

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

ASSESSMENT OF INSTRUCTIONAL RADIO
BROADCAST: THE CASE OF CIVICS AND ETHICAL
EDUCATION BROADCAST TO PRIMARY SCHOOLS OF
ADDIS ABABA

BY:

EPHREM LEMMA

Nov , 2014
ADDIS ABABA

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EDUCATION BROADCAST TO PRIMARY SCHOOLS OF
ADDIS ABABA**

**A THESIS PRESENTED TO COLLEGE OF EDUCATION
AND BEHAVIORAL SCIENCES STUDIES, ADDIS ABABA
UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS (MA) IN
CURRICULUM AND INSTRUCTION**

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Approved by:

_____	_____	_____
Advisor	Date	Signature
_____	_____	_____
External Examiner	Date	Signature
_____	_____	_____
Internal Examiner	Date	Signature

Acknowledgements

I would like to express my heartfelt thanks to my advisor Ato Birara Gebru for his unreserved guidance, insightful and critical comments to the realization of this thesis. I would also like to extend my gratitude to Medhani Asseffa who gave me valuable comments and moral support beginning from the proposal stage of this thesis.

My special thanks go to students and teachers who were volunteer to fill in the questionnaires genuinely. I am also indebted to Abiye Tefra who is working as media expert of Addis Ababa Education Bureau for his cooperation for my studies.

No words of thanks sufficient to my parent, and all of my friends who have been a regular source of moral support and showed their deep concern to my studies.

Finally, I would like to thank W/ro Tarqwa Yimmer for her computer typing.

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Abstract

This study aims at assessing instructional radio broadcast case instruction of civics and ethical education in the primary schools of Addis Ababa. To meet this objective, an investigation was made on input, process and output. In doing so, the researcher tried to identify the conditions necessary for the successful implementation of instructional radio broadcasts. Moreover, he has tried to find out problems that hinder effective implementation.

This study adopts survey research methodology that contains both qualitative and quantitative data collection instruments. Through questionnaire, classroom observation, and content analysis sufficient data were collected from 600 students, 12 teachers, and one expert. Throughout the selection of samples, random sampling technique was persistently employed except in the last stage of selecting sample students where clustering (i.e, male and female) was used. Consequently, three sub cities were sampled of which 6 woredas and six primary schools were sampled (i.e, 2 woredas from each sub cities and 1 school from each wereda).

The finding suggest that implementation of instructional radio broadcast indicated that the majority of teachers and students have positive attitude towards the broadcast. On contrast the program content and presentation is not acceptable by the teachers and students.

With this regard, the basic hindrance for effective implementation of instructional radio broadcasts in particular to civics and ethical education originates from inadequate supply of input materials, poor functioning, unsuitability of instructional curricula lessons with the existing curriculum, inability to take into account the diversify learners, lack to give emphasis on positive ethical values of the learners etc. suggest the prevalence of constraints on successful implementation of instructional radio broad casts at sample schools.

So, stakeholders need to give special emphasis to these constraints and above all improve effectiveness of the implementation of the entire instructional radio program.

CHAPTER ONE

1.1 Background of the study

Education is not only a preparation to later life. It is an aspect of life itself (Siberman, 1970: 15). In other words, education is not a preparation for living but it is identical life itself. To be educated means to understand how to make intensions effective in the real world and how to apply knowledge to the life one lives and the society in which one lives. Therefore, education holds the key to social mobility, personal success and national development.

Every society educates its youth with the broad and universal goals of education. For most of human kind history, the process of education was informal and traditional. The family, the church, the mosque, and the community at large were the primary educating institutions, shaping their people's attitudes, forming their behavior, endowing them with morals and manners, and teaching them the vocational and other skills needed to get along their physical and social environment. However, as time went on, a need for the establishment of formal education arose to be carried by schools.

The new expanding economic, political and social functions pull education into the main stream of society. As society advanced, situations necessitated education to be reoriented to meet the requirements of the new social order. Thus the educational trainings policy of Ethiopia (1994) reorganized the educational system of Ethiopia into new form and emphasis was given to the use of educational technologies on the educational system.

Because of its significant contribution to bring about qualitative and quantitative improvement of the educational system of Ethiopia, the roles and expectations of the use of media have broadened considerably from time to time.

As being one of the most important media, radio has been employed in different countries regardless of variation in its purpose. Almost from the time of its inception in the 1920s there has been interest in the role of educational radio (Jamison and McAnany, (1978:12). In the course of its development, radio has been used successfully to teach subjects of any areas of interest. It has been successful in providing direct instruction and supplementing or enriching educational program (Jamison and Mc Anyany, 1978:12). It also served as an invaluable motivational device.

Good instruction is the function of various factors. This holds true because good instruction is not a mere transmission of the subject matter offered to the students. As Amare (1996) stated some of the factors include curriculum, media, and students. In fact, the paramount importance of these three factors in relations to good instruction is vivid. However, experience shows that the emphasis given to each of them may vary from one approach of teaching strategy to the other. For instance, in the message centered approach the curriculum is the focused factor, whereas, in the media centered approach, the medium through which the content is transmitted gets emphasis. While in the learner centered approach due attention is given to the learner. Regardless of centeredness, the same author suggested an integrated approach that comprises a combination of the three factors by and large determine fidelity i.e. efficiency and effectiveness of learning.

In addition, by taking into account the most important components of good instructional system, Kinirk and Gustafson (1986) mentioned that learners, teachers, and curricular materials are the three factors that determine the use of medium in education.

They also pointed that the curricular materials and the teachers provide the structure and the environment within which formal learning and its evaluation can take place.

In general, based on the above discussions, it is quite understandable that factors such as curriculum, media, learners, teachers, learning environment etc. determine the quality of education. Therefore, it is necessary to give careful consideration to all of them.

1.2. Statement of the problem

Though they are few in numbers a critical analysis on the research studies made so far dictated the reality that problems exist in various aspects of school radio broadcasts in Ethiopia. For instance, Hailu (1980) revealed that in Ethiopian primary schools, teachers lack the necessary training on how to utilize educational radio broadcasts. Similarly, Awole (1987) reported that the content of English radio in Ethiopia is not effective. In addition to this, considering the methodology of English radio broadcasts, Almaz (1989) identified that the speed of presentation was not adjusted to the pupil's level of comprehension. In similar vein, based on content analysis, Tesfaye (1990) revealed the weakness of science radio broadcasts teaching methods. Moreover, by taking into account the nation wide operations of educational radio, Teshome (1998) identified the presence of considerable problems. Some of them include problems in relation to production, training and implementation of radio broadcasts.

Educational radio is seen as a great assistance where the educational system has some particular deficiencies as a result, educational radio broadcasts are intentionally prepared to support the classroom teacher, to enhance the teaching learning process and to be used as a learning resource. Therefore, to alleviate the problems encountered in the educational system; Ethiopia has launched radio broadcast in the formal education sector and currently, civic and ethical education is one of the subject matter which was recently produced and broadcasted to primary school grades (5-8) and the total number of civic and ethical education radio program for each grade level is 28 of which 14 of the programs are being broadcasted in the 1st semester and the rest in the 2nd semester.

Based on the above descriptions, one can easily understand that in our country more specifically in Addis Ababa, research on instructional radio broadcasts are very few in number. However, various evidences in Addis Ababa primary school grades suggested that there is a persistent problem in the implementation of instructional radio broadcasts.

Therefore, in the premise of radio's role in facilitating students learning, the study is initiated to assess the implementation of instructional radio broadcasts by taking an instance of civic and ethical education radio broadcast into consideration in the primary schools of Addis Ababa. So, the study more explicitly aims at:-

- Investigating the quality of radio program content and its presentation.
- Assessing the availability of instructional radio resources in selected primary schools of Addis Ababa.

- Analyzing the attitude of students and teachers towards instructional radio broadcast.
- Identifying the role played by teachers in effectively implementing instructional radio broadcast.
- Finding out problems and suggesting improvements needed to make the use of instructional radio broadcasts in more effective and relevant way.

With this objective, then, the study attempts to find answers for the following basic research questions.

- Are the radio program content and its presentation appropriate to the learners?
- Are there adequate instructional resources in selected primary schools of Addis Ababa?
- What kind of attitude do students and teachers have towards instructional radio broadcast in selected primary schools of Addis Ababa?
- What roles do teachers have in effectively implementing instructional radio broadcast?
- What are the possible solutions to overcome existing problems of instructional radiobroadcast?

1.3 Significance of the study

Among the various operational areas of educational broadcasting it is the area of implementation or utilization that depends most on local conditions (Hawkirdge and Robinson, 1982: 128). Therefore, it is quite appropriate to assess the implementation process of instructional radiobroadcasts by taking an instances of civic and ethical education how looks like in primary schools of Addis Ababa. So, this study is expected to have the following contributions.

First, it sheds lights on theoretical frameworks by indicating the extent to which civic and ethical education radio broadcast is utilized within the curriculum.

Second, it tries to show the major and common problems encountered in implementing instructional radio broadcasts in general and civic and ethical education radio broadcast in particular.

Thirdly, it creates a suitable situation that encourages others to undertake further study in the area of assessing the implementation of the radio broadcasts.

Fourth, the study will be important in enhancing quality of education through the use of educational media.

As feedback, the study is also considerably beneficial for production and continues improvement of civic and ethical education radio broadcasts.

1.4. Delimitation of the study

The scope of the study is geographically delimited to city administration of Addis Ababa. Thus; conclusions to be reached reflect what the situation looks like in the stated region. The region is selected for this study because this is the region that the researcher knows most.

The researcher selected civic and ethical education radio broadcast because he has taught the subject for ten consecutive years in different schools and he had taken various courses of the subject matter since his undergraduate studies was history. Therefore, he believes that justifications, interpretations and knowledge of the subject matter may help him in doing the research.

On top of this, only governmental schools operating in the region will be included in the study. The main reason here is to minimize the variations that could possibly exist between government and nongovernmental schools in terms of organization and resources pertaining to utilization of instructional materials.

1.5. Limitation of the study

A good number of studies have been conducted in various part of the world on communication media, particularly radio, and it is found out that no single assessment mechanism in any of these areas can serve as a model (Hawkrige and Robinson, 1982:40). Thus, it is unlikely for the researcher to adapt evaluation models.

The conceptual model and instruments specially prepared for the study were merely based on certain rationale, and were not standardized. The size of the sample was not large enough due to financial and time constrains. In order to have first-hand information about the implementation of civic and ethical education radio broadcasts; continuous classroom observations are vital means. Nevertheless, in this study, each sampled school was observed only three times. This is because, since only one period is allotted per week of civic and ethical education radio broadcasts, adding some more observation sessions would require more time to cover for each school. Had it been this, it would be impossible to cover the sample areas. Regardless of these, the researcher has attempted to make the study as complete as possible.

1.6. Organization of the Study

The content of the study will be organized in to five chapters. Chapters one introduces the background of the study, statement of the problem along with, objectives of the study, significance of the study , delimitation of the study and limitation of the study . Chapter two presents review of related literature and research findings that are related to the problems under investigation.

Chapter three and four deal with the conceptual framework and methodology of the study and the report of the result and interpretations of the findings respectively. Chapter five summarizes the work of the investigation and presents conclusions drawn from the results of the investigations. Recommendations are also provided based on the findings of the study.

1.7. Operational Definition of terms

Attitude - an acquired mental state that influences choices of personal action, such as preferences, avoidance, or commitment.

Educational radio broadcast- deals with the transmission of instructional radio programs, which are intended to enrich and supplement classroom instruction.

Implementation- refers to the actual use of the instructional radio broadcasts in schools towards what it has been intended

Constraint- refers to limitation that must be taken into account.

Primary schools consist of grades from 1-4 and 5-8.

CHAPTER TWO

Review of Related Literature

2.1 Media and education

Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between the teacher and students, the teacher and media, and the students and media. Due to this reason there exists inspirable connection between education and media. .

Society's demand for increased educational excellence has resulted in several trends that are changing the fundamental aspects of traditional practices of education. As it is summarized by Norman (1977) some of the trends include: a great emphasis to meet individual difference; deep concern for the process of systematically developing more meaningful instruction; an increased interest in developing alternatives to traditional programs; and different ways of evaluating and certifying acceptable performance. Besides this, the same author further explained that implicit in these trends there is the assumption that a wide variety of media are available and used in the process of instruction. In conception to this, Lockheed and others (1994) disclosed that media should be critical ingredients in learning; otherwise, the intended curriculum cannot be easily implemented. For this reason, media currently finds itself in the position of being assigned as an integral and indispensable part in the instructional process (Norman, 1977:16).

After reviewing a number of studies, Amare (1999:53) strongly argue that no teaching learning activities takes place without media. He also distinguished media as one of the most important variables that causes maximum student learning.

From the above discussion, it is clear that media involves remarkable and meaningful contribution to the process of education. As a result, media should be considered as an indispensable part in the process of education.

2.2 Characteristics of Educational Radio

Educational radio generally refers to radio programs designed to enhance learning in a systematic way. The broadcast is made during specific days at specific school hours mainly for the benefits of the educational institutions and this broadcast is based on the prescribed syllabus of the curricular subjects. Sequenced to synchronies with the class lesson similarly after critically reviewing a number of studies, Hawkrigde and Robinson (1982) List four characteristics of educational radio programs:

1. Arranged in a series to enable cumulative learning
2. Planned in consultation with external advisors
3. Accompanied by printed materials
4. Followed by evaluation of programs used by teachers and learners.

Moreover, Fossard (1994) described that good interactive radio programs exhibit the following comprehensive list of characteristics:

- Demonstrate sound knowledge of the audience, the curriculum implementers (classroom teachers), and the environment in which they will receive the programs (such as limitations of time and space which can affect pupil's ability to interact with the programs).
- Present accurate, well organized content in an interesting and engaging manner.
- provide clear and straight forward instructions, which are consistent from program to program
- Incorporate response pauses that are neither too long nor too short, and activities that are neither too easy nor too difficult.
- Use relaxation segments to break the intense concentration and attention listening require.
- In corporate a variety of formats, such as physical activities, application segment dialogues and discussions, dramas, drills, quizzes, serials, songs, and stories.
- Provide clear guidance to the classroom teacher though training, complete program notes and on air instructions which enhance the teacher's self- esteem, confidence and ability.

2.3. The role of radio in Education

As enormously described in the professional literature, one of the most important uses of educational radio may be linked with the potential believed to exist in the medium to provide access to a wide area of educational at a time, motivation to learn and above all improving educational quality. For instance, Teshome (1998) concluded that:

Finding clearly indicates that Schools are more promoted in subjects supported by radio. Students assess their own learning

from a radio in a positive way in both regular and non regular using schools. The majority of teachers in all schools have also confirmed that learning does takes place from radio lessons. (Teshome, 1998: 193).

Therefore, based on the above discussion, it is possible to say that the potentialities of radio to enhance the quality cannot be hold in low esteem.

2.4. Assessment on Educational Radio broadcasts

Once the decision has been made to employ instructional radio, the program has two phases: the development phase and sustain implementation phase (Dock and Helwing, 1999:8).

The development phase involves planning, script writing, radio production, and piloting of the program. During this phase, effectiveness of the program is tested, in terms of learning gains as well as teachers' acceptance and support. The sustained implementation phase deals with the operation of the program in a substantial number of classrooms. As Dock and Helwg (1999) described, sustained implementation phase depends on commitment from governments, donor agencies, teachers and students. After implementing radio instruction, it is necessary to make periodic evaluation of the program in order to assess its effectiveness and to obtain feedback from all participants.

2.5. Factors affecting formal Educational Radio program

2.5.1 External constraints

Such constraints mostly consist of problems associated with a particular organization, which is responsible to produce and distribute broadcasts as well as supporting materials to the user schools. The first of this kind may be linked with organizational structure and decision-making authority. Jamison and McAnany (1978), while discussing with such constraints indicated that the need for careful planning and organization of radio strategies seems to be one of the great constraints on the success of implementation. Besides, the same authors indicated that location of decision-making authority would often dictate how radio will be organized. Similarly, Hawkrige and Robinson (1982) revealed that in educational broadcasting, institutional freedom largely reflects the location of decision-making authority with political and social traditions playing a greater role.

The second external constraint is lack of careful consideration in curriculum design and development. In fact, decisions concerning the types and total number of courses are the major activities in the development of educational radio curriculum. In order to accomplish, countries like Nicaragua, Republic of Korea, Mexico and Brazil attempted to create an elaborated partnership among media experts, curriculum experts, teachers, researchers and outside agencies. However, Hawkrige and Robinson (1982) Commented that the proper blend of this experience is far from being achieved. In addition to this, Jamison and McAnany (1978) identified this constraint as the main reason for the radio use simply as a way of reaching more people and not as a part of a learning system.

While elaborating this idea, the same authors explained that account is often not taken of the difference between direct and mediated teaching, and the radio message is created as if the students were being addressed face to face.

The third area of external constraint includes production and distribution constraints. Gunter and Theroux (1977) as cited in Jamison and McAnany (1978) argue that the single greatest production constraint is the quality of radio programming. They also noted that educational programs are poorly made, dull and disinteresting, and therefore fail to attract a large group of audience. Having said this about production constraint, Let me directly go to the discussion of transmission constraints.

In the past, research study findings mostly identified three areas of distribution constraints on radio projects. The universal problem almost all radio project facing is failure to make sure that printed materials arrive on time to be properly coordinated with the radio message. Set maintenance or replacement of batteries is another related problem that many radio projects cannot control and this most frequently occurs in the more isolated cases. Difficulties of signal strength often hinder good reception. Again, problems of this kind are often more acute for isolated populations.

2.5.2 Internal constraints

The success of radio broadcast in schools depends on various internal factors. Some of the factors include: organizational structure and administration quality; availability and use of radio; classroom conditions; integrating with other media; and, personal conditions. Since considering these factors is often helpful to identify the strength and weakness of implementing radio broadcast, it is worth discussing them.

An institution such as the school is a bureaucratic organization. Hence, effective implementation of radio broadcast heavily relies on the quality of organizational structure and administration. In connection to this, Mohanty (1984) witnessed that the single most important factor for greater acceptance of radio in Jalagon project schools was the existence of an infrastructure and organized efforts of the project officials to look after various aspects of radio listening activity in schools. However, Sampath and others (1984), after analyzing the findings of a number of studies pointed the existence of weakness in implementing radio broadcast as a function of organizational factors. Furthering this idea, Locates and Atkinson (1984) reported that constraints on planning and management, administrative supports, suspension, and financial limitations as the most common problems in implementing radio broadcast. Therefore, as far as organizational structure and administrative quality is concerned, implementing radio broadcast would require the coordinated effort of people responsible in the field. Ranging from the school administrative bodies through supervisors to the teachers own colleagues seems to have a share to give support in facilitating the implementation of radio broadcast of a given programs

Availability and use of radio and classroom conditions appear to be the main potential factors identified in the literatures, which hinder or facilitate the success of implementation of radio broadcast in schools. For example, in relation to this, Brown and others described the following:

In the past, radio broadcasts for classroom use were handicapped by a number of difficulties. Schools found it troublesome or undesirable to use radio programs that came at the wrong time of the day or term.

Departmentalized schools could not use broadcasts for all sections of a course without changing class schedules (Brown and others, 1977: 216).

In addition to this, a survey study conducted by All India Radio in 1992 revealed that problems of maintenance of radio sets; lack of technical equipment like microphone and amplifiers; and lack of suitable classroom atmosphere for concentrated listening e.g.' lack of space, very-crowded classrooms as a major difficulties in implementing radio broadcast in schools (Mohanty, 1984:140). Besides, at the 1990 African conference on radio Education in Harare, Zimbabwe a number of common problems were identified: variable quality of broadcasting equipment, maintenance and repair; and, insufficient radios, power (electricity and batteries); and repair services.

2.6 Instructional Developments

Since radio syllabus is an important curricular material it should require certain main steps to be followed during development. Moreover, it requires some guiding principles in designing the radio programs. Gough (1982) suggested the following three main steps for developing the radio syllabus:

1. Defining the objectives precisely
2. Choosing the most effective techniques to achieve that objective.
3. Evaluating results in order to modify and improve the system

In addition to this, Locatis and Atkinson (1984) suggested general principles for designing radio instruction as well as principles for motivating and developing the learners' attitude. Below let me included virtually the unchanged version of what the authors have suggested:

General principles for designing instruction

- Introduce novel or unexpected events at the start of instruction
- Inform learners of expected outcomes
- Recall relevant prerequisite information
- Present only relevant information
- Organize content and present 'organizers'
- Progress from simple to complex Provide promotes and cues
- Vary information presented
- Present examples.
- Provide appropriate practice
- Provide immediate feedback or knowledge of results.
- Review and repeat

They also (1984) described the Principles for motivating and developing attitudes as follows:

- Tell learners that the subject of instructions is important
- Present reasons why the subject is important
- Arrange external rewards
- Ensure that learners experience success and accomplishment
- Pair subject matter with things that is attractive to learners.
- Introduce a discrepant, unexplained, or unfamiliar events
- Model interest and positive attitudes toward the subject.

2.7 The teachers' role in radio broadcast

In the actual instruction, it is the responsibility of the teacher to provide a suitable environment for implementation. In view of this fact, Tyler (1949) described that a teacher has a leading and significant role to play in what and how to teach. As far as radio broadcasts are concerned, the classroom teacher is expected to establish conditions that make it probable that learning will occur within a reasonable period of time.

In relation to this, Farrant (1984) neatly depicted the role of the teacher as follows:

1. Preparation before the broadcast: - this includes checking your radio to see that it is in satisfactory working order and that signals from the station you will be listening to are coming in loud and clear. It also means studying the written notes supplied by the broadcaster and any explanation or preparation that is necessary for the class before the broadcast begins.
2. Action during the broadcast: - usually the teacher's notes produced for the broadcast will draw attention to anything you may be called upon to do or show to the children. It is important that you should be ready at the moment when these things are required; otherwise the smooth flow of the lesson will be interrupted.
3. Follow-up after the broadcast: - the notes for some broadcasts make suggestions of things which you and children may do after the lesson. Even where these are not given, you should remember the value of reinforcing a lesson by appropriate activities such as discussion, written

work, drawing, dramatizing or eventful-scale project work. It is the failure by teachers to prepare for and follow up broadcast lessons that makes such lessons less useful than they might be. (Source. Farrant, 1984:366).

2.8 Supporting Materials

Supporting materials for the radio lessons consists of radio lesson manual, teacher's guide and students' materials. These materials are often prepared to enhance participation of classroom instructions.

Schuler (1979) mentioned that these materials should be on hand when the broadcast begins since they describe the content of the programs and outline what students are expected to do that maximize students learning. Therefore, supporting materials are vital for the educational radio broad system.

2.9. Civics and Ethical education in Ethiopia

In the first cycle (1-4), civic and Ethical issues form part of the integrated content of environment science. At this level, issues are taught in the context of an integrated curriculum.

In the second cycle (5-8) civics and ethical education is treated as a separate subject. Students are made familiar with the culture and mechanisms of democratic governance and the need for moral and ethical values within the society.

Each student's participation must be based on informed, critical reflection and in the understanding and acceptance of the rights and responsibilities that go with citizenship.

CHAPTER THREE

3. Research Design

As mentioned earlier, this study is aimed at assessing the implementation of instructional radio broadcasts by taking instances of civic and ethical education in the primary schools of Addis Ababa. In doing so, the research will try to point out problems encountered in the implementation of the subject matter. To fulfill this purpose, the approach followed was descriptive survey method. This method is selected since it is mainly appropriate to collect several kinds of data related with the problem under investigation.

This chapter discuss the overall framework just how the study is accomplished by providing adequate information about conceptual model of the study, data sources, sample populations and sampling techniques, data collection instruments and method of data analysis.

Basic assumptions

To have a clear picture about assessment of the implementation of educational radio program, the research focuses on the following basic assumptions:

1. In principle, one of the most important rational for the use of educational radio in formal education has been the use of the medium to improve the effectiveness of teaching and learning.
2. Educational innovations like radio and television have a positive impact not only on learning itself, but also on students' overall motivation and attitude towards the school.

3. Of all the operational areas of educational broadcasting, it is the area of implementation that depends most on local conditions. Which means, clearly depends first on geographical conditions of distance and population density and on technological conditions of power supply and transport.
4. There is no doubt that teacher's guide and students' materials are vital areas of involvement by the broadcasting system. As each system learns from its own experiences these materials become more important and effective in encouraging good use of the broadcast material.
5. Educational broadcasting may have several kinds of effects. It may affect classroom instruction, teachers and students towards the achievement of predesigned educational goals only if it is properly used and managed.

3.1 Conceptual model of the study

In the foregoing chapter, it was dealt with issues and concerns, addressed by educators, and professionals as they attempt to create settings and theoretical frameworks for conducting studies in the area of educational media in general and educational radio broadcast in particular. Despite the fact that many studies have been made in these areas, Stewart (1985), revealed that literatures available on media studies failed to provide theoretical frameworks that can be used for other studies.

In this regard, the present study is by no means out of this constraint. However, based on Kemp and others (1968) model, CIPP model of Stufflebeam, and Teshome's (1998) model the researcher tried to design a conceptual framework that best suit to the nature of the study. Figure 3.1 shows the conceptual model of the study.

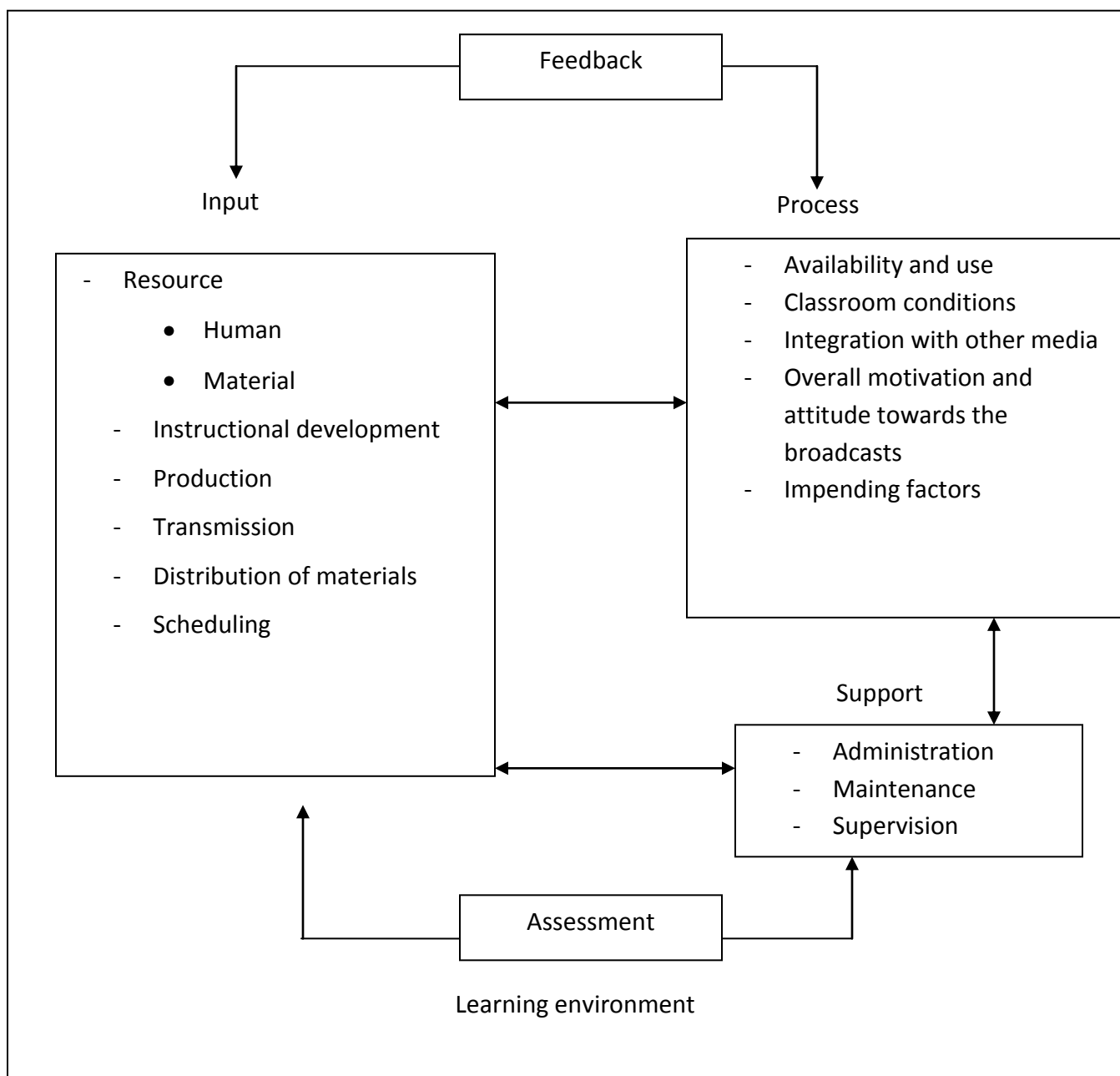


Figure 3.1 Conceptual model of the study

As shown in the above figure, the horizon of this study compresses areas up on which assessment is going on. These are input, process, support and feedback. Each area has two-way connections such that it determines as well as depends on others. Due to this

reason, some of the data obtained from these areas were found quite essential to provided adequate information concerning the problem under investigation.

3.2. Data Sources

Data sources in this study are of both primary and secondary nature. Secondary data were collected from relevant technical documents (Civic and ethical education radio teacher's guide of grade 7 and 8), relevant books (students' exercise books of grade 7 and 8), recent publication of Addis Ababa education bureau and other relevant documents from the researched schools. Primary data were collected from civic and ethical education radio teachers, students of the respective primary schools of Addis Ababa. In addition, observation regarding the availability of school facilities and related matters in the sample schools were made.

3.3. Sample Populations and Sampling Technique

There are ten sub cities in city administration of Addis Ababa from these, three of them (30%) were chosen using random sampling. The reason for using random sampling techniques in determining the sample was to give equal chance for every sub city to be included in the study. By using the same technique i.e. simple random sampling, two wordeas were selected from each sub cities. Still employing the same technique one school was selected from each wordeda. From each school, equal proportions (i.e. 100 students) were taken which equal numbers being given to each grade level (i.e. 50 for grade 7 and 50 for grade 8). Using cluster sampling technique from each grade level 25 females and 25 males were chosen .Thus a total of 600 sets of students were considered.

By using availability sampling technique, the following respondents were also considered. These were:

- 12 subject teachers (two from each school) and
- 1 expert of Addis Ababa Education bureau.

3.4. Instruments for data Collection

To obtain adequate information for the study, the following three types of data collection tools were employed. These were

- I. Three sets of questionnaires (for students, teachers and media expert)
- II. Classroom observation checklist
- III. Document analysis (of relevant documents, students text book, teachers guide, and syllabus)

3.5. Method of Data Analysis

Data gathered from respondents were tabulated and percentages of responses of the respondents were employed to analyze the responses of the sample groups and also rating scale was employed for classroom observation and content analysis.

CHAPTER FOUR

Presentation and Interpretation of Data

This part of the study deals with the presentation and interpretation of the data gathered from six sample schools to seek appropriate answers to the basic questions raised in chapter one of the research document.

Accordingly, presentation and analysis were made making use of different data gathering instruments (i.e, questionnaires, classroom observation checklist, and document analysis) and finally, the responses of the respondents are presented with the help of tables and analysis of documents which is then followed by interpretation and discussion of the results of the data.

4.1. Quality and appropriateness of radio program contents and presentations.

Teachers responded whether they agree or disagree on statements that deal with quality and appropriateness of the program content and presentation. While three of the items describe the possible benefits for the teachers, three of the other items deal with the possible values for the students. Table 4.1. illustrates the summery result. In addition to these, four items in the observation check list used to assess the quality and appropriateness. In this case measurement mainly focuses on media principles only.

Table 4.1 Frequency and percentage distribution of teachers' responses on the quality and appropriateness of the program content and presentation of civic and ethical education radio broadcasts.

No	Categories	Teachers responses		Total
		Yes	No	
1	Presents well an organized content in an engaging manner.	1(8%)	11(92%)	12(100%)
2	Provide clear guidance to the classroom teacher	2(17%)	10(83%)	12(100%)
3	Provide clear and straight forward instruction	1(8%)	11(92%)	12(100%)
4	Provides good teaching techniques from which teachers can learn	4(33%)	8(67%)	12(100%)
5	In corporate response pauses that are neither too long nor too short	2(17%)	10(83%)	12(100%)
6	Suitable to the age level and interests of the students	4(33%)	8(67%)	12(100%)
7	Presents accurate and updated information	4(33%)	8 (67%)	12(100%)
8	Takes into account diversity of culture, religion and treatment of gender of the target Ethiopian learners	5(42%)	7(58%)	12(100%)
9	Encourages integration of positive ethical value of the learners	2(17%)	10(83%)	12(100%)
10	Corresponds with the current lessons suggested in student's text book, teacher's guide and the syllabus	2(17%)	10 (83%)	12(100%)

As indicated in this table, presenting well organized content and providing clear and straight forward instructions were equally considered by 11(92%) respondents. In much the same manner, providing clear guidance to the classroom teacher and incorporating sufficient response pauses that are neither too long nor too short were considered by 10(83%) respondents. Along with, providing teaching techniques and suitability to the age level and interest of the students are considered by 8(67%) respondents.

In the contrary, presenting accurate and updated information is accepted by 4 (33%) of the respondents and 5 (42%) of the respondents explained that radio program content has taken into account the diversity of culture, religion and treatment of gender of the targeted learners into consideration. With regard to radio program content encouragement of the integration of positive ethical values of the learners, only 2 (17%) of the respondents explained their agreement. In similar vein, 2 (17%) of the respondents explained that radio program content corresponds with the current lessons which are suggested in students text books, teachers guides and the syllabus of civics and ethical education of the targeted grade.

From the above table, it is clear that out of 12 (100%) teacher respondents the proportion of teachers who said no (73%), by far exceeds the proportion that said yes (27%). Based on this, it is possible to say that the quality and appropriateness of the program content and presentation was not accepted by the majority of teachers' respondents .

Along with this, civics and ethical education radio teacher guides of the targeted grade levels were analyzed. The existence or absence of each categories was checked with the

intention to assess the significance of each guide. The categories are partly adopted from Amare (1998) and Tesfaye (1990) and partly coined by the researcher. In this case, the researcher believed that the categories are relevant to assess each teacher's guide from two perspectives. One, from the context of basic requirements for curricular materials two, from the contexts of fulfilling the principles of teaching strategy for civics and ethical education radio broadcasts.

Those categories observed 9-14 times were taken as they present abundantly. Similarly, categories observed 3-8 times were taken as they present rarely. On the contrary; those below three times were taken, as they don't exist. Table 4.2 Presents the results of each grade level teacher's guide.

Table 4..2. Ratings on the assessment results of content analysis in the teacher's guide of civics and ethical education by grade level.

No	Categories	Extent of presence by grade level					
		Grade 7			Grade 8		
		Abundantly	Rarely	Not at all	Abundantly	Rarely	Not at all
1	Stated objectives	14(100%)			14(100%)		
2	Discussions questions	14(100%)				3(21%)	
3	Practical activities		3(21%)			3(21%)	
4	Examples	9(64%)			14(100%)		
5	Suggestions to use visuals such as pictures and diagrams		4(28%)			5(36%)	
6	Open ended evaluative questions			0(0%)			0(0%)
7	Reference			0(0%)			0(0%)

N₀ of randomly sampled programs = 14 (for each grade level)

Key

- Abundantly (9-14) (64-100%)
- Rarely (3-8) (21-44%)
- Not at all (0-2) (0-14%)

A critical observation in the above table indicates that categories such as: stated objectives, discussion questions, and examples are abundantly present in civics and ethical education radio teacher's guide of grade 7. In addition, practical activities and suggestions to use visuals (i.e picture and diagram) rarely present in the same teacher's guide.

Similarly, a critical observation in Table4.2 indicates that stated objectives and examples are abundantly present in the civics and ethical education radio teacher's guide of grade 8. Besides, discussion question, practical activities, and suggestions to use visuals such as: pictures and diagrams are rarely present in the same guide. Along with this, suggestions to use open-ended evaluative question and references are totally absent in the same teacher's guide.

In its real sense, the teaching of civics and ethical education requires equal considerations being given for theoretical and practical aspects. To this effect, teacher's guide of civics and ethical education must be prepared to help the teacher by suggesting ways and means of instructing theoretical and practical classes. With this view in mind, the radio teacher's guide of grade 7 and 8 indicate strength on the part of the material on the country, those categories that are rarely present below seven times indicate the weakness of the material.

Hence, the results in the above table (4.2.) indicates the presence of stated objectives and examples in both teacher guides, besides, the presences of discussion question in the teachers guide of grade 7. Along with this, suggestions to use open ended evaluative questions and references appeared to be totally absent in both teacher guides. Based on this, it should be noted that the teachers' guides have some failure in order to fulfill its purpose.

In line with this, while conducting classroom observation, the researcher identified the existence of four components that ensure quality and appropriateness of instructional radio broadcasts. One, in each attended programs, the broadcaster use repetition of main concepts. Two, each broadcast begins and end in a standard way. Three, the broadcaster use relaxation segments to break the intense concentration listening requires. And four, in each broadcast, the broadcaster use a variety of presentation formats (i.e. explanation, discussion, interview, dialogue and questioning and answering).

In spite of the above stated fact, the curriculum expert of Addis Ababa education bureau informed that he was not involved in giving comments both at planning and implementation stages.

In connection with this, teachers and students responded that the present radio broadcast is inadequate in terms of quality to be clearly listened and this can be an indicator of the quality and appropriateness of instructional radio broadcasts constraint.

In view of the above points, it is important to remember that the program content and presentation of the radio broadcasts may not have significant contributions for instructional process. (teaching and learning)

After a consensus has been reached as to what will be included in to the contents of radio programs, the next step is implementing the program as it is intended. At this stage quantitative expansion will be determined on the availability and function of instructional resources. Since they are vital in implementing radio broadcast, emphasis was given for the availability of radio sets and teacher guides. Besides, the extent of radio function in the school was duly considered. The next two consquentive tables (i.e table 4.3. and table 4.4.) will present the summary result obtained from the teacher respondents.

4.2 Availability of instructional resources in schools.

Teachers responded on the adequacy of radio sets and teacher guides of civic and ethical education in their respective school. The alternative answers given were adequate or inadequate. A summary of the result is presented in table 4.3.

Table 4. 3. frequency and percentage distribution of teachers’ responses on the adequacy of radio sets and teacher’s guide in schools

Teachers responses	Type of instructional resources	
	Radio sets	Civic and ethical education radio teacher’s guide
Adequate	5(42%)	4(33%)
In adequate	7(58%)	8(66%)
Total	12(100%)	12(100%)

As shown in tables 4.3, 5 (42%) of the teacher respondents said that radio sets are adequate. Similarly, 4 (33%) of the respondents said that radio teacher guides are

adequate and on the contrary, 7 (58%) of the teacher respondent said that radio sets are inadequate and also 8(66%) of them respond that civic and ethical education radio teacher's guides are inadequate. From this data one can easily understand that more than half of the respondents claimed in adequacy of the availability of instructional resources.

Those who responded that the radio sets are inadequate further described that the number of radio sets are not proportional as compared to the number of students who attended in one broadcast time. In similar vein, those who responded the number of teacher guides is not adequate further described that the number of radio teacher guides are not proportional as compared to the number of civic and ethical education teachers in the school. In both cases their responses indicate incompatibility of the materials with users.

In line with this, in some of the observed classrooms i.e, at wondirad primary school one radio was used for students of two or three classes which comprise a total of around 200 students in one broadcast time. Besides, some teachers were observed using a hand written teacher's guide of their own due to a complete absence of it in the school. Instances of the truth have been proved in section B and E.

Therefore, it is important to remember that the numbers of radio sets as well as the number of teacher guides are inadequate in the sample schools. As a result, inadequacy of the instructional resources may adversely affect implementation of radio broadcasts in the sample schools.

4.3 Radio function in the schools

An item on a teacher’s questionnaire asked teachers to rate the extent of radio function in their schools. The item presented a four point scale measurement ranging from never to always. The result indicates that large majority of teachers rated as the radio’s functioning sometimes and a small minority rate as functioning always. The other extents (i.e, never and occasionally) were not expressed by the teacher respondents. Table 4.4. depicts the summery results by collapsing the responses in to two categories.

Table 4.4. Frequency and percentage distribution of teachers’ responds on the extent of radio functions in schools.

Extent of radio function	Teacher respondents	
	Frequency	Percentage
Sometimes	9	75%
Always	3	25%
Total	12	100%

Based on the above table, 9 (75%) of the respondents rated as the radio functioning is sometimes and 3 (25%) of the teacher respondents rated as it is functioning always.

In connection to this, virtually all the teacher respondents informed as they use radio broadcasts regularly. Nevertheless, while using radios all of them faced with four problems in common. One, occasional absence of broadcast from the center. Two, unexpected light interruption. Three, limited number of broadcast time that enforced teachers merging students of 2 or 3 classes in one broad cast time four, poor sound

quality. Similarly, students' respondents also pointed these problems as the major implementation constraints. In addition to this, poor sound quality identified during observation, especially during afternoon broad casts provided a further clue.

4.4 Attitude of students and teachers towards Instructional Radio Broadcast

Respondents were asked to rate statements that the extent of opinion towards civics and ethical education radio broadcasts. Then, the responses of the respondents were divided into two categories i.e above and below the median and percentage was employed to analyze the results of the data.

Table 4 .5. Frequency and percentage distribution of attitude score above and below the median by respondents

Category	Teacher respondents		Students respondents	
	Frequency	Percentage	Grade7	Grade 8
Above median	9	75%	204(68%)	198(66%)
Below median	3	25%	96(32%)	102(34%)
Total	12	100%	300(100%)	300(100%)

As one can see from this table, out of 12(100%) teacher respondents, most of them 9(75%) fall above the median and the rest of them, whose number and percentage is 3 (25%) respectively fall below the median score. Based on this result, it is possible to understand that the majority of teachers have positive attitude towards the instructional

broadcast. At the same time, a small minority of teachers have negative attitude. Similarly, the table also revealed that a relatively small proportion of students 33% fall below the median scores but the large majority of the students in grade 7 and 8, (67%) have positive attitude towards instructional radio broadcasts. At the same time, relatively a small minority of them have negative attitude towards the instructional radio broadcasts.

4.5 Teaching roles of civics and ethical education radio teachers

In curriculum implementation, various personnel are involved, but perhaps the one whose role is most important in seeing that the programs are successfully implemented is the teacher, who organizes learning experiences and manages the learning environment. In order to assess what teachers are doing in implementing instructional radio broadcast classes, classroom observations were made with the help of observation checklist. The intention here was to measure the extent of teaching performance at the three phases. The possible options were yes, somehow and no. in this case, those teaching tasks observed frequently were taken as being performed by the teacher. While those teaching roles observed rarely taken as being performed somehow, and those didn't observed taken, as being totally absent. The following table 4.5.1 shows the summery results of the teacher's role in radio classes.

For the purpose of this study, teaching roles of instructional radio classroom teachers are divided into three main teaching activities. Each of which is significant and valuable to assess its implementation. These are activities before, during and after the broadcasts. Activities before the broadcast involve those instructional considerations such as lesson

planning, arranging seats, lighting and airing the room, eliminating destruction, placing the radio in the right position, taking students attendance, revising previous lessons and activities during the broadcast include those instructional considerations such as: turning on radio at the right time, monitoring attentive listening, taking notes, briefing, asking students question and encouraging students to participate in the broadcast program. Activities after the broadcast consist of raising post-broadcast discussion, revising and concluding the radio lesson (program) and turning off the radio on time. With this perspective, 12 teachers in six of the sampled schools were selected and each teacher was observed for three broadcast sessions in which a total of 36 observations were made. These observations were carried out in three weeks duration on program numbers 17, 18, and 19 of both grade levels. After the observation results of each instructional considerations being completed, the summery result for each teaching role were added together and averaged to give the results presented in table 4 .6.

Table 4 .6. Percentage distributions of the extent of teaching roles and the conditions of learning environment

Extent of teaching performance	Activities before the broadcast	Activities during the broadcast	Activities after the broadcast
Yes	31%	45%	28%
Somehow	16%	41%	-
No	53%	14%	72%
Total	100%	100%	100%

The above summery indicates that 31% of the teachers that account for one-third of the total number performed the teaching tasks before the broadcast. Hence, they have been observed as they arranged seats, light and airy the room, eliminate destruction, put the radio in the right position, plan the lesson, check student attendance, revise previous lessons, and the above summery also indicates that a small minority of teachers (16%) observed doing teaching activities before the broadcast somehow moderately. It also shows that almost doing the teaching activities before the broadcast.

In addition, the above summery indicates that 45% of teachers have been observed while doing the teaching activities during the broadcast. Similarly, 41% of teachers were observed while doing the teaching activities during the broadcast somehow moderately. In this case, teachers have been observed moderately doing the teaching activities.

Table 4 .6. also indicates that 14% of the teachers have been observed without doing the major activities during the broadcast. In this case, it seems students were passively listening the broadcast. This shows a complete absence of monitoring of attentive listening, explaining main points, taking notes, asking questions, giving response for student's questions and reinforcing.

Table 4 .6. also indicated that 28% of teachers were observed while performing activities after the broad cast. In this case, teachers have been observed concluding radio lessons, revising radio lessons, conducting post broadcast discussion and turning off the radio on time. As the summery indicated, no one has been observed while doing the teaching activities after the broadcast somehow moderately. At the same time, the large majority of teachers (72%) have been observed missing the activities after the broadcast. From

this, it is possible to understand that only one –third (1/3) of the teachers were conducting activities after the broadcast; the rest of them didn't.

In general, the results of classroom observations indicated that most of the teaching roles did not take place in the sample schools. Apparently, pre broadcast and post broad cast activities were marginalized in most of the observed classrooms.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

5.1. Summary

Radio broadcasting has been recognized as an effective means of bringing change in the field of education. However, the process of implementing radio broadcasts is a highly complex one and therefore requires an extremely skillful assortment of participants and relevant content for effective result. Whether or not radio broadcasting is effective in making real of the intended purpose has felt essential to conduct this study. More explicitly the present study was undertaken for the following specific purposes: to investigate the quality of program contents and its presentation, assessing the availability of instructional radio resources in selected primary schools of Addis Ababa, analyzing the attitude of students and teachers towards instructional radio broadcast, identifying the role played by teachers in effectively implementing instructional radio broadcast and finding out problems and suggesting improvements need to make the use of instructional radio broadcast in more effective and relevant way.

The study employed survey research methodology. Both quantitative and qualitative data collection instruments were used to obtain adequate information. In the selection of sub cities, woredas and schools a random sampling technique was utilized.

Thus from three sampled sub cities a total of six schools (i.e., two schools from each sub cities were randomly selected). From each grade level, a total of 50 students of which 25 of them are female and 25 of them are male were selected using cluster-sampling

technique. Consequently, a total of 600 students participated to fill in the students' questionnaire. The data were collected directly from the source through administration of the students' questionnaire.

Besides, 12 civics teachers of grade 7 and grade 8 in the sample school participated to fill in the teachers' questionnaire. Classroom observations were also made on twelve teachers in which case three observations were conducted for each teacher in duration of three weeks that account thirty-six observations. In addition, fourteen sampled civics radio programs were analyzed using content analysis rating form. A total of twenty-eight sampled programs of the targeted grade levels were analyzed. The data were tabulated for analysis, which included statistical applications involving percentages, averages, and median scores.

Therefore, the major findings of the study were:-

5.1.1. In the study, it was found out that instructional radio program contents of civics and ethical education was inappropriate and unsuitable with the existing curricula lessons such as the current student's text books, teacher guides and the syllabus. In addition, it lacks to take in to account treatment of diversity of culture, religion and gender and as the same time it fails to give emphasis on the integration of positive ethical values of the targeted Ethiopian learners at schools.

5.1.2. The finding of the study indicated those instructional radiobroadcast materials such as radio sets & Teachers guides were found inadequate and a few of them functioning poorly. Coupled with this, there existed low frequency of sound wave, light distortion and

overcrowded classes which affect successful transmission of program contents through the radio.

5.1.3. In most of the observed classrooms, teachers have not been seen conducting pre broadcast and post broadcast activities.

5.1.4. Majority of the teachers and students have positive attitude towards instructional radio broadcast of civics and ethical education.

5.2. Conclusions

5.2.1. The findings of the result of the study indicated that inappropriate and unsuitability of radio program contents with the existing curricula materials such as students text books, Teachers guides and the syllabus from this ,it is possible to conclude that there was no revision of radio program contents despite regular text books and syllabus revisions ones in every five years. This situation as the result may affect successful implementation of instructional radio broadcast towards the attainment of the intended objectives.

5.2.2. Based on the result of the finding of the study, there were insufficient and poorly functioning instructional radio resources at sample schools. This might suggest that due emphases was not given by school principles, supervisors stake holders at large

5.2.4. Based on the result of the findings of the study, the majority of students and teachers have positive attitude towards radio broadcast instruction of civics and ethical education. In spite of this fact, there were also some minor students & teachers who have

negative attitude towards the instruction. This could probably because of lack of careful and effective implementation of program as well as awareness problem.

5.3. Recommendations

In the light of the finding of the study, it seems reasonable to suggest the following recommendations.

1. There should be a two way communication channel in between the user schools and the broadcast center in exchanging of report on assessment result of instructional radio broadcast on a timely bases and immediate feedback must be given for its improvement and radio programs must not be let untouched and have to correspond with the current curricula.
2. Provide teachers with training and assistance on proper utilization of radio class instruction.
3. There should be adequately available instructional resources in schools such as radio sets, Teacher guides, and other valuable equipments and necessary supervision and support as well as maintenance must be given on time.
4. Provide orientation in the form of work shop and seminar to change the attitude of school personnel's about the benefit and strategies on successful implementation of instructional radio curriculum as well as its potential advantage in enhancing education.

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Appendix

Content Analysis rating form

	Categories Yes No	No	Yes
1	Present accurate and well- organized content in an engaging manner.		
2	Provide clear guidance to the classroom teacher.		
3	Provide clear and straight forward instructions		
4	Provide good teaching techniques from which teachers can learn		
5	Incorporate response pauses that are neither too long nor too short.		
6	Suitable to the age level and interests of the students.		
7	Present accurate and updated information		
8	Takes into account diversity of culture, religion and treatment of gender of the target Ethiopian learners		
9	Encourages integration of positive ethical value of the learners		
10	Corresponds with the current lessons suggested in student's text book, teacher's guide and the syllabus		

Appendix

List of sampled radio programs of the targeted grade levels

S.No	Grade 7		Grade 8		Total
	1 st semester program No	2 nd semester program No	1 st semester program No	2 nd semester program No	
1	1	15	1	14	4
2	2	16	3	17	4
3	4	19	6	19	4
4	7	20	7	21	4
5	8	22	9	23	4
6	10	24	11	26	4
7	13	28	13	27	4
Total	7	7	7	7	28

Classroom Checklist

Name of the School _____

Grade _____ Topic _____

No	Instructional Consideration	Yes	Some how	No
1	Available classroom for the students			
2	Reception of programs on receiving sets was clear and audible			
3	Integrating other educational media with the radio lesson			
4	Does the teacher arrange sets ?			
5	Does the teacher lights the room?			
6	Does the teacher attempt to eliminate distraction?			
7	Does the teacher put the radio in the rights position?			
8	Does the teacher plan the lessons?			
9	Does the teacher check students attendance?			
10	Does the teacher revise previous lessons?			
11	Does the teacher conduct pre-broadcast discussions?			
12	Does the teacher turn on radio on time?			
13	Does the teacher monitor attentive listening?			
14	Does the teacher take notes on radio lesson?			
15	Does the teacher explain main points?			
16	Is there questioning and answering during the lesson?			
17	Is there immediate feedback and reinforcement of correct responses?			
18	Does the teacher conclude radio lesson ?			
19	Does the teacher revise radio lesson?			
20	Does the teacher conduct post-broadcast discussion?			
21	Does the broadcaster use repetition and anticipate effectively?			
22	Does the program begin and end in a standard way (often them music)?			
23	Does the program use relaxation segments to break the intense concentration listening requires?			
24	Does the program incorporate a variety of formats?			
25	Does the teacher off the radio on time ?			

Questionnaire for Grade 7 and 8 Students

The purpose of this questionnaire is to obtain information with regard to the implementation of civic and ethical education radio broadcast in your school. So, you are kindly requested to give your answers as genuinely as you can.

Thank you in advance for your cooperation

- Please put a mark with a tick (✓) what your opinion is with respect to each statement only one of the five alternatives (i.e. 5= strongly agree, 4, =agree, 3= uncertain, 2 = disagree and 1 = strongly disagree

NO	Items	5	4	3	2	1
1	Civic and ethical education radiobroadcast is fascinating and fun					
2.	Civic and ethical education radiobroadcast makes me feel uncomfortable restless, irritable , and impatient					
3.	Civic and ethical education radio programs provide me clear and straight forward instruction which are consistent from program to program					
4	Incorporate response pauses that are neither too long nor too short.					
5	Suitable to the age level and interests of the students.					

Questionnaire for Civic and Ethical Education teachers

General Direction

The purpose of this questionnaire is assess the implementation of civic and ethical education radio broad cast case in selected primary schools of Addis Ababa (7 and 8).

The information to be obtained through this questionnaire is going to be used only for the study purpose. So, you are kindly requested to fill as genuinely as you can.

Thank you in advance
for your Cooperation

1. Is there a sufficient number of radio lesson manuals, teacher's guide for civic and ethical education of grade 7 or 8

A. Yes B. No

2. Do you think radio sets are sufficient in your school

A. Yes B. No

3. The quality of education will not decrease if you give up school radio broad cast (civic and ethical education)

A. Strongly agree C. Uncertain

B. Agree D. Disagree E) strongly agree

4. I like to use radio broadcast for civic ethical education

A. Strongly agree

C. Uncertain

B. Agree

D) Disagree

E) Strongly disagree

5. I feel happy if I give up listening civic and ethical education radio broad casts

A. Strongly agree

C) Uncertain

D) Disagree

B. Agree

D) Strongly disagree

6. Civic and ethical education radio programs provide clear and straight forward instruction, which are consistent from program to program

A. Yes

B. No

7. Civic and ethical education radio programs present accurate, well organized content in an interesting and engaging manner.

A. Yes

B. No

8. Civic and ethical education radio programs provide guidance to the classroom teacher through complete program notes and on air instructions which enhance the teacher's self esteem, confidence and ability

A. Yes

B. No

Questionnaire to Media expert

1. Are there adequate instructional resource like radio teacher's guide, radio lesson manuals, and radio sets in primary schools of Addis Ababa?

a. Yes b. No

2. Is there clear, straight forward and appropriate instructional radio presentation to primary students of Addis Ababa?

a. Yes b. No

3. Do you face problem in the implementation of instructional radio contents?

a. Yes b. No

Can you list some of the basic factors affecting implementation of contents?

4. Is there educational support from instructional radio broadcast to classroom instruction?

Yes No

Declaration

This thesis is my original work and has not been presented for a degree in any other University, and that all source materials used for the thesis have been duly acknowledged.

Name : Ephrem Lemma

Signature _____

Date _____

Approval

This thesis has been submitted for Examination with my consent and approval as University advisor.

Name: Ato Birara Gebru

Signature _____

Date _____