from the broadcast. After making all the necessary preparations, the radio set should be turned on just when the pertinent broadcast begins (Gyima, 1967:9; Hancock, 1977:299-230; Gough, 1982; 216; Dasine, 1995: III; Mathewos, 1996:5).

During the broadcast the class teacher has certain activities to accomplish. The teacher must stand by throughout the broadcast usually being in front of the class. He/she should check the volume throughout the broadcast. He/she should supervise frequently the children in order to maintain good discipline. He/she should encourage students to answer questions or to react actively when they are asked by the radio teacher. Sometimes directions may be given by the radio teacher to the class teacher to demonstrate illustrative

materials or to do any other activity. At this stage, children depend entirely on the teacher for inspiration. Indeed, teachers may be reminded that if they do not show interest in the broadcast, their children will never take the radio lesson seriously. Students are likely to ignore programs of any kind unless they see the attention of the teacher. If his attention lapses, or if he leaves the room during transmission, the attitude of the class deteriorates rapidly. Thus, in short, the class teacher should be a model to children: listen and react at the right time (Gyima, 1967:10; Gought, 1982:216; Dagne, 1995: III-IV; Mathewos; 1996:6).

More over, during broadcast, the class teacher should discourage note taking of students particularly with younger children unless requested by the radio teacher. Even the teacher should write nothing on the blackboard unless requested by the broadcaster. It is because this activity of the class teacher will distract the concentration of the students on the broadcast (Dale, 1956:256:286; Gyima, 1967:10; Hancock, 1977:300; Gough, 1982:216).

After the broadcast there are also activities to be performed by the class teacher. Immediately when the pertinent broadcast ends, he/she must turn off the set, and revise the major points of the program by relating it to the school environment and other subjects. He/she should also check its effectiveness. This is done by a simple expedient of question and answer method. It can also be achieved by reference to pictures; models, maps or others that have been used during the broadcast.

Similarly, Teachers' are the most important component of the educational system; plan a crucial role in the adoption of a technology, or an innovation.

We should remember that teachers can make the success of any media at the institutional and actual operational level. They may or may not be willing to make necessary changes in their role, or to deviate from their existing practices as demanded by the technology. Their attitude toward technology is thus an important determinant. Communication technology demands a change in the role of teachers. They should realize that they are no more the only source of information required to transmit knowledge. In other words, new communication technologies will ask the teachers for new roles of teaching managers, facilitators, individualizers of teaching, advisors and so on.

Furthermore, within the audio teacher carries the main weight of the teaching, and directs learner activities (exercises, answers to questions, songs and practical tasks) that take place during carefully timed pauses in the audio scripts, utilizing, the classroom teacher as a facilitator. Learners retain approximately 10 percent of what they read, 26 percent of what they hear, 50 percent of what they see and hear, but 90 percent of what they say and do (Silcox, 1993).

## **2.6 Audiotapes in Education**

In audio cassettes, the focus is on pre-recorded sound delivery in a more permanent form than in a transitory radio broadcast. Thus the word 'cassette' becomes significant. A cassette is a device on which information is stored for the future and repeated uses. The audiocassettes have an edge over the radio broadcast: unlike the rigid radio broadcast, the audiocassettes present considerable freedom to the students; they are free to choose to listen at a time and place convenient to them. The audiocassettes are at their

individual needs more effectively as it suits their convenience; the technical facilities/devices-stop, pause, replay are available with audio cassette players. These devices facilitate studies according to learner's requirements. One can study according to one's style of learning and individual pace. Learning through audio cassettes is not time and space bound. The students can use a cassette time and again until they master the content of the program. It implies that even high level content, which needs special efforts on the part of the students, can be discussed on audio cassettes and the students can browse, skip and review certain learning tasks or activities. Thus, the audiocassettes give the students the facility of selective reading. These features of the audiocassettes offer all the advantages of the printed text. To produce of preparing master tapes is the same of both the radio broadcast and the audiocassette. Once the master tape is ready, it can be either directly broadcast or transferred in the form of audiocassettes. So the costs for preparing programs for the radio broadcast and audiocassettes are almost the same. In the case of the audio cassettes, the institution has to purchase blank audio cassette and get the master tape duplicated. The audiocassettes can be either mailed to the students as part of their learning material or made available at the study centers where the students can make use of the programs they need. In either case, it depends on the costs and accessibility of appropriate technology to the students.

Further more, the students learn at their own pace, be it slow or fast, and then cassette is a permanent record with the students. Durbridge (1984.57) stated that:

It is understandable that more glamorous technologies such as video and computer attract a great deal of attention, but the humble audio cassette has a great deal to offer to distance education, and should not be ignored.

Glamour and fancy may be justifiable in countries, which can afford expensive technology and bear enormous costs incurred in using it for educational purposes. But developing countries like Africa must not fall prey to glamour. They should try to use the available technology intelligently rather than introduce expensive new technology, the uses of which they are not sure when they do not have the trained manpower to use it.

### **2.7. The Involvement of Teachers in Media Planning**

The participation of teachers in media planning is also an important factor which enhances the implementation of radio instruction. Therefore teachers need to participate in media planning. This helps to identify the problems in radio instruction and to ascertain radios suitability for teaching. Supporting this idea Boediono (1997:256) said "... to improve quality of instruction at the classroom level, teachers need information and teachers are themselves source of information about what they are expected to achieve with their student". This indicates that radio script writers before they write their radio script should discuss and consult classroom teachers. Doing this helps to minimize the encountered problems implementation of radio instruction. There fore teachers need to participate in topic selection and other activities.

### **2.8. provision of Personnel Support**

School media representatives have a great role to play in the implementation of radio instruction. In relation to radio instruction, the school media

representatives have the following duties and responsibilities: to distribute teacher's guides, radio sets and evaluation forms to classroom teachers in time; to check if all sections have got a radio lesson; to install ground antenna if needed; to give orientation to new staff member on utilization of radio instruction; to consult teacher when they are confronted by difficulties in utilizing the medium; to collect teachers requests and the filled out evaluation forms and to submit to the school directors or to send to the broadcasters, and to collect teachers guide and radio sets at the end of the academic year and put them in a store (Hailu, 1988:53-54).

Finally, it is worth noting that the school principals and school media representatives should be given pertinent training for the successful accomplishments of their tasks. That is, in order to enable these school personnel to carryout their instructional radio related tasks, they must be a aware of the role of the medium and the ways in which they can make best use of it (Centre for Educational Development Over seas, 1972:43).

## **2.9. Teachers Attitude Towards Radio Instructional Media**

Provision of the necessary instructional materials and facilities may not ensure effective utilization of radio broadcasts. What ever effort is made by any other party, the success of a broad cast to schools depends to a great extent on the class teachers' attitudes, knowledge and skill. The teacher is the vital link in making sure the program is effective. It is the extent to which the teacher uses the medium at the classroom level that matter much on the students learning (Halesworth, 1971:58; Gough, 1982:215; Saunders and Vulliamy, 1983:361).

Research findings confirm the fact that there is a strong relationship between teacher's attitude towards any instructional innovations and their effort (practice) in using it.

In 1963 the Japan Radio and Television culture research institute made a survey study of the relationship between teacher's attitudes towards educational broadcasting, particularly school broadcasting and their daily educational activities. Three thousand school principals and teachers were selected from among all the elementary schools in Japan. The evaluation result revealed that teachers who had a positive attitude towards school broadcasting should a better effort in using it. As a result, it was concluded that there is a strong mutual relationship between use of and views, of teachers towards school broadcasting (Nishimoto, 1969:162-183).

Thus, unreserved efforts should be made to enable teachers to have positive attitude towards the broadcasts and to equip them with adequate knowledge and skill on how to use the medium. In the first place, teachers should be involved in planning and production of radio programs. Educational broadcasting staff should not decide alone on what they feel is the best for school broadcasting. Teacher's participation in the development of radio broadcasts calls for an understanding of teachers about the importance of the broadcasts.

Besides, training of teachers on radio instruction utilization is of paramount importance. It is true that teacher's willingness to make use of radio programs and the extent of their efforts depend on the completeness of their understanding. According to Helesworth (1971:58-59), unless teachers have

had a specific instruction in the techniques of using a radio broadcast, they may regard the broadcast, lesson as a substitute for them. In short, if teachers do not understand why to use and how to use the medium, they will never use it to the extent it is needed; hence, teachers should be taught how to make the best use of the programs they listen to (Kent, 1969:75).

## **2.10. Students Attitude Towards Radio Instructional Media**

During broadcasts, students have to have a good discipline. Radio lesson is transmitted at a fixed time. It is beyond the control of the classroom teacher and students. If the message is once missed there is no chance to be repeated unless it is recorded by tape recorders. Thus, radio instruction requires a good discipline and high concentration. Unless requested by the radio teacher, an absolute silence is needed. Any disturbance or noise is not allowed. That is even a disciplinary problem of a single child can distract the whole attention of the classroom which makes the radio instruction futile (Kinder, 1959:284; Gough, 1982:216)

Hence, effective utilization of radio instruction calls for students' strong interest, high level of activity and participation. In radio instruction, children should not sit passively while the radio speaks. It requires active and meaningful interaction between the radio teachers, the class teachers and the listening student. It is fundamental tenet of the psychology of learning that active participation tends to make a learning process more effective (Armour, 1971:58 Heinch, 1989; 38). It is believed that when students actively participate, they will construct a meaning actively from the learnt material and they are much successful at internalising, recalling and applying what they learn (McCarthy and Peterson, 1994: 5970). For this

reason, in radio instruction students should respond actively by: answering and asking questions orally, writing, reading, manipulating materials, singing, doing physical exercises etc, before, during and after broadcasts at the right time.

## **2.11. Factors Contributing for Less Effective Utilization of Radio**

### **Instruction**

Utilization here refers to the actual implementation of the instructional radio lessons at the receiving end. It is when teachers and students use the broadcast for teaching learning processes. In practical sense, it is said that radio instruction is properly utilized when teachers apply the before, during and after broadcast activities and when students listen the program attentively and react actively at the right time in the classroom. And, it is the way in which the radio instruction is utilized at the classroom level which is the most important.

Utilization of radio instruction is influenced by a multitude of factors. Hass and Packer (1965:223) asserted that the absence of electric power, distance from a broadcast studio, lack of suitable radio programs, and the feeling of some school principals that the radio has a “disturbing effect” up on the class have prevented the effective use of radio instruction. Hancock (1977:65) enumerated a long list of factors which influence utilization of any educational medium which could be summarized as:

the quality of the educational materials to be used, the managerial skills of the system, the training of the participant professionals, investment on the

personnel, facilities & materials; flexibility and development of technical infrastructure.

According to Hawkrige and Robinson (1982:30), the factors that influence the implementation of educational radio are: geographical; political; cultural; educational economical and technical conditions.

At large, different educators in the area have enumerated different variables which facilitate or hinder the effective utilization of radio instruction depending up on the research findings at their hand and the background of their respective environment, here, however, the factors which are considered as major, and most relevant to the dimension of this study are treated briefly.

### **2.11.1 The Quality of Radio Program Broadcast**

The quality of programs produced and broadcasted to the target audiences is one of the variables which influence the effective utilization of radio instruction. By quality here refers to the clarity of the sound, the explicitness and appealing of the presentation of the lesson, relevance of the lesson to the learners, teachers and the curriculum, and its plausibility. Chilangawa (1986:120) stated that the major concern for every educational broadcasting service should be whether or not the programs being put out are of high standard, are acceptable to their respective target audiences and meet their ultimate educational objectives. And, if radio programs are to be successful, the script must be written in the language and vocabularies that the listeners

can understand; too many facts and figures should be avoided in a particular lesson;

According to Chilangawa (1986:120), radio broadcast loses audiences: when radio lessons are allowed to run for a long period of time without revision; when radio lessons lack relevance to the school curriculum; when program presentation is so stereotyped and monotonous, and when immature and inexperienced teachers who know little about the subject matter are allowed to present the programs.

Mohanty (1984:93) also based up on his research under takings on the effectiveness of school radio programs in India concluded that many radio programs failed to make their impact because the script writers are not aware of the language capability, level and pace of understanding of their audiences. In general, radio programs of poor quality, that is which are not relevant both to the teachers teaching needs and students learning needs seem to be themselves barriers to effective utilization.

### **2.11.2 Condition of Reception**

Whatever quality radio programs are produced and broadcasted, they will be of little use unless they can be heard properly, and hearing is, in turn, governed by a number of factors.

As Block (1984:72) argued educational radio broadcasts to have no use unless they can be heard properly at the receiving end. Hearing in turn can be affected by a number of factors such as listening room, the receiver, seating arrangements and so on. According to Hancock (1977:268) it is not

necessary to reserve special room for radio reception. It is simpler to move the receiver than to disturb the class. It is also better if the listening rooms are always free from outside noise such as traffic, air routes, work shops and noise from stair ways or corridors. Seating arrangements should be flexible and the receiver should be always away from reflecting surfaces such as large tabletops.

In 1998, Kahsay also conducted a study on evaluation of utilization of social studies radio instruction at lower grades (first cycle) of primary schools of Addis Ababa. This study finally concluded that the vast majority of primary schools in Addis Ababa have utilized social studies educational radio programs regularly. However, their state of utilization is improper due to lack of knowledge and skills on utilization, less audibility of the programs and absence of trained media representatives in many schools.

### **2.11.3 Place of Reception**

Place of reception is one factor which influences the listening conditions. According to many media experts, it is not necessary to have a special room for radio instruction. Programs should be heard in the regular classrooms. It is simpler to move the receiver than students which avoid unnecessary wastage of time and class disturbance (Dale, 1956:285; Kinder, 1959:284; Hass and Packer, 1965:226; Hancock, 1977:269).

Investigators who studied radio or TV broadcast programs (moore, 1990; Gagne, 1989), underscored the appropriateness of broadcasting time to the students and the availability of the equipment (i.e. radio and TV) to the students as major factors that determine the accessibility of the technology.

On the other hand, those who examined the accessibility of the communication technology that depend on the existing communication infrastructure found in areas where the students are located argued that one of the most important questions concerning accessibility is what is the appropriate location for the target distant students? (manjulinka and Ready, 1996; wills, 1993).

#### **2.11.4 Availability of Suitable Radio Sets.**

A reliable radio receiver is also essential for optimal reception of radio programs. The radio set should be sufficiently powerful for every member of the class to hear it without strain.

The selection of radio set type may differ from vicinity or from country to country depending up on the respective tangible conditions such as geographical barriers and class sizes. With respect to Ethiopia based up on the power of the available transmitters, and class sizes, the educational Mass Media Agency has set out specification (standard). According to the Agency the radio sets suitable for the Ethiopian schools are those which: use batteries of “R-20” or “U-2” or “D” cells having power supply between 6-12 volts; utilize 6-12 volts (DC from optimal adapter; utilize 220 v Ac supply; have an audio output of not less than 1 watt and have a “high efficiency” speaker with effective baffle for large audience (EMMA, 1985:3).

#### **2.11.5 Time Tabling**

Time tabling is another factor which influences the reception of radio programs. Dale (1959:286), Hass and Packer (1965:222), Armour (1971:37) and Hancock (1977:289) stated that lack of suitable broadcast schedule to

each school is a hindrance to proper utilization of radio instruction. That is, broadcasting agencies have a fixed time schedule for each radio lesson. Where as schools have their own time table as when to commence, take tea breaks and end classes in respect to proximity of each school to students residence weather conditions number of shift that a given school has, etc. As a result the problem may arise to fit the school time table with the broad cast schedule which, there by, affects the effective utilization radio lesson.

### **2.11.6 The Availability of Instructional Materials and Facilities**

The success or failure of instructional materials and facilities at the school level affects the effectiveness of school programs. Undoubtedly, unless sufficient suitable instructional materials and facilities are provided to schools, school programs can not be made effective. The instructional materials refer to radio teachers guide, student's work books, broadcast schedules, suitable radio set, posters, wall charts, maps, models, real objects, etc. and , the instructional facilities refer to suitable seats, class rooms, blackboards, electric supply, batteries, etc. indeed, with out these materials and facilities at hand , preparation, scheduling and utilization can not be properly carried out.

It is also true that poorly prepared instructional materials such as teacher's guides without sufficient details, inappropriate models, maps, etc, do equally affect programme utilization activities as that of poor quality programs (Mohanty, 1984:41; Hailu, 1988:13) Verspoor (1989:1), in connection to this, generalized that the unfavourable economic environment and the resulting scarcity of resources jeopardize the ability of developing countries to provide quality education. Many schools, of course, now face critical

shortage of instructional materials and facilities, and consequently the quality of teaching and learning continues to be very low.

### **2.11.7 Radio Set Operation and Antenna Installation**

Natural and undisturbed reception is a basic necessity in school broadcasts. It had been observed that when the reception in schools is very poor or when there is some defect in the listening equipment, schools discontinue listening to the programs. Besides teachers must have the necessary skills to for training teachers must be stressed up on to implement effectively radio instruction. This could be accomplished by giving training for teachers before they start a job i.e. pre-services training or on job training that is in-service training.

### **2.11.8. Poor Maintenance Service**

Poor maintenance services are another factor that affects utilization activities. As schools can not afford to buy new sets, they rely on their old sets which frequently go out of order. Unless these sets are maintained in the shortest time possible, they are compelled to stop listening, and this, in the long run, may result incomplete abandonment of using radio.

The first step in designing a complete training system is to determine precisely what training needs exist currently and to project future training requirements. It is only after assessing the needs that training objectives and content can be decided.

Any training program is aimed at improving the efficiency of trainees on the work they are doing. The more training programs are designed to meet the requirements of the job; the better will be the performance of the trainees. Hence, the relationship between the content of the training and the duties of the trainees' is a significant factor in achieving the goals of the training. It is possible to deliver a lecture or a series of lectures that are highly effective without much regard to this relationship, but training is more than delivering a lecture series. Training is helping each participant to develop attitudes and skills and to acquire knowledge that will assist him to do his job better.

In radio program utilization training, the objectives are set in regard to the skills needed to perform the specific duties of the trainees. Utilization, is an activity which demands such skills or knowledge as teaching, supervision, administration, chair

Person ship, technical know how, and interpersonal communication (Hailu, 1988)

It is obvious that radio program utilization training does not add a new skill to the trainees, especially to the teachers.

The training makes the teacher only aware of the fact that three stages of activities are involved in utilization of radio programs: pre, during and post broadcast activities. What is expected from the teachers after the training is to employ the teaching skills they had already acquired to the three stages of activities. The methods of revision, introduction and amplification are not new for a teacher who has undergone a period of formal teaching training.

The training offered to the facilitators also focuses on promoting the existing skills of the facilitator so as to make the most use of the programs. However, it is always difficult to find animators who are capable of making the radio lessons interesting by using their own ingenuity. The reason for this, that they lack the experience and have been educated only to a low educational standard.

Therefore, all the personnel involved in radio programs utilization are required not only to conceptualize the theory of communication to acquire the skills necessary to apply them in a teaching learning setting. In such a setting, the supervisors, the teachers, directors and the animators have specific roles to play and specific duties to accomplish.

Today's teachers need to know how to use the tools of their profession. Many are complement to do so when they began to teach, but many are prepared poorly or not at all. A course in media implementation for teachers is of paramount importance. Many teachers are entering the market job with out adequate orientation. To promote and develop the quality of educational radio, the training of staff (teachers) is important. This has been asserted in the following way:

*The importance of having sufficient well trained personnel to carry out in such clerical and technical functions cannot be over emphasized particularly in case of expanding programs which have to regenerate additional budgetary, support , recruit new personnel and supervise their training either before they begin working or in the job (Brown, 1973:63)*

Similarly, in order to implement radio programs successfully Parraton (1978:8) argued that trained teachers must be used. As it has been indicated in the aforementioned ideas, the need for training teachers must be stressed

up on to implement effectively radio instruction. This could be accomplished by giving training for teachers before they start a job.

### **2.11.9 Evaluation on Utilization of Educational Radio**

#### **Programs**

Lack of evaluation and feedback is another impediment for effective utilization of programs. Evaluation and feedback is felt essential for effective utilization of school broadcasts. This is because without evaluation and feedback it seems impossible to identify the weakness of the broadcasts and the problems faced during implementation, and to take corrective measures. That is why Mohanthy (1984:133) contends, “the successful development and utilization of educational broadcasting largely depends on the constant monitoring and continuous evaluation. “Similarly, the European Broadcasting Union asserts:

Evaluation is essential in educational radio.... without it there can be no progress in methods or in the most effective use of...the programs as a whole. Thus evaluation forms an integral part of any educational radio... and is not an isolated operation (Bates and Robinson, 1977: XVIII.)

Hence, program producer have to evaluate the implementation of their programs. They have to identify the number of schools benefiting from the radio programs, investigate the extent to which the medium is used and the problems encountered during the process of implementation (Hawkridge and Robinson, 1982:113; Chilangwa, 1986:146).

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

Starting from 1996 Oromia Administrative Zone has been organized as a Zone on the basis of minority ethnic identity of the Amhara Region. Oromia zone is located at the Eastern part of the Amhara Regional State. The Zone is divided into 5 Woredas and 2 Administrative Towns namely 'Dewachefa' , 'Jile Timuga' , 'Artuma Fursi' , ' Dewe Harawa', Bati, 'Bati Town' and 'Kemise Town'. Moreover, the Bati woreda based on the census of 2003 E.C., the projected population size were 117,171. About 49.98% were males and 50.02% were females.(ARFEAB,2002E.C.)

The Oromia Zone Education department does not possess its own educational media programs production studio or a broadcasting station locally. Therefore some of the Bati woreda primary schools by installing aerial antenna utilize the radio educational media which is broadcasted from Oromia Education Bureau. The Amhara Education Bureau had been broadcasted the 'Afan Oromo' radio education media locally until 1998E.C. ,then after due to lack of maintenance service at a studio level, the program interrupted till 2003 E.C. academic year. This is a crucial constraint with respect to the design, development, sound clarity, production and dissemination of media programs. The problem among others, include lack of resource, facilities, training and materials as well as inefficiency in the process of media programs production and delivery. These adversely affect the education system of the schools. More over, to my knowledge no research has been conducted regarding 'Afan Oromo' radio instruction media. The study therefore, attempted to describe the practice of radio

educational media implementation and examined the magnitude of the problems encountered.

### **3.1. Research Design**

The research design employed in this study was descriptive survey type for it is effective to determine adequacy of the program under existing condition ( Best and Kohn,1999). Specifically, the design is suitable for: mixed approach (quantitative and qualitative) and involving various subjects.

The study used both qualitative and quantitative research methods. Regarding this, there are no hard and fast rules that are stated to use the one and reject the other. Instead, prevailing trends favor the use of both designs in a single data. Aronson et.al (1990) described that each data collection instrument has its own weakness and strengths. Regardless of this, the same authors suggested using each instrument accordingly as long as it is appropriate to the purpose, size and situation under which the research is conducted. Moreover, Best and Khan (1986) also stated that the use of multiple data collection instruments is indispensable as a rule because each reveals different aspects of empirical reality.

### **3.2 Sources of Data**

In this study, 52 students of Grades 5&6, 30 teachers ,3 school directors, 2 cluster supervisor, 1 vice head of zonal education department and 1 radio media expert at oromia regional state of education bureau were used as a source of data.

### **3.3. Population Size, Sample size and Sampling procedure**

This research was undertaken in Bati woreda of Amhara Regional State. The researcher selected Bati woreda as a sample area of this study, because he was familiar with the area and has also been worked in the area for many years. In this woreda there were 41 primary schools, and only 7 primary schools were utilizing the radio broadcast. For this study 3 users primary schools, representing 42.8% of the total users schools, namely Kurkura, Mamed and Hido primary schools were selected using random sampling technique. The researcher decided to employ systematic random sampling for selection of student respondents. All teachers were selected using availability sampling technique.

Again, school principals, cluster supervisors, Woreda, Zone and Region education experts were selected for interview using purposive sampling technique.

As far as the respondents of the study were concerned, the respondents who participated in this research were 7 types. The total number of respondents included in the study was (see table 3.1) 52 students,30 teachers,3 school directors, 2 cluster supervisors,2 woreda education experts, 1 zone education vice head and 1 oromia region radio media expert, totally 91 respondents participated in this study.

The total number of available sections for Grade 5&6 of the three schools were 10. (i.e. five sections for Grade 5 and five sections for Grade 6 ) ,besides this, the total number of students attending in all sections in Grade

5-6 was 515(270 male and 245 female). About 10% of the students from each grade were selected for the study. At the end, 27 students (15 male and 12 female) for grade 5, and 25 students (13 male and 12 female) for grade 6 were selected as a sample size.

Table 3.1. Number of sample schools and the Number of Respondents

Woreda	Schools	Students			Teachers			Directors	Supervisors	Woreda Experts	Zone Expert	Region expert	Total
		M	F	T	M	F	T						
Bati (rural)	Hido Primary school	9	8	17	6	4	10	1	-				28
	Kurkura Primary school	9	7	16	7	2	9	1	1				27
	Mamed Primary school	10	9	19	7	4	11	1	1				32
	Woreda, Zone and Region experts									2	1	1	4
	<b>Total</b>	<b>28</b>	<b>24</b>	<b>52</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>91</b>

### 3.4. Data Gathering Instruments

Three types of data gathering instruments were used in this study. These are: Questionnaire, semi- structured interview and observation checklist.

#### 3.4.1. Questionnaires

One of the important instruments used to collect data was distributing questionnaire, developed by the researcher based on the reviewed literature. Barge 1996 cited in Kebede, 2006 stated that questionnaire is used extensively in educational research to collect information that is not directly

observable. This data collection method typically inquires about the feeling, motivation, attitude, accomplishments and experience of individuals.

Two types of questionnaire were prepared for teachers and students. The questionnaire were first designed in English and then translated in to 'Afan Oromo' language. The questionnaire was pre-tested in section which had 3 grade 5 and 6 teachers in Selewa primary school, similarly, 6, grade 5 and 6 students in Selewa primary school. After collecting the piloted questionnaire, each item was examined to change unnecessary items.

In order to collect the necessary data, 52 questionnaires for students and 30 questionnaires for teachers, totally 82 questionnaires were administered. Since the questionnaires were examined carefully during the pilot test, the return was hundred percent from both students and teachers.

The questionnaire for students contained 3 parts. The first part dealt with the personal data of the respondents (school name, Grade, Section, Age and Sex).

#### **3.4.1.1. How to use the likert scale**

In order to assess the attitude of students and teachers towards afan oromo radio instructional media, both students and teachers were asked to rate on a series of five point likert scale type ranging from strongly agree to strongly disagree as computed below:

Students attitude towards radio instructional media.

The computed results are:-

- 1) The summated score is 2630. To get this, first, the number of Individuals who checked each position in each statement was Multiplied by the respective scores, then, all the results were added.

2) The expected scores for each of the five possible strength of attitude for the 52 individuals were computed in the following ways.

For most favorable attitude =  $4 \times 12 \times 52 = 3120$

For favorable attitude =  $4 \times 12 \times 52 = 2496$

For neutral attitude =  $3 \times 12 \times 52 = 1872$

For unfavorable attitude =  $2 \times 12 \times 52 = 1248$

For most unfavorable attitude =  $1 \times 12 \times 52 = 624$

3) Thus, the comparison of the summated score (i.e. 2630) with the expected scores shows that the summated score is between favorable and most favorable expected scores. More specifically the number 2630 is near to 2496 (favorable attitude expected score) than to 3120 (most favorable expected score). Therefore it can be concluded that the 52 students have favorable attitude towards 'Afan Oromo' radio Educational broadcast.

Teacher's attitude towards radio instructional media:

The computed results are:-

1. The summated score is 1216 to get this, first, the number of individuals who checked each position in each statement was multiplied by the respective scores; and then, all the results were added.
2. The expected scores for each of the five possible strength of attitude for the 30 individuals were computed in the following ways.

For most favorable attitude =  $5 \times 10 \times 30 = 1500$

For favorable attitude =  $4 \times 10 \times 30 = 1200$

For Neutral attitude =  $3 \times 10 \times 30 = 900$

For unfavorable attitude =  $2 \times 10 \times 30 = 600$

For most Unfavorable attitude =  $1 \times 10 \times 30 = 300$

3. Thus, the comparison of the summated score (i.e. 1216) with the expected scores shows that the summated score is between favorable and most favorable expected scores. More specifically the number 1216 is near to 1200 (favorable attitude expected score). Therefore, it can be concluded that the 30 teachers have favorable attitude towards 'Afan Oromo' radio educational broadcast.

### **3.4.2. Interview**

In order to collect data from school principals, cluster supervisors, woreda and zone education experts and regional education expert both structured and semi-structured interview were prepared. (See appendix D). Especially the interview guides focused on issues of the supportive materials provided for the teachers, in effective implementation of 'Afan Oromo' radio educational broadcast, major challenges encountered during radio instructional media, courses of action to be taken so as to improve 'Afan Oromo' radio instructional media and the extent of communication among concerned Bureau and radio media personnel's etc. The information obtained using the interview was used to support the teacher's and students' response.

### **3.4.3. Classroom Observation**

Classroom observation is one way of collecting data. Data were collected using classroom observation checklist; arranged and assembled based on the items in the observation checklist. The checklist was prepared with a three point scale which include (Yes, somehow, and No). In order to make observations while the classes were ongoing, the researcher also held discussions and briefed the classroom radio teachers about the objective. In

general, the method helped to see institutional considerations availability of necessary inputs, learning conditions, and teachers' readiness for the program, their ability to facilitate the lesson, students' involvement activities in the radio lesson, availability, use of materials and audibility of the sound.

### **3.5. Procedures of data collection**

The collected data were presented using tables and descriptive phrases. To analyze and discuss the data, frequencies (the number of respondents to every alternative of each item) percentages and qualitative descriptions were used. As to the analysis of responses of teachers and students to the Likert type attitude statement, the summated score technique described by Sukhia, Mehrotra and Mehrotra ( 1983: 149-150) was employed.

### **3.6. Pilot Testing**

Pilot testing was conducted to check the workability of questionnaires prepared for the study. That was to test whether the items were appropriate to gather necessary information. Accordingly, a draft questionnaire was administered to three teachers (2 Afan oromo and 1 science) teachers similarly, 6 students from Grade 5&6(3, Grade5 and 3 Grade 6) from Selewa primary school outside sample school in the same woreda. After having told them the objective of this pilot test, they were informed how to fill and give feedback on the relevance of content, types of questions and layout of questionnaires. Some questions were also modified to improve their clarity and others provided with necessary alternatives for they were incomplete. Furthermore, both teachers and students questionnaires were given to Afan Oromo language teachers and they commented on improving the instruction, conceptual integration and grammatical aspects.

## CHAPTER FOUR

### 4. DATA PRESENTATION AND ANALYSIS

It is repeatedly stated that the objective of this study were: to assess the practices and challenges of radio instructional media in selected sample schools in Bati Woreda. To explore how frequently schools use these broadcast; to examine the attitudes of students and teachers towards radio instruction and to identify the factors that constituted as barriers to the proper utilization of the radio broadcast. To these ends, relevant data were, collected through questioners, interview and class room observation from sample respondents. This section of the report, thus, deals with the presentation, analysis and discussions and the collected data.

#### 4.1. Background Characteristics of Respondents

Out of a total of 30 subject teachers, 20(66.6%) were male, and 10(33.4%) were female. And a total of 52 students, 28(53.8%) were male, and 24(46.2%) were female.

With regard to their qualification 22(73.3%) were 10+3 and 8(26.7%)were 10+1. The sampled three school directors were male and all were 12+2. In addition among two cluster supervisors, one was 12+4 and 12+2 respectively. Out of a total of two woreda education experts one was 12+2 and with 12+4 respectively. In a zonal education department one respondent was male and 12+4 qualification. In Oromia Education Bureau expert was a 12+4(BSC).



In the length of service category, as the figure indicates most of the teachers 28(93.33%) have a teaching experience that ranges from 2-5 years, while 2(6.67%) have a teaching experience that ranges from 6-10 years .

As depicted in the table 4.1, 8(26.7%) and 22(73.3%) of the teacher respondents are graduates from teacher training institute and teacher training college respectively, where as 3 directors,1 supervisor and 1 woreda education expert graduates from private and government colleges with diploma. The others respondents, 1 supervisor, 1 woreda education head. 1 zone head (vice) of education department and, 1 Oromia education region education expert graduates with BA and BSC degree from government Universities.

Teachers were asked to rate the teaching load per week. This to assess whether or not teaching load affects the implementation of radio educational media. The obtained results are summarized as follows:

As indicated above, out of 30 teachers, 2(6.66%) of teacher respondents reported a teaching load below 10 period, 2(6.66%) of teacher respondents reported a teaching load between 16-20 period. Besides 10(33.33%) of the teachers reported a teaching load between 21-25. similarly 16(53.33%) of them reported a teaching load of between 26-35 periods per week.

From this data, it can be deduced that the majority of teachers 16(53.33) have a large teaching load i.e.(26-35) periods per week which was beyond the standard and this greatly affect teachers in planning radio education lessons.

So as to implement radio instruction effectively, teachers need to participate in-service and pre-service training. Thus, to assess the practices of teachers training in radio instruction, in this regard there were asked how often they participated in the training courses.

## 4.2. Practices of Radio media Instruction

### 4.2.1. Pre- Service Training

Teacher’s respondents were asked whether teacher course training they took how to implement ‘Afan Oromo’ radio lessons or not. The responses are summarized in the table below .

Table 4.2:- Frequency and Percentage Distribution of Teachers' Involvement in Radio Instruction Courses

Teacher training taken in radio instruction courses	Respondents	
	Frequency	Percentage
Yes	4	13.33
No	25	83.33
Don't know	1	3.34
<b>Total</b>	<b>30</b>	<b>100</b>

As shown in the above table 4.2, the majority of teacher respondents, of the 30 all grade level, 25(83.33%) marked ‘No’, and 4(13.33%) of teachers respondents also marked ‘yes’. This indicates that the teacher respondents about 25(83.33%) , who teach in ‘Afan Oromo’ radio program do with out taking pre-service teacher training..

### 4.2.2. In - Service training

One major factor that influences effective implementation of radio instruction is pre-service and in-service training of teachers. Thus, to

evaluate the implementation of Afan Oromo radio instruction an item in the teacher questionnaire asked whether teachers have in-service training or not. Table 4.3 summarizes the results.

Table 4.3:- Frequency and Percentage Distribution of Teachers Training

Item	No	%
Trained	0	0
Untrained	30	100
Don't Know	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

As indicated in the above table 4.3, 30(100%) of the teacher respondents are untrained. Most teachers are ignorant of how to utilize the radio lessons properly, due to this, they utilize the radio educational radio programs without proper skills and this led teachers suffered difficulties in the utilization of 'Afan Oromo' educational radio lessons.

#### **4.2.3. Teachers Participation in Producing and Transmitting 'Afan Oromo' Radio Instruction**

It is important for the producer, script writer and other members of their team to have as much information as possible about their target audience. To make the program more effective and relevant, there must be such vital information about students as; their age, sex, their attitude, beliefs and aspirations, their socioeconomic background, their life styles (urban /rural), their existing knowledge and skills, their language, vocabulary, literacy level, their information needs and preferences.

In order to make radio instruction more effective, the participation of local teachers in the production and transmission of 'Afan Oromo' radio is

important. Concerning this, teachers were asked how often they participated in producing and transmitting 'Afan Oromo' radio broadcasts. This is indicated in table 4.4:

**Table 4.4:-** Frequency and Percentage Distribution of Teachers By Participating in Producing and Transmitting of 'Afan Oromo' Radio Instruction

Participation rate	No of respondents	
	No	%
Once	4	13.34
Twice		
Three times	1	3.33
More than three times	1	3.33
Never	24	80
<b>Total</b>	<b>30</b>	<b>100</b>

As indicated in the above table, from a total of 30 teachers almost all, 24(80%) teachers have never participated in producing and transmitting 'Afan Oromo' radio instruction. 4(13.34) of them have participated only once and very few of them i.e. 1(3.33%) have participated 'three times' and 'more than three times' respectively in producing and transmitting 'Afan Oromo' radio instruction. Similarly the Oromo Ethnic zone education vice head interviewed confirmed that there is no any communication channel concerning 'Afan Oromo' radio educational broadcast transmission and production.

This indicates that the participation of local teachers in producing and transmitting 'Afan Oromo' radio instruction was forgotten.

#### 4.2.4. Provision of school Personnel support

In order to enhance the effectiveness of teachers' in teaching 'Afan Oromo' radio broadcast, supervisory support has paramount importance. An item in the teachers' questionnaire asked teachers how often they have been supervised by media supervisors during the last two semesters. Five alternatives were given 'never', 'once', 'twice' 'three times' and 'more than three times'. The result is summarized in table 4.5

**Table 4.5:-** Frequency and Percentage Distribution of Teachers Observed by School Personnel's

Extent of supervision	Teacher respondents	
	No	%
Never	27	90
Once	1	3.34
Twice	2	6.66
Three times	0	0
More than three times	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

As the above table indicates, 27(90%) of the teacher respondents said they have never been supervised since the last two semesters. 1(3.34%) of the teacher had been supervised only once and 2(6.66%) of the teachers reported that they have been supervised twice while teaching during 'Afan Oromo' radio broadcasts. This indicates the endeavor of schools principals, cluster supervisors and woreda education experts, in providing proper support to teachers in the sample schools in order to insure effective utilization of the broadcasts in question seems almost non-existent. Thus, the importance of supervisory support, in the woreda and zone as well has been under mined or forgotten.

#### 4.2.5 Utilization of audiocassette tapes

Among several problems in distance education, particularly while the regular radio broadcasts seizes, instead schools were not in utilizing the audio cassette tape. When broadcast program interruption occurs, radio broadcasts can be replaced by use of audiotapes. This humble audio cassette has a great deal to offer to distance education, and should not be ignored.

An item in the teachers' questionnaire asked teachers, have you ever used audio cassette tapes, while the regular radio programs seizes? The responses are summarized in table 4.6.

Table 4.6:- Responses of teachers concerning the frequency of using audio

Cassette tapes in Afan Oromo

Have you ever used audio cassette tapes in Afan Oromo	Teacher respondents	
	Frequency	Percentage
Yes	0	0
No	28	93.33
Don't know	2	6.67
<b>Total</b>	<b>30</b>	<b>100</b>

As indicated in the above table 4.6, from a total of 30 teacher respondents almost all, 28(93.33) teachers have never utilized the education in audio radio cassette in Afan Oromo. 2(6.67%) of the respondents said 'don't know' this indicates, while the regular radio broadcast interrupts, to fill the gap of radio media, no attention was given. Similarly the interview employed with vice head of zonal education department confirmed that:

The audio cassette tape recorder is not highly recommended because of its costly, rather the solution should be installing radio station studio, because

our zone have the potential to produce the radio lesson program in collaborating with Kemisse College of Education at a zone level. Concerning distributing the audio cassettes, woreda are responsible to duplicate (record) from Dessie radio media broadcast. Furthermore the Oromia Education Bureau media expert also confirmed that the role of the education bureau is to produce the program then distribute the single cassettes to the radio broadcast studios , woreda is expected to record the master audio media cassette from Dessie radio media studio panel.(8/4/2003E.C.)

The observation result of student researcher also revealed that utilization of radio cassette was totally missed. Generally the above discussion shows that radio cassette utilization in the schools were missed or neglected.

### **4.3. Teacher's and Students Attitude towards 'Afan Oromo' Radio Instruction**

#### **4.3.1. Teachers Attitude towards Radio Instruction**

In order to assess the attitude of user teachers towards the 'Afan oromo' radio media instruction, 10 likert type statements composed of five favorable and five unfavorable statements were included in the teachers' questionnaire. Teachers were given five options to select ranging from strongly agreeing up to strongly disagree. Five favorable and five unfavorable totally ten items opinion statements were used as a measuring device. Cooper(1996), Collhan (1988) suggested that ' attitude of teachers and school principals towards active learning is determinant factor in effective implementation of school work.

Lue(2000) also argued that there are teachers who perceive knowledge because of interaction between the learner and the world around him/her. Thus interaction leads to interpretation and understanding through engagement or participation,.

The responses of teachers to the attitude describing statements are illustrated in table 4.7.

**Table 4.7. Teachers' Attitude toward 'Afan Oromo' radio broadcast**

No	Item	Rating Scale					
		SA	A	U	D	SD	
		No	No	No	No	No	
1	Radio instructional media broadcast can help the teacher	21	5	2	2	0	30
2	Radio instructional media have no any good opportunity to learn teaching techniques from radio broadcast	1	4	1	2	22	30
3	The quality of Education will not decrease if we give up radio instructional media broadcasts	3	5	5	6	11	30
4	Radio instructional media broadcasts can make students interested in their learning	20	2	3	2	3	30
5	I am not anxious in listening to radio instructional media broadcast	1	0	1	9	19	30
6	I become flexible in managing students in the classroom during radio instructional broadcast	6	1	7	3	13	30
7	I am not willing to continue radio instructional broadcast even if it is convenient	3	2	1	1	23	30
8	Radio instructional media broadcast is stimulating	17	4	0	3	6	30
9	I would be happy if we give up listening to radio instructional media broadcast	0	0	0	8	22	30
10	In general I like radio instructional media broadcast	21	3	1	2	3	30

**N.B.** SA= strongly Agree, A= Agree, U= undecided, D= disagree

SD= strongly disagree

From the above given table, the serial numbers, 1,4,6,8 and 10 are favorable statements, while serial numbers 2,3,5,9 and 7 are unfavorable statements.

In the favorable statements the five scales have the following scores: SA=5, A=4, U=3, D=2, SD=1. On the contrary, in the unfavorable statements, the five rating scales have the following scores: SA=1, A=2, U=3, D=4, SD=5.

#### **4.3.2. Students' Attitude towards Radio Instruction**

Similarly to assess the attitude of user students towards the 'Afan Oromo' radio media instruction, Likert type statements composed of six favorable and six unfavorable statements were included in the students' questionnaire. Students were given five options to select ranging from strongly agreeing up to strongly disagree. Six favorable and six unfavorable totally twelve items opinion statements were used as a measuring device.

Learners behave in different way in the classroom during instruction or during their spare time. Their attitude, feeling and thought vary from school to school. Capet et.al.,(1995) notes that any instructional method selects to make students active, various instructional methods including active learning help learners to develop skills in solving problems, to have more interaction with peers, promotion of students, sharing of ideas and develop feeling of them work.

Table 4.8. Students' Attitude toward 'Afan Oromo' Radio instruction

No.	Item	Rating Scale					
		SA	A	U	D	SD	
		No	No	No	No	No	
1	'Afan Oromo' radio instructional media broadcasts is very interesting to me	45	1	1	1	4	52
2	I am always under strain in 'Afan Oromo' radio Education class	4	2	1	3	42	52
3	The radio educational broadcast is fun	46	1	0	1	4	52
4	'Afan Oromo' radio educational broadcast makes me uncomfortable	2	1	2	0	47	52
5	Radio educational broadcasts makes me impatient	7	7	2	17	19	52
6	Radio Educational broadcasts makes me restless	2	15	4	9	22	52
7	Radio educational broadcasts makes me irritable	2	0	1	0	49	52
8	I dislike hearing of radio instructional media broadcasts	4	0	0	8	40	52
9	I have always enjoyed hearing radio educational media broadcasts in the school	42	4	2	1	3	52
10	I get more satisfaction from lessons supported by radio broadcasts than those without it.	18	9	13	3	9	52
11	I achieve higher mark in subjects supported by radio broadcasts than those without	18	7	15	4	8	52
12	In general I am satisfied with radio media broadcasts	35	7	3	1	6	52

N.B. SA = strongly Agree

A = Agree

D = Disagree

U = Undecided

SD = strongly disagree

From the above given table, the serial numbers ,1,3,9,10,11 and 12 are favorable statements, while serial numbers 2,4,5,6,7, and 8 are unfavorable statements. In the favorable statements, the six rating scale have the following scores: SA = 5, A = 4, U = 3 ,D = 2 ,SD = 1. on the contrary, in the unfavorable statements, the six rating scales have the following scores: SA = 1, A = 2 ,U=3 ,D = 4 and SD = 5.

#### 4.4. Factors Contributing for Less Effective of Radio Instruction

##### 4.4.1 Adequacy and use of supportive materials

An item in the questionnaire asked teacher respondents about the adequacy of radio sets , radio lesson manuals and teachers guide for 'Afan Oromo' radio instruction in their school.

**Table 4.9.** Frequency and Percentage Distribution of Teachers' Responses on the Adequacy of Radio sets, Radio Lesson Manuals and Teachers Guide for 'Afan Oromo' Radio Instruction in the School

Teachers Responses	Types of supportive materials	
	Radio sets	Radio teachers' guide and radio lesson manual
Adequate	11(36.6%)	0(0%)
Inadequate	19(63.4%)	29(96.6%)
I don't know	0(0%)	1(3.4%)
<b>Total</b>	<b>30(100%)</b>	<b>30(100%)</b>

As indicated in the above table, 11(36.6%) of teacher respondents responded that radio sets are adequate. On the contrary, 19(63.4%) of teacher respondents, responded radio sets are inadequate. From this it can be concluded that radio sets are inadequate.

Similarly none of the teacher respondents reported that radio teachers guide and radio lesson manuals were adequate and 29(96.6%) of the respondents reported that Afan Oromo radio teachers guide and radio lesson manuals were inadequate and 1(3.4%) of teacher respondent reported that 'I don't know'. These imply, there is no teachers' guide and radio lesson manual for Afan Oromo radio instructional media broadcast. This led that the teaching-Learning process in Afan Oromo radio broadcast takes place without radio teacher's guide, radio lesson manual and radio set as well.

Furthermore, the interview results of school directors, supervisors, woreda education expert, zone vice head of education department and Oromia

Region Education Bureau Radio Media expert also revealed that radio sets, radio teacher guide and radio lesson manual were inadequate. They said that radio sets are inadequate because they have financial constraints to buy additional radio sets. Besides this, the interview result of school directors, supervisors, woreda education experts and zone education department head indicated that Afan Oromo radio teacher's guide, and radio lesson manuals are none. More over, as the student researcher observed only one radio set was used in each sampled school for the transmission of the program and teachers did not have any radio teacher's guide and radio lesson manuals in their hand during the actual transmission.

As a result, the inadequacy of radio sets and the complete absence of Afan Oromo radio teacher's guide and radio lesson manual, that refrain individual teachers not to plan their lesson. Indeed, it is from the teachers' guides that the classroom teachers know what topic to be transmitted, what illustrative materials to be prepared in advance. Similarly, it is hardly necessary to describe how disastrous it can be for the success of the radio lessons if the school fails to provide reliable radio sets. Thus, the radio sets were a means of sharing educational broadcasts over the whole area of educational responsibility.

#### **4.4.2 Regularity of radio function**

Teacher respondents were asked to rate the extent of Afan Oromo radio function in the sampled schools. The item presented a four point scale measurement ranging from always to never.

**Table 4.10.** Frequency and Percentage Distribution of 'Afan Oromo' Radio  
Broadcast Regularity of Function

Regularity of radio Function	Number of Respondents	
	No	Percentage
Always	2	6.6
Some times	1	3.4
Rarely	18	60
Never	9	30
<b>Total</b>	<b>30</b>	<b>100</b>

As shown in table 4.10 the frequency and percentage distribution of teacher respondents on how often they use Afan Oromo radio for grade 5,6,7 and 8, said radio was used 'always', 'sometimes', 'rarely' and never. Thus 2(6.6%) of them responded they use radio 'always', 1(3.4%) of them 'sometimes', 18(60%) of them 'rarely' and 9(30%) of them 'never'. This indicates that radio function in the sampled schools lacks regularity. Similarly, the interview results of school directors, supervisors, woreda education experts and zone education expert(vice head) as well indicated that because of the Dessie radio stations damaged since 1998 E.C. as an optional the radio broadcast transmitted from Oromia Education Bureau studio like 'Legadadi' was used as a radio media instruction with poor reception.

Further more, the Oromia Education Bureau expert the interview results indicated the radio broadcast from 'Legedadi' do not reaches the signal to Bati woreda; rather we expect the radio education media transmitted from Dessie broadcasting studio.

Thus, the vast majority of teachers in the sampled schools use the broadcasts lacks regularity.

#### 4.4.3. Time tabling

Teachers were asked the existence of scheduling whether or not the schools' time-tables and broadcast schedule are properly synchronized. Table 4.4 indicates the summary results.

**Table 4.11.-** Frequency and Percentage Distribution of Whether Time Table and Broadcast Schedules are Properly Synchronized

Matches of the schedule	Respondents	
	Frequency	Percentage
Yes	2	6.67
No	28	93.33
Don't know	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

The above table indicates that 2(6.67%) of teachers reported the presence of proper synchronization of the schedule while 28 (93.33%) of the teacher respondents respond that miss-match of the time table and broadcast schedule. Thus, it can be concluded that scheduling conflict can adversely affect the implementation of 'Afan Oromo' radio broadcast.

#### 4.4.4. Maintenance service of the Radio

Among several factors that affects implementation of radio instruction is maintenance service from the centre. An item in the teachers' questionnaire asked teachers the adequacy of radio maintenance service from the center.

Teachers were given 3 alternatives (i.e. 'Adequate', Inadequate and don't know). The results are summarized as follows:

*Table 4.12.-* Number and Percentage Distribution of the Extent of Radio Maintenance Service from the Center

Maintenance service of the radio	Teacher respondents	
	No	%
Adequate	0	0
Inadequate	25	83.33
Don't know	5	16.67
<b>Total</b>	<b>30</b>	<b>100</b>

As indicated in table 4.12, out of 30 teacher respondents, 25(83.33%) of them reported that radio maintenance service from the center is inadequate. 5(16.67%) of them reported that 'don't know' about maintenance in their school. On the basis of the above information, it is clear that the majority of teacher respondents 25(83.33%) reported that radio maintenance service from the center is inadequate. This indicated radio maintenance service is neglected. Similarly the interview with cluster supervisors and zonal education vice head confirmed that radio maintenance service for the schools is inadequate.

#### **4.4.5. Number of Students in one Class**

Research findings on the impact of class size in primary school learning revealed that small classes significantly more effective to learn in the classroom. In connection with this, an item in the teachers' questionnaire asked teacher to assess whether or not the number of students in a class

affects 'Afan Oromo' educational radio broadcast. Their responses are summarized in table 4.13.

Table 4.13: Teachers' Views Concerning the Effect of class Size on Afan Oromo Radio Instruction

Has class size any effect on implementation of Afan Oromo radio instruction?	Teacher Respondents	
	No	Percentage
Yes	11	36.6
No	13	43.33
Don't know	6	20.07
<b>Total</b>	<b>30</b>	<b>100</b>

As depicted in table 4.13, 11(36.6%) of teacher respondents reported that the number of students in one class adversely affects the implementation of 'Afan Oromo' radio instruction, on the contrary, 13(43.33%) of them reported that high number of students in one listening class do not affect 'Afan Oromo' radio instruction, and 6(20.07%) of them reported that 'don't know'. From the above discussion, it was clear that the majority of respondents 13(43.33%) reported that the presence of high number of students in one class do not affect the implementation of 'Afan Oromo' radio instruction. Similarly the classroom observation in the sampled school indicate that less number of students were found in one class because of a lot of students were frequently absent. Similarly the interview employed with school principals and cluster supervisors confirmed that there is a high drop out rate, besides one student on average attends three day per a week.

This indicates that the large number of students in one class might not been a crucial problem in sampled schools, because of students were frequently absent from their schools.

#### **4.4.6. Problem of large class size in radio Instructional media**

In this study items eight were included in the teachers' questionnaire to mention the instructional problems due to large number of students per class; 11(36.6%) of respondents reported the following:-

- Students were overcrowded and misbehaving
- The class teacher were unable to maintain good discipline
- Less initiative in learning activities
- Follow up work is impossible for a teacher dealing with so many students

#### **4.4.7. Factors contributing for less effective of Radio Instruction**

In similar way, in this study item nine were included in the teachers' questionnaire to mention factors that contribute for the less effective implementation of 'Afan Oromo' radio instructional media broadcast. That is, teachers were requested to respond their own perception was:

- Poor sound clarity of radio lessons resulted from poor recording at the broadcaster's level, and distant of the broadcaster.
- Irrelevance of contents of the radio lessons to the syllabus.
- Poor quality of radio sets.
- Absence of educational radio media studio at zone level or locally
- Absence of radio maintenance
- Difficulty in allocating adequate budget for the program

- Mode of delivery of the program which influenced by improper usage of local dialect.
- Lack of quality program production
- Topography of the Woreda(sloppy)
- Lack of program evaluation from woreda and zone education office experts
- Interruption of transmission
- Lack of awareness to incorporate the programs under Information Communication Technology(ICT)
- Absence of radio set, teacher's guide and radio lesson manual
- Missing school on Monday throughout the woreda.

Thus it can be concluded that the above mentioned impediments for the improper utilization of the broadcasts. The major potential factors were examined in this study; the student researcher observation also confirmed the above constraints as well.

#### **4.4.8. Radio Program Organization**

The quality of broadcasts is another factor which either facilitates or not. Undoubtedly, if programs are of low standard, irrelevance to the needs of user teachers & students, and non-plausible, the possibility of their effective implementation is low.

Teachers were asked in the questionnaire to rate the quality program organization and content of 'Afan Oromo' radio instruction. Table 16 summarizes the responses.

Table 4.14. Teachers' views concerning the Radio Program Organization

No	Item	Responses			Total
		Yes	No	Don't know	
1	Present accurate, well organized content in a interesting and engaging manner	5(16.67%)	19(63.33%)	6(20%)	30(100%)
2	Provide clear and straight forward instruction	1(3.34%)	17(56.66%)	12(40%)	30(100%)
3	The media programs incorporate response pauses that are neither too long nor too short	3(10%)	16(53.33%)	11(36.67%)	30(100%)
4	Content of the programs suitable to the age level and interest of students	5(16.6%)	17(56.66%)	8(26.74%)	30(100%)
5	The receptive radio broadcast sound is clear	1(3.34%)	29(96.66%)	-	30(100%)

As it is depicted in table 4.14(16.67%) , present accurate and well organized content in an engaging manner, 1(3.34%) provide clear and straight forward instruction, 3(10%) incorporate neither too long nor too short responses pauses, 5(16.6%), suitable to the age level and interest of students, and 1(3.34%) reception of radio broadcast sound is clear. On the contrary, the majority of teacher respondents 19(63.33%), present not accurate and well organized content ,17(56.66%) provide not clear and straight forward instruction,16(53.33%) , incorporate neither too long nor too short responses pauses, 17(56.66%), not suitable to the age level and interest of students, and 29(96.66%), reception of radio broadcast sound is not clear. From the above discussion, the majority of teacher respondents disagreed on the quality presentation and content of 'Afan Oromo' radio broadcast. This indicates the quality presentation and content of 'Afan Oromo' radio broadcast is not accepted by teachers.

The result appears, however, to be contrary to the findings of others. Researches conducted in other countries revealed that implementation of educational programs fail because the learning materials were insufficiently

developed. Sounders and vulliamy(1983:355), for instance, after conducting a research on comparative study of curriculum reform implementation in Tanzania and Papua Guinea concluded that an inexplicit educational material. Encompassing complex ideas and procedures is a major obstacle to the effective implementation. Mohanty(1984:93) also based upon his research undertaking on the effectiveness of school radio programs in India concluded that many radio programs fail to make their impact because the script writers are not aware of the language capability level and pace of understanding of their audience. So, the possible explanation for the variation of the results could be that the 'Afan Oromo' script writers in the Oromia Educational Bureau might have produced proper quality radio lesson.

In similar way, Ayalew(2010) a research conducted, he asserted that:

The oromo national administration zone had been practicing multicultural education from 1987 E.C. on wards by adopting the oromia national regional state curriculum. But no attempt has been in place to properly address the needs of the local community in relation to the curriculum for primary school children who are supposed to be acquainted with their immediate physical and social environment. The absence of this attempt has been clearly reflected in the absence of in -service training, seminars and workshops for practitioners and teachers to empower them to exploit their better practices to help students diverse and experiences.

Furthermore, the Oromia Regional State Educational Bureau media experts interviewed also confirmed that:

*The Dessie transmitters and studio equipments are old, among 3 transmitters only one transmitter is operational, the remaining two were damaged. Technology that is used for educational media centers in oromia region is analogue including the Dessie radio broadcast studio. Quality broadcast would be expected from Digital technology. To alleviate the problem, the Oromia Education Bureau intends to disseminate the educational radio broadcast in collaboration with the studio of Oromia Mass Media Agency Broadcast(13/04/2003E.C.)*

The 'Afan Oromo' radio instructional media to enhance the audibility of the broadcast has been poor awareness of antennae installation. Antenna is used to improve the audibility of radio broadcast. However, it was not installed properly in all the surveyed schools. The reason for this, according to 'Mamed' primary school director: teachers were not cooperative to use antenna where as most of the teachers argued that it is not their duty *to install antenna in the schools.*

Generally based on the above fact, it is possible to conclude that the quality, presentation and content of 'Afan Oromo' radio broadcast were neglected.

#### **4.4.9. The Appropriateness of the Radio Program**

##### **4.4.9.1. Adequacy of radio program**

Another indicator of the quality and appropriateness of a program is its adequacy during transmission. To evaluate this, student's respondents in the sampled schools were asked, whether the radio program is adequate or not. The obtained result is summarized in Table 4.15.

Table 4.15. Students' Responses on Adequacy of 'Afan Oromo' Radio Broadcast

Is the radio broadcast in Afan Oromo adequate?	Student respondents	
	No	Percentage
Yes	12	23.07
No	37	71.15
I don't know	3	5.78
<b>Total</b>	<b>52</b>	<b>100</b>

As depicted in the above table, 37(71.15%) of the student respondents reported that the present number of 'Afan Oromo' radio broadcast is inadequate, 12(23.07%) of respondents reported adequate and 3(5.78%) of the respondents reported 'I don't know'. From this, it is clear that the present number of 'Afan Oromo' radio broadcast was inadequate.

#### 4.4.9.2. Sound clarity of Radio Broadcast

One indicator of the quality and appropriateness of a program is the sound clarity of the radio broadcast. To evaluate this also, student's respondents in the sampled schools were asked whether the sound clarity is clear or not.

The obtained result is summarized in table 4.16.

Table 4.16.: Students' Response Regarding Sound Clarity of Radio Broadcast

Do You think that the sound clarity of radio broadcast adequate?	Students respondents	
	No	Percentage
Yes	6	11.53
No	43	82.69
I don't know	3	5.78
<b>Total</b>	<b>52</b>	<b>100</b>

As indicated in the above table 4.16, 43(82.69%) of students reported that the radio sound is not clear, 6(11.53%) of the respondents reported that the radio sound is clear and 3(5.78%) of the respondents reported that ‘I don’t know’ From the above discussion, the vast majority of students in the sample schools reported that the sound clarity of ‘ Afan Oromo’ media broadcast was not clear. The interview results of school directors, cluster supervisors, woreda and zone education experts also asserted this. Furthermore, the student researcher observation result revealed that the ‘Afan Oromo’ radio broadcast in the sampled schools were not clear, due to this challenges, most students were not in attentive listening while the radio instructional broadcast was on air.

#### 4.4.10.Coverage of Syllabus in ‘Afan Oromo’ Radio Broadcast

One indicator of the quality and of the radio instructional media broadcast is its coverage of all elements in the syllabus and the inclusion of new ideas in addition to the points found in the text book. To evaluate this, student and teacher respondents in the sampled schools were asked. The obtained result is summarized in table 4.17.

**Table 4.17:-** Views of Student and Teacher Respondents on Coverage of Syllabus in Radio Broadcast and the Addition of New ideas besides Text book

No.	Activities	Student Respondents		Teacher Respondents		
		Yes	No	Yes	No	Don't know
1	Does the broadcast cover all elements in the syllabus	-	-	4 (13.3%)	19 (63.33%)	7 (23.34%)
2	Are new ideas available in the radio broadcast besides, text book?	8 (15.3%)	44 (84.61%)			

As it is shown in the above table 4.17, 19(63.33%) of the teacher respondents, reported that the 'Afan Oromo' educational media broadcast do not cover all elements in the syllabus, while 4(13.33%) of respondents said 'yes'. From this, it was clear that the present radio broadcast do not cover all elements in the syllabus.

Similarly, student respondents were asked in the questionnaire whether new ideas were added in the radio broadcast, in addition to the text book or not. The above table 4.17 summarizes as follows.

44(84.61%) of students respondents reported that, rather than the text book, in the radio broadcast new ideas were not included while 8(15.39%) of student respondents said in the radio broadcast, new ideas were added, besides text book. From this, it can be concluded that the present 'Afan Oromo' radio broadcast do not consider new ideas in the radio educational broadcast, except the text book.

Production of audio programs depends on effective team work. In any educational media production, a whole range of specially trained people with artistic, technical, managerial, communicative and other creative skills, come together, work in co-operation and make their respective specialist contribution at different stages during the making of a program.

On the other hand, trained personnel who are required to manage the process operate equipments and provide ideas expertise and services for program production are vital.

#### 4.4.11. Practical Activities of students

In order to implement the 'Afan Oromo' radio broadcast effectively, the program should involve students in practical activities. An item in the students' questionnaire asked students how often they are involved in practical activities during 'Afan Oromo' radio instruction.

Table 4.18:- Students' Responses Concerning their Participations Level in Practical Activities during Radio Broadcast

How often do you participate in practical activities during radio broadcast?	Student Respondents	
	Frequency	Percentage
Always	7	13.46
Occasionally	30	57.69
Sometimes	5	9.61
Rarely	10	19.24
<b>Total</b>	<b>52</b>	<b>100</b>

As it is indicated in the above table, out of 52(100%) students, 7(13.46%) of them reported that they participated in practical activities 'Always', 30(57.69%) of them reported that they participated 'Occasionally', 5(9.61%) of them reported that they participated 'sometimes' in practical activities and 10(19.24%) of them reported that they 'rarely' participated in practical activities during 'Afan Oromo' radio broadcast.

From the above discussions, it can be concluded that students 'Occasionally' participate in practical activities during 'Afan Oromo radio broadcast.

#### **4.4.12 Constraints encountered during radio broadcast**

Student respondents were asked, to give their suggestion what constraints they encounter during 'Afan Oromo' radio instructional media. The following constraints were extracted as reported by 44( 85%) of the students.

- Sound clarity (noise because of unclear transmission)
- Problem of program interruption
- Teachers, principals and cluster supervisors do not pay much attention to radio programs.
- Transmission of radio lessons begins several weeks after the classroom teaching learning activities started.
- The radio program is not convenient to the zonal dialects.
- Inadequate radio set, teachers guide and manuals.
- Problem of getting the exact frequency(unable to tune the exact wave line)
- Mismatch of the program.
- In adequacy of maintenance service.

From the above suggestion the majority of students,44(85%) of them confirmed the constrain during radio instruction. Similarly, students researcher observation also confirmed the above suggestion.

Others that account 8(15%) again reported that they encountered problems in the following areas:

- Large number of students per class
- Shortage of radio receivers and their accessories
- Problem of quality program contents
- Lack of budget(unable to buy dry cell Batteries)
- Absence of radio room

- Inadequate seat

Moreover, from the above suggestion 8(15%) students confirmed that the above encountered problems during radio instruction was existed, however as student researcher observed, the large number of students per class was not considered as a challenge.

Students respondents were asked in item seven, to give their suggestion to improve the implementation of 'Afan Oromo' radio instructional media broadcasts. Regarding this 38(74%) responded that:-

- Allocate budget
- establishing radio studio locally(at zone level)
- evaluate the radio broadcast program
- To enhance radio maintenance service
- while radio broadcast program interrupts, instead, using tape recorder (audio tape)
- Provision of appropriate radio set, teachers guide and manual.
- Give opportunity to teachers to participate in pre-service and in service training.
- Installing antenna with proper materials.
- Resolving problems of mismatch between radio program time table and schools' schedule in collaboration with the Oromia education Bureau and Amhara Regional Bureau.
- Raising awareness of teachers, school Principals and cluster supervisor on the role of educational media technology through workshop and training programs.
- Producing the radio media program at zone level to practice the dialects of the local situations.

From the above suggestion in line with improvement of the implementation of radio instructional media, out of 52 students, 38 (74%) respondents were stated the above recommendations.

**More over, 26% of student's respondents said that:-**

- ❖ Install the electric power
- ❖ Advocacy on the role /importance of educational media technology and ICT at all level
- ❖ Maintaining the Dessie radio transmitters.

### **Quality of 'Afan Oromo' radio broadcast**

Student's respondents were asked in item eight, to give their comment on the quality of 'Afan Oromo' radio broadcast. Regarding this 43(83%) responded saying that:-

- ✓ The production of radio lessons are not as such convenient to the local student
- ✓ The production of radio lessons not renewed every two years.
- ✓ Less commitment to install antenna ( in order to improve the audibility of radio broadcast)
- ✓ Those involved in educational officials , paying no attention for the radio education
- ✓ Not considering the radio media instruction, as one part of the information communication technology(ICT)
- ✓ No clubs in the schools regarding radio media
- ✓ The provision of radio media broadcast lacks enough pause to respond for radio questions, to show different teaching materials.
- ✓ The teaching methods presented in different formats such as drama, dialog, music and single voice talk.

As indicated above the majority of student respondents,43(43%) commented on the quality of radio broadcast, the student researcher also shares their comments.

**The remaining 9(27%) of student's respondents said that:-**

- ✦ presenting the radio lesson accurate and well organized content in an engaging manner
- ✦ To broaden the accessibility of radio media coverage, particularly for remote woreda's and zone's.

Similarly school principals and cluster supervisors in sampled schools and woreda and zone education experts were interviewed to comment concerning constraints of radio instructional media responded saying that:-

- Noise because of unclear transmission.
- Unable to tune the exact wave line or frequency.
- Few schools (only seven) among 41 primary schools are utilizing the radio broadcast in the woreda, because of inaccessibility of the radio instruction media.
- On Monday considered as a break day, instead on Saturday the class compensation offered, which led to miss the Monday radio media broadcast.
- The Amhara Education Bureau, no attention was given to maintain the Dessie radio broadcast transmitters.
- Low commitment of educational experts towards radio education media, even though it is one of the crucial activity in School Improvement Program (SIP).

- Lack of training particularly teachers, directors, supervisors and woreda education experts.
- Absence of radio studio at zone level.
- The content of radio lesson mostly focuses, based on the context of Oromia regional state students, and not localized even the dialects.
- Local teachers' were not participating in producing and transmitting the radio instructional broadcast.
- Absence of radio maintenance service from the center.

More over, school directors and cluster supervisors were interviewed to suggest major courses of action to be taken so as to improve 'Afan Oromo' radio instructional media. Regarding these respondents said that:-

- ❖ Establishing radio educational media studio locally or at zone level.
- ❖ Improving the sound clarity of 'Afan Oromo' educational media broadcasts.
- ❖ Supply and purchase of radio sets and accessories and timely repair of trouble equipment /radio receivers.
- ❖ Resolving problems of mismatch between radio program time table and schools' schedule in collaboration with Oromia Education Bureau.
- ❖ Improving or reproducing radio lessons every two years, with local language(dialects)
- ❖ Supply and reprint of adequate number of radio teachers' guides, and other supportive materials.

- ❖ Improving the awareness of teachers and school principals on the role of educational media technology, based on the information communication technology (ICT) programs.

Further more, Head(deputy) of zonal education department and head of education office of Bati Woreda were interviewed to comment the weakness and strength encountered with respect to radio educational media are as follows:-

### **Weakness**

- A. Schools are showing less effort to install antenna, in order to get clear sound.
- B. Lack of director's commitment to buy audiocassette to utilize audio tape recorder when the regular program interrupts.
- C. On Monday schools are closed throughout the woreda, instead, on Saturday schools are open, because of great Monday market at Bati town, due to this the Monday radio lesson is totally missed.
- D. Lack of adequate training starting from zone education experts down to school teachers.
- E. Transmission of radio lessons begins several weeks after the classroom teaching learning activities started.
- F. In order to assure good quality of education, lack of commitment in a allocating adequate budget for radio media technology.
- G. Some radio programs are not convenient to the academic standard and age level of learners, besides this, the dissemination of radio lesson not in local dialects.

## **Strength**

- Radio's potential in motivating students through its various modes of presentation and employment of different formats such as songs, drama dialogue, interview, story telling etc.
- When the wave strength of radio broadcast become weak, few schools in our woredas by installing antenna utilizes appropriately.
- Significance in uniformity (urban, rural)
- Develops skills such as reading listening and speaking as well.

Since the 'Legedadi' radio broadcast program schedule might not sent to our zone, rather schools follows the whole consecutive program of a week, then utilizes as a permanent schedule.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary

The ability for people to participate in economic, political and cultural life depends on their ability to access and use communication and information services. Individuals need skills and tools to locate the communication pathways, information and audiences in timely fashion and in an appropriate format. Unequal access to communication resources leads to unequal advantages, and ultimately to inequalities in social and economic opportunities. Access to information and education for the overwhelming majority of the 'Bati woreda and Zonal Administrative Population, is grossly lacking, evidenced inter alias, by an overall literacy rate of the Administrative zone. Radio most particularly is seen as the major communication artery to local and international news, information and education, for communities otherwise marginalized from high end ICT access.

The emphasis of this study was assessing the current practices and challenges of radio instruction media in some selected Bati woreda second cycle primary schools of Amhara Region. More explicitly, this study was undertaken for the following specific purpose: to investigate the magnitude of the problem facing with implementation of radio instructions, investigate organizational and technical factor that affect the implementation of radio educational programs, find out the major strengths, weakness with respect to the process of radio instructional media in schools, suggest ways and means for the design, development and delivery of radio educational media programs within the educational media panel of Amhara and Oromia

education Bureau, and finally to examine the attitude of students and teachers, towards radio educational implementation. In accordance with these objectives, the following basic questions were used:

1. What do the practices of using radio as instructional media look like in the Bati Woreda?
2. what attitude have students, and teachers developed towards radio instructional media?
3. What are the major challenges that hinder the effective and efficient Utilization of radio educational media system at school, zone and Regional level?

The study employed a descriptive survey methodology. To answer these questions the following research procedure were followed. Firstly, by employing the random sampling technique, 3 sample schools were selected out of the seven radio broadcast user schools of Bati woreda.

Information was gathered through questionnaires pertaining to the frequency of utilizing the broadcasts by the user schools and the factors that hinder the proper utilization of the broadcasts from 52 grade five and six students and from 30 schools teachers. Besides, interview was held with three schools principals, two cluster supervisors, two woreda education experts, one vice head of zone education department and one radio media experts in Oromia Regional State of Education Bureau. Further more, classroom observation while the program were in transmission was then, conducted in Grade 5 and 6 classes to examine how far the programs are properly utilized by the class teachers and students.

The data were tabulated for analysis which includes statistical applications involving frequency counts percentages and descriptive phrases. Except the attitude related data, the collected data, were discussed employing

percentages and frequencies. The analysis and interpretation of the attitude related responses were summation of scores followed by comparison with the expected scores of the five attitude strength (most favorable, favorable, neutral, unfavorable and most un favorable) were used.

**The results or the findings are presented as follows:**

1. In order to utilize effective and efficient radio instruction, all the equipment to be used for radio broadcasts must be available at Schools. Seen from the perspective of radio sets, radio lesson Manuals and radio teachers guide, the study revealed that 29(96.6%) of the teachers, and all the interview result of principals, supervisors, woreda and zone education experts and regional media expert asserted that the availability of radio sets, radio lesson manuals and radio teachers guide was in adequate.
2. The frequency of utilization of the 'Afan Oromo' radio broadcast regularity at the sample schools was found unsatisfactory. The majority of teacher respondents 18(60%) reported that they used the broadcast 'rarely'.
3. The study indicated that the schools' time table and broadcast schedule was found not properly synchronized in selected sample schools.
4. The findings showed that 30(100%) of teacher respondents didn't receive any in-service training on utilization of Afan Oromo radio instruction.
5. The study disclosed that the majority of teachers respondents 24(80%) principals 3(100%) and cluster supervisors 2(100%) didn't Participate in 'Afan Oromo' radio content selection production and Dissemination..

6. It was found out that teachers waste radio periods in searching the wave line, situate the appropriate position of external antenna, pre and post broadcasts were not used effectively and missed radio broadcast were not compensated.
7. The study indicated that the majority of teacher respondents 25(83.33%) reported that the major problem in the utilization of radio instruction was poor maintenance service from the centre.
8. The majority 28(93.33%) of the teacher respondents reported that whenever the radio media broadcasts seizes its operation, instead none of schools were utilizing the audio tapes cassettes, similarly, schools principals and cluster supervisors also confirmed, no schools were practicing the audio cassettes for educational media purpose.
9. The study indicated that teacher respondents believed that the major problems in the utilization of radio instruction include lack of quality and appropriate program content that fits to the age level of the learners as well as lack of sound clarity during the broadcast.
10. The finding revealed that most of the students 48(92.3%) prefer to learn with radio. Likewise, the majority of cluster supervisors 2(100%) and school principals 3(100%) confirmed that students had interest for learning through radio instruction. Thus, the interest of the learners is not an impeding factor for utilization of 'Afan Oromo' radio program.
11. The summated results of the questionnaire administered to the teachers and students which measure their attitude towards 'Afan Oromo' radio instructional media indicated that both had favorable attitude towards the broadcast.

12. The highest proportion of teachers 29(96.66%) in sampled schools expressed dissatisfaction with the audibility of the radio broadcast. The reason for this problem were teachers' lack of capacity to tune the exact wave line promptly, and failure of schools to install antennae.
13. The study revealed that the Bati woreda education office had exerted some effort to implement the radio instruction media broadcasted from 'Legedadi' radio station which is found at very distant place. However, lack of well organized facilities (studio, broadcasting station locally, equipment etc.) hindered the effective implementation of 'Afan Oromo' radio broadcast in the sampled primary schools of the woreda.
14. It was found that there was information gap and lack of clear responsibilities among Oromia Ethnic Zone Education Department, Oromia Education Bureau and Amhara Regional State of Education Bureau concerning educational radio broadcast.

## **5.2. Conclusion**

From the findings of this study, the following conclusions can be drawn:

1. Hearing is crucial during learning from radio clear audibility. Programs that are not heard clearly develop attention deficit of the learners and teachers towards the broadcast. But broadcasts in most parts of the Bati woreda Primary schools are less audible. Antenna can improve the audibility of the broadcast from distance radio stations. But almost all schools failed to install in proper way. Maintenance service provided for schools is not satisfactory. The shortage of functioning radios hinders to use

programs. Besides, teachers and school personnel's do not know how to install aerials in order to ensure good reception and regular listening.

2. The complete absence of 'Afan Oromo' radio teacher's guide , radio lesson manuals , inadequate supply of radio sets, cassettes , batteries, the presence of conflict of time scheduling, high teaching load etc. would adversely affect the implementation of 'Afan Oromo radio instruction.
3. The fact that teachers and other school personnel lacked appropriate training in the utilization of radio instruction could negatively affect the implementation of the program at schools.
4. The existence of positive attitude towards the utilizations of Afan Oromo radio instruction in the woreda could be seen as an opportunity to promote the effective implementation of radio instruction in the schools.
5. Lack of teacher's participation in radio content selection and production could result in teachers' lack of sense of ownership on the radio broadcast programs.
6. Failure to maintain the damaged transmitters of Dessie radio studio and lack of allocation sufficient budget in order to replace the analogue in to digital system could exacerbate the existing problems of radio instruction in the Bati woreda .

### 5.3. Recommendations

Based on the findings of the study, the following recommendations are Suggested:

1. Allocating adequate budget for the maintenance of transmitters, for promoting research, teacher training, production, dissemination, utilization and evaluation of educational media programs is essential for the effective of the implementation of radio instruction in Bati woreda.
2. In order to produce the radio media program locally, it is necessary to staff the Kemise College of Education with adequate media professionals. i.e. producers, researchers, technicians and trainers and to build their capacities through short and long-term training / staff development programs.
3. Antenna installation at schools requires simple technical know how and small finance that could be afforded by schools. Therefore, to improve audibility of the broadcasts mainly from radio stations at a distance schools, antennae should be installed.
4. Media centers need to integrate themselves with educational Bureau, Zone education department, woreda education office and schools and establish regular follow up mechanism to improve 'Afan Oromo' radio programs utilization.
5. Radio committee (club) organized under ICT programs should be established at the school level so as to involve in awareness creating and income generating activities to buy radio sets and some other supportive materials.

6. The provision of teachers' guides, radio sets, maintenance of broken radio service and use of illustrative materials are almost none. Thus, attempt should be made to improve the provision of such relevant inputs like tape recorder cassettes.
7. In order to improve the implementation of radio instruction, it is necessary to encourage intra and inter-school exchanges of experience on radio instruction utilization.

# APPENDICES

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**Appendix- A**

**Addis Ababa University**

**College of Education Department of Curriculum and Instruction**

**Questionnaire for Grade 5 , 6, 7 and 8 teachers**

The study is aimed at evaluating the implementation of radio instructional Media broadcasts in the some selected Bati Woreda Second Cycle Primary School of Amhara Region. Your school has been selected to participate in present study. The information to be obtained through the Questionnaire is going to be used only for the study undertaken. Therefore, the co-operation of teachers by giving genuine information is highly valuable to complete the study. In addition, your genuine information is essential for providing adequate data in order to bring about improvement in the implementation of radio broadcast ensuring better practice in Bati woreda and Oromo Ethnic zone as well. All information you provide will be treated confidentially. Do not write your name.

Thank you in advance

**General Direction**

This questionnaire consists of five sections. Section one deals with personal data, section two deals with availability and use of radio instruction, section three deals with implementation factors, section four deals with program organization and content and section five deals with teacher's altitude. Please carefully read the instruction at the beginning of each section.

**Section one- Personal Data**

**Instruction I**

Please use a tick mark  to indicate your responses to questions with alternative responses and write your answers on the space provided in the case of open question items.

1. **Name of the school** -----
2. **Sex:- Male** ----- **Female** -----
3. **Qualification** : 10+1 ----- ,10+3-----, 12+2 -----, 12+1 -----,

**4. Total service years in-teaching profession:**

- Below 1 year ----- 11-15 years -----  
2-5 years ----- 16-20 years -----  
6-10 years -----

**5. Your total teaching load in periods per week`**

- Less than 10 ----- 16-20 -----  
10-15 ----- 21-25 ----- 26-35-----

**Section two:** - Availability and use of radio and supportive materials. Please mark with tick  objective items.

**1. Do you think there are sufficient radio sets in your school?**

- A. Yes                      B. No                      C. I don't know

**2. How often does the radio in your possession function in your school?**

- A. Always -----, B. Sometimes -----, C. rarely -----, D. never -----

**3. Do you think there is a sufficient number of radio lesson manuals**

And teachers guide for radio instruction?

- A. Yes                      B. No                      C. I don't know

**4. Do radio educational instruction broadcasts match the schedule of your School?**

- A. Yes                      B. No

**5. Are time table and supporting materials for suggested activities**

Provided in advance of radio educational media broadcasts?

- A. Yes                      B. No                      C I don't know

**6. Do the present number of radio instructional media broadcasts cover all elements in the syllabus?**

- A. Yes                      B. No                      C. I don't know

**Section three:-** teacher training and implementation factors

**Instruction III**

Indicate your responses to the following questions by circling the letter of your choice except the questions which require written responses

1. Have you taken teacher training concerning radio instruction?

- A. Yes                      B. No

2. Did courses of teacher training that you took include how to implement radio lessons?

- A. Yes                      B. No                      C. I don't know

3. How often have you participated to develop radio instructional media program?

- A. never    B. once    C. twice    D. three times  
E. more than three times

4. How often were you observed by school personnel's during the last two Semesters?

- A. never    B. once    C. twice    D. three times

5. Is the maintenance service from the centre adequate?

- A. Yes    B. No    C. I don't know

6. Have you ever used audio cassette tapes , while the regular radio programs seize?

- A. Yes                      B. No                      C. I don't know

7. Has the number of students per class created a problem on the effective Implementation of radio instructional media broadcasts in your school?

- A. Yes                      B. No                      C. I don't know

8. If your answer for question No seven is 'A', please mention the instructional problems you have faced

-----  
-----

9. In your opinion what factors contribute for the less effective Implementation of Radio instructional media broadcast? (If you believe there is a problem in the Implementation).

-----  
-----

**Section four:** - Quality, Program organization and content of radio instructional media

**Instruction IV:** Please mark with a tick  your responses in the space provided.

1. Radio instructional media programs present accurate, well organized content in interesting and engaging manner.

- A. Yes                      B. No                      C. I don't know

2. Radio Instructional media programs provide clear and straight forward Instructions, which are consistent in all programs

- A. Agree                      B. Disagree                      C. Undecided

3. Radio instructional media programs incorporate response pauses that are neither too long nor too short.

- A. Agree                      B. Disagree                      C. I don't know

4. Is the content of the programs suitable to the age level and interest of the students for which it is intended?

- A. Yes                      B. No                      C. I don't know

5. How do you rate the clarity of the sound during radio instruction?

- A. Clear                      B. not clear

**Section five**

**Instruction V**

Each of the statements below expresses an attitude towards radio instructional media broadcast. Please tick  your opinion with respect to each statement in only one of the five alternatives (i.e. 5= strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

No.	Item	5	4	3	2	1
1	Radio Instructional media broadcast can help the teacher					
2	Radio instructional media have no any good opportunity to learn teaching techniques from radio broadcast					
3	The quality of Education will not decrease if we give up radio instructional media broadcasts					
4	Radio instructional media broadcast can make students interested in their learning					
5	I am not anxious in listening to radio instructional media broadcast					

6	I become flexible in managing students in the classroom during radio instructional broadcast					
7	I am not willing to continue radio instructional broadcast even if it is convenient.					
8	Radio instructional media broadcast is stimulating					
9	I would be happy if we give up listening to radio instructional media broadcast.					
10	In general I like radio instructional media broadcast					

**Appendix B**  
**Addis Ababa University**  
**College of Education**  
**Department of Curriculum and Instruction**

**Questionnaire for Grade five and six students**

**Instruction I**

This study is aimed at evaluating the implementation of Radio instructional media broadcasts in some selected Bati woreda Second Cycle Primary School of Oromo Ethnic zone of Amhara region. The Purpose of this questionnaire is to obtain information about the attitude of students towards Radio instructional media implementation factors, quality, appropriateness of the program content and presentation. Do not write your name.

Thank you in advance

**Section I:**

**Personal Data**

**Name of school** ----- **Grade** ----- **Section** ----- **Age** -----

**Sex:** female ----- Male -----

**Section II. Attitude**

**Instruction II**

Each of the following statement expresses an attitude of students toward Radio instructional media broadcasts. Please tick  your opinion with respect to each statement in only one of the five alternatives (i.e... 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree)

No.	Item	5	4	3	2	1
1	Radio instructional media broadcasts is very interesting to me					
2	I am always under strain in Radio Education class					
3	The radio Educational broadcasts is fun					
4	Radio educational broadcasts makes me uncomfortable					
5	Radio Educational broadcasts makes me impatient					
6	Radio Educational broadcasts makes me restless					
7	Radio Educational broadcasts make me irritable					
8	I dislike hearing of radio instructional media broadcasts					
9	I have always enjoyed hearing radio educational media broadcasts in the school					
10	I get more satisfaction from lessons supported by radio broadcasts than those without					
11	I achieve higher mark in subjects supported by radio broadcasts than those without.					
12	In general I am satisfied with radio media broadcasts.					

### Section III

Implementation factors, Quality, appropriateness of program organization and contents

#### Instruction III

Please tick  your responses for questions (1-5) and provide written answers to questions (6-8).

1. Do you think that the number of radio programs is adequate?

A. Yes                      B. No                      C. I don't know

2. Do you think that radio educational instruction encourages student's Participation?

A. Yes                      B. No                      C. I don't know

3. The reception of radio instructional media broadcasts is generally

A. clear                      B. Not clear                      C. don't know

4. The radio instructional media broadcasts new ideas in addition to the points found in the text book.

A. Yes                      B. No

5. How often do you participate in practical activities during radio instruction?

- A. always    B. occasionally    C. some times    D. never

6. Would you list the problems that you encountered in radio instruction classes?

-----  
-----

7. What should be done to improve the implementation of radio instructional Media broadcasts?

-----  
-----

8. Would you comment on the quality of radio broadcasts?

-----  
-----

**Appendix-C**

**Addis Ababa University**

**College of Education Department of Curriculum and Instruction**

**Classroom Observation Checklist**

Region \_\_\_\_\_ zone \_\_\_\_\_ woreda \_\_\_\_\_ School \_\_\_\_\_

Grade level \_\_\_\_\_ Date of Observation \_\_\_\_\_

Period \_\_\_\_\_ Subject mater \_\_\_\_\_ topic of the lesson \_\_\_\_\_

No	Instructional Consideration	Yes	Some how	No
1	Adequate space in class room for students is available			
2	The sound of radio instruction is clear and audible			
3	There are some additional supportive educational media			
4	The teacher control the class discipline very well			
5	The teacher has prepared his lesson plan			
6	The teacher has reviewed the previous lesson			
7	The teacher monitors students attentive listening.			
8	The teacher has taken note from the radio lesson			
9	The teacher provides feedback timely			
10	The teacher summarizes the radio lesson			

## Appendix –D

### Interview Guides

Below are questions, which focus on the evaluation of the effectiveness of the utilization of educational radio programs in some selected primary schools of Bati Woreda. Therefore, please give your explanations in relation to the practices and challenges of radio educational broadcasts in your school.

#### For principals and supervisors

1. How do you perceive the Afan Oromo educational radio programs?
2. How do you evaluate your training to utilize the radio programs.?
3. How is the availability of supportive materials (radio teachers guide, radio sets, and illustrative materials) in your school?
4. How do you see your students interests towards and to learn from educational radio broadcast?
5. What are the challenges you faced in the utilization process of educational radio programs?
6. What courses of action are to be taken so as to improve Afan Oromo radio instructional media?

#### For Woreda and Zone Education Experts

1. How do you assess the adequacy of radio sets and radio teachers guide (supplementary materials) meant to effectively utilize educational radio programs broadcast to primary schools of Bati Woreda and the zone as well?
2. What strength observed in utilization of radio educational media?
3. What weakness and constraints encountered with respect to radio educational media in primary schools of Bati Woreda?
4. Have you any communication channel with Oromia Education Bureau, concerning the utilization of Afan Oromo educational radio broadcasts?
5. When the regular programs of radio instructional media interrupted, have you ever used different options like audio cassettes in your schools?
6. What courses of action are to be taken so as to improve the radio instructional media?

**For expert of Oromia Educational Bureau**

1. What do you say about the contribution of radio instructional media broadcasts in Oromo Nationality zone of Amhara Region?
2. Are there some supporting materials that you have provided for the Oromo nationality zone of Amhara Region?
3. Do you think the radio educational media broadcasts accessible to Oromo nationality zone of Amhara Region?
4. What do you suggest for the betterment of radio instructional media to the zone?
5. Do you think the Afan Oromo educational radio broadcasts reception heard clearly? If not what solution do you suggest?

## **DABELEE-A**

**Gaafannoo Barsisota Afaan Oromo kutaa 5,6,7 fi 8 Barsisanif Qohaaye**

**Yunivarsitii Finfinnee**

**Dhabataa Qo'anno Eebba Boodaa**

**Damee Barnoota**

kaayyoon qo'annoo kanaa raawana Barnoota raadiyoo Afaan Oromoo tamsaasu madaaluuf. Aanaa Baatee naannoo Amaaraa keessa manneen barnoota saayikilii lamaffaa sadarkaa duraa irratti kan xiyyeeffate dha. Mana Barumsa keessan qo'annoo kana irratti akka hirmaatuu filatameera. Odeeffannoo sassaabamee qo'annoo kanaaf qofti o'la. Kanaafuu, deeggarsa barsisaa oddeffannoo cimaa kennu irratti faayidaa guddaa qabaachuu ala ragaa funaanamee adeemsa barnoota raadiyoo Aana Baatee fi godina sublammi Oromoof foyyessuuf ga'ee ola'anaa qaba.

### **Galatoomaa**

**Yaadachiisa:** Maqaa barreeessuun gonkumaan hin barbaachisu.

#### **Kallaattii waliigalaa**

Gaafannoon kun kutaa shan qaba: inni tokkoffaan ragaa eenyummaa dha; kutaan lammaffaan` gahumsa barnoota raadiyoo fi fayyadaminsa, kutaa sadaffaan haala raawwii fi leenjii barsiisaa yoo ta'u; kutaan Afraffaa qulqulina, akkaataa sagantichaa fi qabiyyee barnoota yoo ta'u; inni xumuraa (kutaa shan) waa'ee ilaalcha barsiisaa raadiyoo barnoota irratti qabu ilalchisee dha.

#### **Kutaa tokkoffaa- Ragaa enyuma dhunfaa**

##### **Qajelcha I**

Gaaffilee asii gaditti argaman kanneen iddoo duwwaa irratti raga siirri ta'e guuti

1. Maqaa mana Barumsaa\_\_\_\_\_

2.saala\_\_\_ 3.sadarkaabarumsa\_\_\_ 10+1\_\_\_, 10+3\_\_\_ 12+2\_\_\_ 12+1\_\_\_

4. Muuxannoo hojjii (Barsiisummaan):

Hoggaa 1 gadii\_\_\_\_\_ Hoggaa 11-15\_\_\_\_\_

Hoggaa 2-5 \_\_\_\_\_ Hoggaa 16-20\_\_\_\_\_

Hoggaa 6-10\_\_\_\_\_

5. Pereedii torban keessatti qabdan:

10 gadi\_\_\_\_\_ 16-20\_\_\_\_\_ 26-35\_\_\_\_\_

10-15 \_\_\_\_\_ 21-25\_\_\_\_\_

6. Umrii\_\_\_\_\_

### **Kutaa lammaffaa**

### **Ga'umsa raadiyoofi meeshaa raadiyoo kanaaf jiraachuu isa'a**

### **Qajeelcha II**

Gaaffiilee asi gaditti argaman kanneen filannoo qabaniif filannoo sirridha jettu fili.

1. Mana barumsa keessanitti raadiyoo ga'aa ta'e qabdu?

A. Eeyyee B. Lakki C. hinbeeku

2. Yeroo Hammam ta'aa itti fayyadamiinsi raadiyoo mana barumsaa keessa

A. Yeroo hunda\_\_\_\_\_ C. Al-tokko tokko\_\_\_\_\_

B. Darbeedarbee\_\_\_\_\_ D. Gonkumaa hinjiru\_\_\_\_\_

3. Maanuwalli adda addaa fi qajeelchi brsiisaa sagantaa barnoota Afaan Oromoo raadiyoorra tamsa'uu irratti ga'aa dha?

A. Eeyyee B. Lakki C. hinbeeku

4. Barnnoota Afaan Oromoo raadiyoorraa tamsa'u fi sagantaa mana barumsaa wajjin walitti dhufenya qabuu?

A. Eeyyee B. lakki

5. Barnoota Afaan Oromoo raadiyoorraa tamsa'u irratti sagantaa fi meeshaale deeggarsaa sochiif raawwatamu dursee dhi'aataa?

A. Eeyyee B. lakki C. Hinbeeku

6. Barnoota raadiyyo Afaan Oromo keenamaa jiru qabiy'ee kitaaba kessaa jiru kan haamateedha?

A. Eeyye B. lakki C. Hinbeeku

## **Kutaa saddaffaa- haala raawii fi leenjii barsiisaa**

### **Qajeelcha III**

Gaaffilee asii gaditti argaman kanneen filannoo qabanif filannoo sirridha jettu fili. Yaada kan barbaadaniif ammoo yaada kenni.

1. Itti fayadaminsa sagantaa barnootaa raadiyoo irratti leenjii fudhattanii beektu?  
A. Eeyyee B. Lakki
  2. Raadiyoon fayadaminsa barsiisuu irratti leenjii barsisootaaf dhaabata leenjii irraa fudhatanituu?  
A. Eeyyee B. lakki C. hinbeeku
  3. Sagantaa tamsaasa barnoota raadiyoo irrati qopheessuf hirmaattaniittuu?  
A. Lakki B. Al-tokko C. Al-lama D. Al-sadii E. sadii caalaa
  4. Seemistaraa lamaan darbe keessaa Yeroo sagantaa kanaan barumsi kennamu hordoffi fi to'annaan qaamni olaana (media Supervisor) taasisan.  
A. Hin jiru B. Al-tokko C. Al-lamma D. Al-sadii
  5. Raadiyoon sagantaan barnoota ittiin tamsa'u yeroo miidhaman dhabata wiirtuu irraa suphaan taasifamaniiru haamami?  
A. Eeyyee B. lakki C. Hinbeeku
  6. Yeroo tamsaasa raadiyoo wiirtu irraa ciittee kaasseettii teepi riikoordari fayadamtani beektu?  
A. Eeyyee B. Lakki C. Hinbeeku
  7. Baayina lakkoofsaa barataa fi kutaa jiru wajjin itti fayadaminsa sagantaa barnnootaa raadiyoorraa rakkoo ummeeraa?  
A. Eeyyee B. Lakki C. hinbeeku
  8. Gaaffii gubbanatti ka'eef deebiin 'A' yoo tahee rakkoo qunamee maalii dha? \_\_\_\_\_
-

9. Akka illalcha keetii rakkoo tamsaasa barnoota raadiyoo kannaaif sababa kan ta'e maal jettuu\_\_\_\_\_

---

**Kutaa 4- qulquulina Akkaata saganticha fi qabiye barnoota raadiyoo Qajeelcha IV.**

Gaaffiilee asigaditti argaman kanneen filannoo qabanif filanoo siiriidha jatu fili.

1. Tamsaasaa sagantaa raadiyoo dhiesuu barnoota qulquluu, qabiyeen haala gaarii kan qophaa'e fi gamachisa fi kan hirmaachisaa dha.  
A. Eeyyee B. lakki C. Hinbeeku
2. Tamsaasa barnoota raadiyoo sagantiichiin qulquluu, ifaa fi sagantaa hundadhan mijaa dha.  
A. Eeyyee B. Lakki C. Hinbeeku
3. Tamsaasa sagantaa barnootaa raadiyoo giiduti yeroo gaafii deebi kan dheeraa miitii yokiniis kan gabaabaa hintaane kan haamateedha.  
A. Eeyyee B. lakki C. hinbeeku
4. Qabiyyeen sagantaa waligalaa umri ijoleef qixaa kan ta'e fi fedha baratoota kan wirtu godhateedha.  
A. Eeyyee B. lakki C. Hinbeeku
5. Sagantaan barnoota Afaan Oromoo raadiyooraa tamsa'u qulqullinaan dhagahaama isaa  
A. qulquludha B. qulquluu mitii

**Kutaa Shannaffaa- illaalcha barsiisaa barnoota tamsaasaa raadiyoo Afaan Oromoo irrati qabu illaalchise dha.**

**Qajeelcha V.**

Yaada yookiinis deebii keessan mallattoo (✓)gochudhan shanan keessa tokko filudhan mallattoo (jechunis) 5 =jaboo waliggalan), 4

=walingalaa, 3=murteesuhindanda'u 2=walliinhinggalu, 1=jaboo  
walinhingaluu

No	'Ayiitamii' (gaafille)	5	4	3	2	1
1	Tamsaasaa barnoota raadiiyoo barsisaaf ga'ee ola'anna qaba.					
2	Barnoota raadiiyoon barsisaaf mala barsisu fiduu irrati caraa ola'anaa hinqabuu.					
3	Barnootnii sagantaa raadiiyoo yoo cite qulquulina barnoota irrati midha hingeddisuu					
4	Barnootnii raadiiyoo tamsaa'u irrati barattoota fedhi issani ola'ana dha.					
5	Raadiiyoo dhaga'ufi ani fedhi fi kaka'umsa hinqabu.					
6	Yeroo barnoota raadiiyoo keessa, bartoota haala wallin kan deemu (flexible) taassisudhan barsifachan jira.					
7	Barnoota raadiiyoo yoo mija'a ta'uelee ani barnoota raadiiyoo tamsaa'u feedhi guddaa hinqabu.					
8	Barnoota raadiiyoo tamsaa'u damaqissuu (stimulating) dha.					
9	Raadiiyoo barnoota tamsaa'u yoo haaffee(dhabee) Ani gammachuu guddaa nati dhagaahaama					
10	Walumagalatii ani barnoota raadiiyoo tamsaa'u irrati feedhi qaba.					

## **DABALEE B**

**Gaafannoo Barattoota kutaa 5-6 keessa Jiranif qophaaye**

**Yunivarsitii Finfinnee**

**Dhabata qo'annoo eebba boodaa**

**Damee barnoota**

Kaayyoon qo'annoo kana raawana barnoota raadiyoo Afaan Oromo tamsaasuf madaaluf Aanaa Baate naanoo Amaaraa keesaa mannen barnoota saaykiilli lammafaa sadarkaa duraa irrati kan xiyafattee dha. Mana barumsa keessan Qo'annoo kanaa irrati akka hirmaatu filatameeraa. Oddeefannoo sasaabamee qo'ennoo kanaaf qoftii ola kanaafi deggarsa barattoota oddeeffanno cimaa kenu irrati faayidaa guda qabaachuu alla regaa funanamee adeemsa barnoota raadiyoo Aanaa Baatee fi godina sabalmmi oromof foyye'ysuf ga'ee ola'ana qabu. maqaa barressu hindanda' amu.

### **Galatooma**

#### **Kuta I**

#### **Ragaa enyuma dhunfaa**

Maqaa M/barumsa \_\_\_\_\_ kutaa \_\_\_\_\_ daree \_\_\_\_\_

Umrii \_\_\_\_\_ Saala \_\_\_\_\_

**Kutaa II** illaalcha barataa barnoota tamsaasa raadiyoo Afaan Oromo irrati qabu illalchise dha.

#### **Qajeelcha II**

Yaada yookiniis deebii keessan mallattoo (✓) gochudhan shanan keesaa tokko filladhaa (jachuun 5= Jabo walliggala.

4= walliggala , 3 murtessuu hindanda'u.

2=wallin hinggalu, 1 =Jaboo wallin hinggalu

No	'Ayitammii' (gaafle)	5	4	3	2	1
1	Barnnoota raadiyoo Afaan Oromoo tamsaasni nagammachisaa					
2	Yeroo barnoota raadiyoo daree keesaa naciinqisisaa					
3	Barnoota tamsaasa raadiyoo gammachisaa dha (fun)					
4	Barnoota tamsaasa raadiyoo natii hin miijaa'uu					
5	Barnoota tamsaasa raadiyoo obsaa koo naa jalaa dhabamsisaa.					
6	Barnoota tamsaas raadiyoo boqqonnaa allaa (restless)nati tassisa.					
7	Barnoota tamsaasa raddiiyoo aruu (dheekamuu) nati fidaa.					
8	Barnoota tamsaasaa raadiyoo dhagahuf feedhii hinqabu.					
9	Ani yeroo barnoota raadiyoo tamsaasu guyyaa hundaa dha gahuf nagamachiissaa					
10	Barnoota barsisaa daree keessa kenu irra Ani barnoota raadiyoo tamsaa'u caalaatti nagamachisaa					
11	Qabxi ola'ana galmeesu irrati barnoota raadiyoo irraa keenamu qabxi wayyaa argadha, baru barsisu daree irra keenamu.					
12	Waluumagalatti ani barnoota raadiyoo irraa keenamu caalumatii nagamachisaa.					

**Kutaa Saddaffaa- haalii raawanaa qulqulumaa, sagantaa siiriitii gurmaa'u isaa fi haalii qabiiyee dha.**

**Qajeelcha II.**

Deebii keessan mallattoo (✓) gochudhan tokko filadha.kan deebi barbaachisuf deebisii.

1. Baayina sagantaa raadiyoo ga'aa dha jachu dandeesaa

A. Eeyyee B. lakki C. Hinbeeku

2. Barnoota raadiyoo tamsaasaa dabarsu hirmaana barattoota hinkakaasaa jeetu?

A. Eeyye B.lakki C. hinbeeku

3. sagantaa barnoota Afaan Oromoo raadiyoorraa tamsa'u walumagalatti qulquluma isaa.

A. qulquluu B. qulquluu mitii C. hinbeeku

4. sagantaa barnoota Afaan Oromo raadiyoorraa tamsa'u yaada Haaraa fi dabalata qabixillee kitaaba barataa jiru dhihaatu

A. Eeyyee B. lakki

5. Hirmaanaan keessan yeroo barnoota raadiyoo (practical activity) keenamu sochiin\_\_\_\_\_dha.

A. yeroo hundaa B. Al-tokkoo tokko C. darbee darbee D. gonkumaa Hin jiruu

6. Yeroo barnoota raadiyoo tamsa'u rakkoolee siquname maal faadha?\_\_\_\_\_

7. sagantaa tamsaasa raadiyoo foyyeesuf maal tuu taasifamu qabu jatan?\_\_\_\_\_

8. Tamsaasa sagantaa raadiyoo Afaan Oromo irrati qulquluma irrati siirreefamaa maal tahu qaba?\_\_\_\_\_

## Declaration

I, the undersigned, declare that this thesis is my own original work and has not been presented for any degree in any other University. All sources of material used have been duly acknowledged.

Name – Lulseged Mergia

Signature: -  -----

Date of Submission ----- 05/07/2003 E-C.

This Thesis has been submitted for examination with my approval as a University advisor.

Name: Dr. Dessu Wirtu

Signature -  -----

Date of Submission ----- 13/03/03