### EDUCATING GIRLS USING RADIO: A CONTENT ANALYSIS OF TELA TRANNSACTIONAL RADIO INSTRUCTIONAL PROGRAM.

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## A PROJECT SUBMITTED TO COMMMUNICATIONS AND MULTIMEDIA DESIGN PROGRAM, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE DEGREE OF THE AMERICAN UNIVERSITY OF NIGERIA, YOLA

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# DEDICATION

This work is dedicated to the less privileged girls in Adamawa State.

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# CERTIFICATION

I certify that this project was conducted by Nourah Bamalli Amina, ID Nos: A00016150 of Communications and Multimedia Designs Program of The American University of Nigeria, under our supervision.

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### CHAPTER ONE INTRODUCTION

### Background of the Study

The place of radio for the purpose of education has been around for some time. The radio technology was developed in the 19th century and became an educational medium in the 20th century. Although according to Couch (1997) radio has been overshadow by television over the years but still remains a vital and viable medium for educational purposes in a large mass communication settings. Radio has the capacity to deliver quality educational programs to large audiences in an expanded geographical expanse and at a relatively low per unit cost (Couch, 1997). According to a studies conducted by UK Open University shows that when the radio technology is used as a supplementary learning tool for educational purpose. The Agency for International Development has revealed that it is more cost effective to use radio for educational purpose than teacher and textbook (Tripp and Roby, 1996). The use of radio as an educational tool cannot be disputed considering the cost effectiveness and the fact that it helps in improvising for materials that are lacking in a normal class room system (Muller, 1985). The radio can be listening to in the comfort and private of people’s homes which can provide the requisite knowledge for educational purpose.

### Literacy and Nigeria

A recent USAID study also indicates that an estimated 10 million Nigerian children are not registered in school. A disclosure by a former Minister of State for Education, Chief Nyesom Wike, equally indicates that;

*“The number of adults who cannot read and write in the country is estimated at 60 million, which is about 38% of the country’s population estimated at 170 million” (Daily trust, 13 2014)*

The revelation was made by Wike at the flagging off of the 2014 International Literacy Day.

The declining fortune of literacy ratio among Nigerian children is, indeed, an embarrassment to the nation as we currently have over 10.5 million children out of school. The current Education for All, EFA, Global Monitoring report ranks Nigeria as one of the countries with the highest level of illiteracy. The EFA report on Nigeria affirmed that the number of illiterate adults has increased by 10 million over the past two decades, to reach 35 million (Hatch, 2015).

### Technology Enhanced Learning for All (TELA)

The technology enhanced learning for all has made a significant change in the lives of people, especially in Nigeria. The Technology Enhanced Learning for All (TELA) is a program that seeks to help the less privileged kids to learn Literacy and Numeracy with the use of Radio. TELA is a project of the American University of Nigeria in collaboration with the United State Agency for International Development (USAID). The main aim of the project is to help the vulnerable kids of Adamawa state to learn the basics of Literacy and Numeracy, before the program started there was an Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA) that the kids took to make sure they are ready to learn.

### Problem Statement

With the increasing rate of illiteracy and a more disturbing 10.5 million out of school children, the problem of literacy in Nigeria is indeed a major challenge. In the Northeast, the Boko Haram insurgency has made a bad situation worse because the insurgency has resulted in putting more children out of school. The intervention program by TELA in Adamawa State is like planting a tree in a desert and nurturing it to multiply. While such intervention is highly commendable our study tends to evaluate the performance of the children based on gender with regard to attendance and academic performance as perceived by selected instructor and anchors of the program. This will help in the clarification of an observation that girls outperform boys in both attendance and academic performance.

### Research Objectives

To evaluate the performance of the children based on gender with regard to attendance and academic performance as perceived by selected instructor and anchors of the TELA program. Specifically, the objectives include:

* + 1. To identify the underlining reasons why girls performs better boys in EGMA and EGRA
    2. To identify the reasons why the attendance of girls is more than the boys
    3. To identify the elements in the program that motivate the girls to attend the program
    4. To identify the lesson learnt and how to support Interactive radio instruction for learning

### Research Questions

* + 1. Why the female children perform better in the TELA Early Grade Maths Assessment (EGMA) and the Early Grade Reading Assessment (EGRA) over the males?
    2. Why are the female children participating more than the male children in the TELA Audio Program?
    3. What are the elements in the program that encourage stronger female participation of the program?
    4. What insights can be drawn from the TELA project to support Interactive Radio Instruction programs for girls?

### Scope of the Study

The study will concentrate on the TELA program the radio audio version specifically concentrating on the 28 episodes of the literacy program anchord by Malama Rasheeda da Abbokai, the 27 episodes of of Mallam Nuhu ya je Makaranta.

### Significance of the Study

The study will be relevant in identifying the motivating factors for girls towards literacy learning. This will go a long way in reducing the huge gap between male and female in literacy. The study will identify the success factors of TELA and use it as a model for reaching out to children and other part of the population with regarding to increasing literacy among the Nigeria populations.

### Limitation of the Study

The study was limited in different front, for example the lack of data from the participant who are the direct beneficiary of the program limited the strength of our conclusion. The interview of three anchors of the program and the review of only two episodes of the program limited the work. The research design constitutes a limitation to the study. Quantitative design would have provided more opinion from the participant and the anchors.

* 1. INTRODUCTION

### CHAPTER TWO LITERATURE REVIEW

This chapter focuses on earlier conducted researches on radio, history of Radio, and its uses to the society. It also widens the scope of Interactive radio instruction, its history and some case study about it. Also, it will discuss Technology Enhanced Learning for All (TELA), which is a program that enables less privileged kids from the age of 7-17 to learn about numeracy and alphabets in North-Eastern Nigeria. The AUN approach to Interactive Radio Instruction called Transactional Radio Instruction and some Interesting theories (Diffusion of Innovation, Enter etiquette, Social Learning Theory and Medium Theory will also be analyzed. Radio is a tool that is used mainly to describe and tell a story that will be understood. As a tool for communication, Radio tells messages through music, sharing of thoughts and ideas.

* 1. RADIO

Radio is a medium through which message is sent out to different audience and different receivers. Radio as a tool, is a medium that voices out people’s views, shares messages, entertain audiences and most importantly makes meaning out of it. Radio plays a major role by guiding people on societal, general and personal aspects of their lifestyle, by concerning office, school, parenthood, childhood, relationship goals or business. Several programs are being aired on Radio. These programs vary based on time, target audience or personal interest in case of advertisement. Important programs and vital information most times on radio are reserved for early morning, noon, night, or weekend airtime. This might be due to the fact that many of the audience are available and often eager to get new information at these selected periods.

* 1. HISTORY OF RADIO

Radio was introduced during the 1887’s Heinrich hertz, a German physicist who successfully sent and identified radio waves, with him was, Guglielmo Marconi who utilized hertz's efforts to make a remote specialized device that could send Morse code-dots and dashes frame a transmitter to a recipient (Dominick, 2007). Marconi began a remote telecommunication organization that would have imperative influence in early radio's improvement

However, these two physicists were also associated with the invention of Radio, tried to use their ideas. Reginald Fessenden and Lee De timberland gave the leaps forward that would make broadcasting instead of sending dabs and dashes possible. Fesseden, with the help of the General Electric (GE) enterprise, made a fast, nonstop wave generator that could communicate the human voice and music, while Timberland invented the vacuum tube, initially called the “Audium” (Dominick, 2007), which made it less demanding to get radio signs. The continuation of early radio had disturbed the progress by legal fights over patent rights to different developments. During the time when World War I broke out, the US Navy accepted responsibility for everything that happened during that time, after which the use of radio continued. Subsequently more radio stations started to grow.

During the 1930’s and 1940’s some Radio stations almost lost their media, unlike other station that refused to go down. But actually the measure of cash spent on radio promoting tripled from 1930-1935, benefits might not have been as high as they would have been in better financial times, yet the radio industry benefited and continued its work.

* 1. INTERACTIVE RADIO INSTRUCTION

Interactive Radio Instruction is an instructional tool provided with the aim of increasing awareness and knowledge through radio. Games and exercises are used by instructors on Radio through audio lessons to guide students. These Games, exercises and other provided means of sharing knowledge are carefully selected and organized to achieve the main aim of audio lesson. Students also partake in group works and activities which help them learn. Most IRI programs are broad and this helps people understand it better, though known as the “hard way”. Multi- channel system is also used as a means through which people are made to understand the process of learning or acquiring knowledge through Radio, some people learn things through various ways and methods. (Thurkal, 2009).

With IRI, people deepen their learning skills, through the use of materials given to them as a guide. Instructors use songs, games, books and other articles to teach the students. Environment also helps students learn. There are also materials for students to refer to incase of slow learning or reference (Thurkal, 2009).

Students are exposed to regular curriculum-based learning content while teachers are provided with effective learning activities and classroom organization techniques. As IRI continues to be called upon to improve teaching and learning in low- resource and hard –to-reach areas, a better understanding of the empirical data available to guide the way forward. IRI has been implemented by Education Development Center, Inc. (EDC) in over 50 countries the past 30 years. (Thurkal, 2009).

* + 1. HISTORY OF INTERACTIVE RADIO INSTRUCTIONS

IRI was first developed in the 1970s in Nicaragua by Stanford University, funded by the United States Agency for International Development (USAID). Evaluation data gathered between 1975 and 2000 demonstrated that IRI had improved learning outcomes in conventional classrooms when compared with control classrooms not using IRI. In addition, IRI was repeatedly found to narrow achievement gaps between boys and girls, as well as between urban and rural students. This is an achievement that many bodies have not been able to make in recent years. So many moves have been made to bridge the gap between learners regardless of their class or gender in the society.

IRI Program in the past was well funded and focused on a single subject in order to improve quality and basic understanding. This could mean that the system believes in taking its time to impact knowledge of one subject at a time rather than teaching many subjects and the audience might lose focus or interest and have to choose. During the past years, IRI had been of help to people’s life by creating various useful and serious gatherings that will be of benefit to the people. IRI faced a little challenge about the data that they created to help the people but was not successful, several questions were asked about the negative results.

* + 1. CASE STUDY OF INTERACTIVE RADIO INSTRUCTION

A case study is a complied record or research that contains details about a topic or personal study. It allows a researcher to have a clear idea of what is to be done. It tells a researcher how it has been used and its result, or where it was used before. Using a case study helps in identifying many problems. In this section, I will discuss some IRI uses.

* + - 1. NIGERIA

Nigeria is a large country, which has thirty six states, thousands of villages, millions people, resources, poverty, corruption, uneducated people, diseases and vendors. With all these resources that Nigeria has, it still remains under developed. The rate of illiteracy in Nigeria is high, especially when it comes to girl child education, people think it is a waste of time to educate daughters as they cannot inherit their parents or provide the house. With the guide of the United States Agency for International Development (USAID), and Literacy Enhancement Assistance Program (LEAP) Nigeria is still behind compared to developed societies around the world. With the population of Nigeria, about Thirty million school-aged children (Benard, 2001), Ten million are not in school but staying idle at home (Benard, 2001), and about one third are school struggling to learn in Junior schools, while fewer of the students are on vague of getting to secondary section.

Many parents do not allow their female children identify education in the right way because of the cultural and ethnic beliefs. People in Nigeria feel that to educate a girl is a waste of time because of the incapability and position in the family. Early marriage can also be one of the reasons why parents do not allow their girl-child have proper education which leads to the number of drop outs in school. Young girl’s education in Nigeria does not possess meaning to people. (Benard, 2001).

* + - 1. INTERACTIVE RADIO INSTRUCTION IN NIGERIA

Training in Nigeria is portrayed by low quality of administrations because of absence of good instructional materials and school furniture, old-fashioned educational programs, weak background, high student instructor and understudy classroom quality. High rate of unskilled

educators, powerless and ineffectively subsidized school organization, and frail relationship between guardians and schools also add up.

IRI is spreading all over the countries including Nigeria, of which some beneficiary states include Kano, Nasarawa and Adamawa. With the context of Adamawa State, I have knowledge on the Framework. The instructive framework is absolutely professional for the Fulani migrants. The men are instructed how to wind up herders, experts, and warriors while the ladies are instructed on the most proficient method to offer and do household works. Kids are instructed how to recognize their steers by their size, shading, skin sort, kind of horns, and so on. Moral codes were educated through fork-legend and direct guidelines. With the coming of IRI to Adamawa State, children are learning better including the young girls. It has been proven that the girls learn and understand the concept more than the boys. Girls can listen to Radio while doing some chores at home and chatting with friends.

In addition to this, what also made radio a decent tool is the nearby connection Nigerian Fulani men have for radio as a gadget, they are regularly observed with radio wherever they go, that could also be a good way for them to learn. Radio is a very useful device for most states in Nigeria.

2.3.3.1 SUDAN

Southern Sudan is amongst the reduced positioned countries on Earth by any means of human improvement. In the field of training, the zone could truly be viewed as a hopeful poorest country. The Southern Sudan Interactive Radio Instruction venture was at first subsidized in June 22, 2004. It was proposed to address USAID's then Strategic Objective (SO) and to Enhance Reasonable process to Quality Education, which shaped part of the USAID Sudan Interim

Strategic Plan (ISP). The ISP objective was Foundation set up for a reasonable and strong peace with wide investment of the Sudanese individuals, under the Fragile State Strategy, the USAID Southern Sudan Mission is to make the project last for five years from June 22, 2004 to June 21; 2009and gave them a donation of about $5,000,000. (Tesar, 2008) They also got some other donations from other developmental agencies, the total rate that SSIRI got was about

$15,469,303, (Tesar, 2008) which helped them started the literacy programs.

The approximated students that the government could get were from the age of 1-7 and most of them are enrolled in primary schools in grades 1-8 with 27,000 teachers from 3,100 schools that the government got. At first, it was a tough thing for the teachers to teach the stuents because most of them are not fluent in English but indeed are fluent in Sudenese language which Arabic, but the government did not stop at that it was able to get teachers that can speak English and most of the schools are not well facilitated.

However, the main objective of the SSIRI venture is to enhance fundamental instruction for youngsters in formal grade schools and for out-of-school youth and grown-ups. The venture has concentrated on the advancement and usage of radio programming for use in classrooms and integral support to empower instructors to be more powerful in meeting the adapting needs of understudies. The group as often as possible heard complaints from educators about the pace of radio direction, discernibility issues, what's more, absence of radios, but later on when the people became used to the gadget everything was ok for them.

2.3.2.3 SOMALIA

Somalia has achieved a lot during the past years after the crisis they had. The big incidence that took place in 2008 really tortured the lives of some Somalis which made the state

deserted. With respect to UN Human Rights Commission result, we found out that some got injured; about two Hundred and fifty thousand left their Families, while many died. Somalia, in the early 2007 was faced with an outbreak of crisis which forcefully evicted an estimated 60% of residents in Mogadishu from their homes. Many of the victims ended up going to internally displaced person (IDP) camps in neighboring cities (USAID, 2007) in camps, people from different zones and regions of the country are brought together in a rather not-too-comfortable habitation. Refugees lived in tents and makeshift structures. These structures protect them from violent attacks but subject them to over-increasing hardships with little to no facilities or services. Schools are either not available of not well equipped which has made children casualties of the state institutions.

The education quality and standard in Somalia did not deteriorate drastically until the mid-1980s. The breakout of civil war in 1991 also contributed immensely to the decline of education standard and quality in this region. (USAID, 2007) The supply of textbook and other teaching and reading materials disappeared during this period. The number, quality and standards of primary and secondary schools reduced dramatically alongside the pupil enrolment.

The funds used in maintaining the standard of education which is the public allocation fund for education declined from 2.2 percent of GDP (Gross domestic product) in 1975 to 0.3 percent in 1989 (USAID, 2007). Still as of now Somalia’s rate of education and enrollment to schools is low, especially toward Girls. When it comes to education, girls are not represented well, most in the rural areas. Girls are mostly allowed to partake in the early learning class and some low level classes but are not always allowed to move forward.

However, with these processes, Somalia got a chance to announce the Somalia Interactive Radio Instructions Program (SIRIP); it was conveyed by the state government of Somalia and

with the help of its community members. They provided tools for reading and writing to enhance the children and youths of Somalia. The main aim of providing the tools is to make sure the children have a wonderful education and have the chance to benefit. The materials include books, math textbooks, writing, and reading books with utensils for writing. (USAID, 2007)

SIRIP was initially brought about in order to achieve success in building on the earlier achievements of existing resources from two previous USAID-funded programs, Interactive Radio Instruction for Somalia (IRIS) and FOCUS which develop and delivered IRI programs for Somali speaker in Ethiopia. SIRIP was intended to expand on the triumphs and utilization of existing assets from two past USAID-financed programs, Intuitive Radio Direction for Somalis (IRIS) furthermore, Center, which created and conveyed IRI programs for Somali speakers in Ethiopia. Propelled in 2005 (USAID, 2007), SIRIP finished up at the end of 2011 having accomplished surprising accomplishment regardless of critical impediments experienced all through the program. SIRIP helped Somali youngsters take in more, if access to learning and assets where there were none, established a framework for the proceeded with conveyance of value instruction, what's more, spurred Somalis to cooperate to propel training. SIRIP has left a legacy of access to training. An extraordinary number of kids are presently going to class, or have made the exchange from the IRI learning focuses to government schools (USAID, 2007). A data was established to make it clear to researchers that Somali have achieved a lot during the past years. Below is the sample of the data that shows the number of people learners who they were able to reach and educate them

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Leaners  Reached | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Target: |  |  |  |  |  |  |
| Male | 32,000 | 103,500 | 88,260 | 14,000 | 7,200 | 720 |
| Female | 32,000 | 91,500 | 72,260 | 11,000 | 4,800 | 480 |
| Total | 65,000 | 195,000 | 160,520 | 25,000 | 12,000 | 1,200 |
| Actual: |  |  |  |  |  |  |
| Male | 45,301 | 67,881 | 32,083 | 12,800 | 7,271 | 657 |
| Female | 35,701 | 50,585 | 27,322 | 12,800 | 6,855 | 480 |
| Total | 81,014 | 118,466 | 59,405 | 23,746 | 14,126 | 1,320 |
| Cumulative: |  |  |  |  |  |  |
| Male |  | 113, 182 | 145,265 | 158,065 | 165,336 | 165,993 |
| Female |  | 86,298 | 113,620 | 124,566 | 131,421 | 131,901 |
| Actual |  | 199,480 | 258,885 | 282,631 | 296,757 | 298,077 |

(USAID, 2007)

Practically, in Somalia about three hundred thousand students got to partake in the SIRIP program through the four zonal places that they have, which to the government is a lot of achievement. The rate of illiteracy has dropped with the years. SIRIP with no doubt quickly gained recognition as the most practicable and popular educational program. Evidence that prove this might include the kind of recommendation and feedbacks gotten from students, parents and teachers. The increase in the demand for registration for IRI by schools and learning centers can also serve as prove that IRI is an effective means of improving educational standard and quality and also keeping children in school. The number of registered schools and learning centers went up (from 219 in June of 2006 to 1,483 in September of 2007) (USAID, 2007) while the number

of students went up to 200,108 in September of 2007 (USAID, 2007) which was only one year after its launch in schools (Letshabo, Kariuki, and Yasin 6).

SIRIP shifted its focus in 2009 (USAID, 2007)to support out of school, IDP and marginalized students. This was a more labor and resource intensive effort than supporting formal schools. This to an extent reduced the number of new centers and learners participating in the program. SIRIP was the only reliable source of sharing information during this time without which many wouldn’t have had access to education. 300,000 (USAID, 2007) learners had actively participated in the IRI program by the end of 2011. A gender and year grouping explains this further in table 1. (USAID, 2007)

* 1. TECHNOLOGY ENHNACED LEARNING FOR ALL

The Technology Enhanced Learning for All (TELA) is a one year program that was given to AUN by USAID on August 12, 2015 and it ended on August 13, 2016. The TELA program got itself form Students Empowered through Language, literacy, and Arithmetic (STELLAR) (AUN, 2015). It was also a program that helps the less privileged to achieve their goals, some various students of the American University of Nigeria are in charge of tutoring the less privileged, the school is responsible for the going and coming back of AUN students, it takes them to schools to tutor the kids. STELLAR was also founded in 2012, by the American University of Nigeria. The project is aimed at helping the less privileged to improve the knowledge of little children, orphans, and the IDP Children (AUN, 2015). TELA is a program that tries to develop the other program initiated at the American University of Nigeria called STELLAR and with the aid funding from USAID of ($801,000) (AUN, 2015) partially for the North eastern Part of Nigeria. TELA initially made the plans of using Radio as a means to tach the students. With the targeted number of students that the University have gotten, about twenty

thousand students, from the age 6-17 years will make use of radio to learn (AUN, 2015). The use of radio mainly is to enable them to learn and understand it more will make sure the students and the teachers listen to the program first and develop their idea, but the teachers listen to it first and ask the students questions regarding what they heard on the radio. (AUN, 2015)

TELA is located in Adamawa State, at the Use me Park of the American University of Nigeria, and so it focuses on the vulnerable kids of Adamawa. TELA focuses mainly about Numeracy and Literacy the elementary side due to the fact that they do not have more reading materials to engage the kids with. But TELA employs the university students to help them through the process of community service by writing books and developing audio materials for the children to use. As a running process for TELA, it tries to develop some of the reading materials into radio programs, so that even when the kids are at home they can listen to it on the radio, including the one they will hear in class. TELA did not stop with the use of Radio; they also go to primary schools to do face-to-face teaching (AUN, 2015)

### THEORETICAL FRAMEWORK

Theoretical framework deals with the theory adopted in realizing the study objectives of a study. The study adopted the use of three theories in providing a theoretical framework for the study. Social learning theory was used because the theory proposed that social environment can serve as an avenue for learning, the theory explains how social factors can influence human behavior especially as regard learning. The social learning theory provide insight to how TELA program can impact on the learning process in which girls and other children can learn. Agenda setting theory was used because the theory is anchored on the fact that the media set the agenda

for the people to read, think and deliberate on this implies that as the TELA program can only realize its objective of teaching numeracy and reading to children by setting the right agenda for the children to deliberate on it. The last theory is technological determinism theory also known as medium theory, the theory deals with how technology has become a force that shaped the life style of societies by impacting on their culture. The theory provides insight how the use of technology like radio, tablet and other technologically based devices are used in transforming the lives of the children.

### SOCIAL LEARNING THEORY

This theory posits that the process of learning is a cognitive process that usually takes place in a social environment. The theory posits that learning can only take place through observation and direct instruction. The theory was proposed by Albert Bandura. The theory explained how people learn through observation in a social context. This theory explains how the use of certain instruction by TELA moderators have repeatedly used to impact knowledge on the children by observing from the social environment created. The theory is consistent with the situation or phenomena as indicated in the TELA program where children learn by observation and direct instruction on certain instructions.

### THE AGENDA SETTING THEORY

This theory describes “the ability of the news media to influence the silence of topics on the public agenda”. The theory believes that the news media usually set the agenda for what people thinks and deliberate upon. The theory implies that without the agenda setting, the children under the TELA program cannot be able to consistently learn numeracy and reading as part of their

objectives but by setting agenda based on the curriculum that encourages learning of numeracy the theory becomes relevant in realizing the objectives of TELA programs.

### TECHNOLOGY DETERMINISM THEORY

This theory is a reductionist theory that asserts that a society technology is the chief driver of its social structure and cultural values. The theory explains why children tend to show more interest on digital technology enabled devices as an aid to learning. This theory is consistent in explaining the reasons behind the cultural values and social structure of the Adamawa community. The low educational status among children can be explained by the theory.

### 2.10 CONCLUSION

In summary the chapter reviewed related literature on radio, the Interactive Radio Instructions and relevant mass media theories that explains the programs. It also go ahead to talk about the some case studies that the researcher have gotten form various places, books and articles. The case studies include that of Nigeria, Somalia and Sudan. All the listed countries have had the experience of IRI in some of their various states or regions. Especially within the context of Nigeria, where it has states like Adamawa, Kano and Nasarawa and it really helped the vulnerable kids. The theories explain the how interactions within social environment can result to learning, how technology can support and determine the culture of the community and how agenda setting can lead to constructed organized learning program for the children.

### INTRODUCTION

## CHAPTER THREE RESEARCH METHODOLOGY

This chapter will focus on the techniques and methods used to achieve the research objectives. It also tells the population of the study, the research design, sample size and sample procedure and the methods of data analyzed.

### RESEARCH DESIGN

The research design for this study is qualitative research approach research design. This qualitative approach is adopted based on the nature of the study. The study is form of a descriptive research of the situation that leads to girls performing better than boys under the case study of the research. The study analyzes secondary data from AUN bulleting on technology and the episodes of the radio programs were analyzed. The data from already published materials including radio recorded programs was analyzed using content analysis. The process of content analysis was used to analyze the TELA Radio program. Content analysis is the qualitative analysis of communication content and is argued to be very effective for drawing patterns in recorded communication. The three Seasons of TELA radio program were analyzed

### POPULATION OF THE STUDY

The population of the study is 55 episodes of the TELA Radio program, on which 4 episodes were randomly picked from all the three seasons.

### SAMPLE SIZE AND SAMPLING TECHNIQUE

The sample size for this research is 4 episodes for each season of the TELA radio program. Making a total of 12 episodes in literacy and 12 episodes in Numeracy.

### METHODS OF ANALYSIS

The method analysis of this research was done by me; I listened to the 4 episodes of the three seasons of the TELA Radio program. It was done by pointing out the seconds and minutes that the kids talked in all the episodes of the seasons

* 1. INTRODUCTION

## CHAPTER FOUR DATA PRESENTATION

This chapter offer and tells how data of the TELA radio program was analyzed. The data was analyzed by listening to the Three Seasons of the TELA Program, by randomly selecting Four Episodes on each Season to point out the talk-time between the girls and the boys. It was analyzed, which form four liberated persons to also listen to the Audio to help determine the right questions raised in chapter one. The first season, four episodes were analyzed (1,3,5,and 9).

## GENERAL OBSERVATION SEASON 1 (Numeracy 1, 3, 5, and 9)

**EPISODE 1**

9:36

8:24

7:12

6:00

4:48

3:36

2:24

1:12

0:00

3:13

Mallam Nuhu

8:45

Teacher

3:14

Boys

4:42

Girls

1

**MINUTES**

From the analysis of Season one of Numeracy, it was found out that the girls talked more than the boys. In episode one, the girls spoke for four minutes and forty two seconds ( 4:42) while for the boys they have Three minutes and fourteen seconds ( 3:14) on which the result shows that the performance of the girls is

higher than that of the boys. There are other important characters in the TELA radio program that also made impact on the lives of the children both the girls and the boys which are Teacher and Malam Nuhu, the Teacher spoke for Eight minutes and Forty five seconds (8:45) while for Malam Nuhu his talk time is Three minutes and Thirteen seconds. We found out that the children like the Teacher and Mallam Nuhu in the TELA Radio program.

**EPISODE 3 Numeracy**

8:24

7:12

6:00

4:48

3:36

2:24

1:12

0:00

1:34

Mallam Nuhu

7:34

Teacher

6:40

Girls

0:07

Boys

1

**MINUTES**

From the analysis of episode 3 of Numeracy, we found out that the total Talk-time of the girls is Six minutes and forty seconds, and for the boys is Seven seconds as for there was only one boy in this particular episode of Numeracy. Seven minutes and Thirty Four seconds is for the Teacher whereas for Malam Nuhu is One minute and Thirty four seconds, the children like Malam Nuhu as for he acts very smart in the TELA Radio program.

**MINUTES**

From the analysis of Episode 5 of Numeracy, we found out that the Talk-time of the girls is higher than that of the boys, on which the girls have Three minutes and Twenty Two seconds while for the boys they have only Sixteen seconds which is a very low result. The Teacher spoke for Six minutes and three seconds and for Mallam Nuhu rod for One minute. But the comparison between the girls and the boys is very clear enough since the Talk-time varies.

**EPISODE 5 Numeracy**

7:12

6:00

4:48

3:36

2:24

1:12

0:00

Boys Girls Teacher

Mallam Nuhu

1

0:16

3:27

6:03

1:00

**MINUTES**

The graph below here shows the Talk-time variance of the boys, girls, Teacher and Mallam Nuhu in Episode 9 of Numeracy. The Talk-time of girls is about Two minutes and Nineteen seconds whereas for the Boys it is Nine seconds. Mallam Nuhu was not part of this chapter only the Teacher when she spoke for Four Minutes and Thirty Two seconds. Children do really enjoy the program.

**EPISODE 9 Numeracy**

4:48

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Girls Boys Teacher

1

2:18

0:09

4:32

## SEASON 2 (NUMERACY 11, 14, 16, and 18)

**EPISODE 11 Numeracy**

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls Teacher

1

0:42

2:06

3:18

**MINUTES**

The above figure represents the season 2 numeracy class from episode 11. The figure shows that the teacher talk time is 3:8 minute, the Boys talk time is 0.42 minute and the girls talk time is 3:18. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys while the boys only talk for 0:42 minute the girls talked for 2:06 minutes. This implies that the girls talk for 2:12 more than the boys this is more than five times the contribution of the boys.

**MINUTES**

The above figure represents the season 2 numeracy class from episode 14. The figure shows that the teacher talk time is 3:25 minute, the Boys talk time is 0.37 minute and the girls talk time is 1:13. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys while the boys only talk for 0:37 minute the girls talked for 1:13 minutes. This implies that the Girls talked more as compare to the Boys.

**EPISODE 14 Numeracy**

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls Teacher

Mallam Nuhu

1

0:37

1:13

3:25

0:40

**MINUTES**

The above figure indicates the season 2 numeracy class from episode 16. The figure shows that the teacher talk time is 4:02 minute, the Boys talk time is 0.20 minute and the girls talk time is 1:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys while the boys only talk for 0:20 minute the girls talked for 1:00 minutes. This implies that the Girls talked more as compare to the Boys.

**EPISODE 16 Numeracy**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls Teacher

Mallam Nuhu

1

0:20

1:00

4:02

1:08

**MINUTES**

The above figure represents the season 2 numeracy class from episode 18. The figure shows that the teacher talk time is 4:00 minute, the Boys talk time is 0.12 minute and the girls talk time is 1:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contributions of the student represent the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys while the boys only talk for 0:12 minute the girls talked for 1:00 minutes. This implies that the Girls talked more as compare to the Boys.

**EPISODE 18 Numeracy**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls Teacher

Mallam Nuhu

1

0:12

1:00

4:00

1:12

## SEASON 3 (NUMERACY 22, 24, 26, and 28)

**EPISODE 22 NUMERACY**

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

**MINUTES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
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|  | | |  |  |
|  |  |  |  |
|  |  |  |
| 1 | | | | | |
| Boys | 0:56 | | | | | |
| Girls | 0:00 | | | | | |
| Teacher | 3:22 | | | | | |
| Mallam Nuhu | 1:23 | | | | | |

The above figure embodies the season 3 numeracy class from episode 22. The figure shows that the teacher talk time is 3:22 minute, the Boys talk time is 0.56 minute and the girls talk time is 0:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the Boys had more talk time compare to the girls who never talked during this session.

**MINUTES**

The above symbol represents the season 3 numeracy class from episode 24. The figure shows that the teacher talk time is 5:00 minute, the Boys talk time is 1.56 minute and the girls talk time is 0:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the Boys had more talk time compare to the girls.

**EPISODE 24 NUMERACY**

6:00

4:48

3:36

2:24

1:12

0:00

Boys Girls Teacher

Mallam Nuhu

1

1:56

0

5:00

1:34

**MINUTES**

The above figure represents the season 3 numeracy class from episode 24. The figure shows that the teacher talk time is 4:45 minute, the Boys talk time is 1.23 minute and the girls talk time is 0:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the Boys had more talk time compare to the girls who never talked during such season

**EPISODE 26 NUMERACY**

6:00

4:48

3:36

2:24

1:12

0:00

Boys Girls Teacher

Mallam Nuhu

1

1:23

0:00

4:45

1:45

**MINUTES**

The above figure represents the season 3 numeracy class from episode 24. The figure shows that the teacher talk time is 4:50 minute, the Boys talk time is 1.00 minute and the girls talk time is 0:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contributions of the student represent the level of participation and performance of the student. The figure shows that the Boys had more talk time compare to the girls who never talked during such season. The boys tend s to make contribution in numeracy class in season 3 as compare to girls who never spoke during such season.

**EPISODE 28 NUMERACY**

6:00

4:48

3:36

2:24

1:12

0:00

Boys Girls Teacher

Mallam Nuhu

1

1:00

0

4:50

1:42

## SEASON 1(LITERACY 1, 3, 5 and 9)

**EPISODE 1 Literacy**

8:24

7:12

6:00

4:48

3:36

2:24

1:12

0:00

7:03

Teacher Rasheeda

2:14

Girls

1:05

Boys

1

**MINUTES**

The above figure represents the season 1 literacy class from episode 1. The figure a show that the teacher talks time is 7:03 minute, the Boys talk time is 1:05 minute and the girls talk time is 2:14. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contributions of the student represent the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys while the boys only talk for 1:05 minute the girls talked for 2:14 minutes. This implies that the Girls talked more as compare to the Boys.

**MINUTES**

The above symbol signifies the season 1 numeracy class from episode 3. The figure shows that the teacher talk time is 6:00 minute, the Boys talk time is 2.27 minute and the girls talk time is 2:58. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 3 Literacy**

7:12

6:00

4:48

3:36

2:24

1:12

0:00

Boys Girls

Teacher Rasheeda

1

2:27

2:58

6:00

**MINUTES**

The above information is the season 1 numeracy class from episode 5. The figure shows that the teacher talk time is 4:00 minute, the Boys talk time is 1.01 minute and the girls talk time is 1:58. This shows that the teacher has the extended talk time, since it is likely that the teacher teaches the student who are to listen then answer questions or ask questions. The input of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 5 Literacy**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rasheeda

1

1:01

1:58

4:00

**MINUTES**

The above figure represents the season 1 numeracy class from episode 9. The figure shows that the teacher talk time is 4:34 minute, the Boys talk time is 0.45 minute and the girls talk time is 2:05. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 9 Literacy**

4:48

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rashida

1

0:45

2:05

4:34

## SEASON 2 (LITERACY 11, 14, 16 and 19)

**EPISODE 14 Literacy**

4:48

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

4:08

Teacher Rasheeda

1:00

Boys

2:25

Girls

1

**MINUTES**

The above graph represents the season 2 literacy class from episode 14. The figure shows that the teacher talk time is 4:08 minute, the Boys talk time is 1.00 minute and the girls talk time is 2:25. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The role of the student represents the level of partaking and performance of the student. This shows that the girls had more talk time compare to the Boys

**MINUTES**

The above data exemplify the season 2 literacy class from episode 16. The figure shows that the teacher talk time is 2:35 minute, the Boys talk time is 0.58 minute and the girls talk time is 1:56. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The involvement of the student represents the level of participation and performance of the student. It shows that the girls had more talk time compare to the Boys.

**EPISODE 16 Literacy**

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rashida

1

0:58

1:56

2:35

**MINUTES**

The above digits represent the season 2 literacy class from episode 11. The figure shows that the teachers talk time is 2:45 minute, the Boys talk time is 0:11 minute and the girls talk time is 1:03. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 11 Literacy**

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rashida

1

0:11

1:03

2:45

**MINUTES**

The above figure represents the season 2 literacy class from episode 19. The figure shows that the teachers talk time is 3:58 minute, the Boys talk time is 0:30 minute and the girls talk time is 2:00. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contribution of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 19 Literacy**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rashida

1

0:30

2:00

3:58

## SEASON 3 (LITERACY 22, 24, 26, and 28)

**EPISODE 22 LITERACY**

4:48

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

4:21

Teacher

2:34

Girls

0:46

Boys

1

**MINUTES**

The above graph indicates the season 2 literacy class from episode 22. The figure shows that the teachers talk time is 2:21 minute, the Boys talk time is 0:46 minute and the girls talk time is 2:34. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The involvement of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**MINUTES**

The overhead data represents the season 2 literacy class from episode 24. The figure shows that the teachers talk time is 2:55 minute, the Boys talk time is 0:27 minute and the girls talk time is 0:35. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The input of the student represents the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 24 Literacy**

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rasheeda

1

0:27

0:35

2:55

**MINUTES**

The above figure represents the season 2 literacy class from episode 26. The figure shows that the teachers talk time is 3:40 minute, the Boys talk time is 0:25 minute and the girls talk time is 0:50. This shows that the teacher has the longest talk time, since it is expected that the teacher teaches the student who are to listen then answer questions or ask questions. The contributions of the student represent the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 26 Literacy**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rasheeda

1

0:25

0:50

3:40

**MINUTES**

The above figure represents the season 2 literacy class from episode 28. The figure demonstrates that the educator talk time is 3:25 minute, the Boys talk time is 0:40 minute and the girls talk time is 1:14. This shows that the teacher has the longest talk time, since it is normal that the teacher teaches the student who are to listen then answer questions or ask questions. The commitment of the student speaks to the level of participation and performance of the student. The figure shows that the girls had more talk time compare to the Boys.

**EPISODE 28 Literacy**

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

Teacher Rasheeda

Mallam Nuhu

1

0:40

1:14

3:25

0:46

ALL OF THE SEASON 1 (Numeracy 1, 3, 5 and 9)

**SEASON 1 Numeracy (1, 3, 5 and 9)**

7:12

6:00

4:48

3:36

2:24

1:12

0:00

**MINUTES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 3 | 5 | 9 |
| Boys | 3:14 | 0:07 | 0:16 | 0:09 |
| Girls | 4:42 | 6:40 | 3:27 | 2:18 |

The above figure represent the season 1 numeracy class consisting of episode 1, 3, 5 and 9. The figure shows that in episode 1 the boys have a total talk of 3:14 while the girls have a total of

4.42. Implying that in episode 1 the girls had more contribution compare to the boys. In episode 3 the boys had a total talk time of 0:07 while the girls had total talk time of 6:40. Implying that the girls had more talk time compare to the boys in this episode. In episode 5 the boys had a total talk time of 0:16 while the girls had total talk time of 3270. Implying that the girls had more talk time compare to the boys in this episode. In episode 9 the boys had a total talk time of 0:09 while the girls had total talk time of 2:18. Implying that the girls had more talk time compare to the boys in this episode.

ALL OF THE SEASON 2 (Numeracy 11, 14, 16, and 18)

**SEASON 2 Numeracy ( 11, 14, 16 & 18)**

4:19

3:50

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

**MINUTES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 11 | 14 | 16 | 18 |
| Boys | 0:42 | 0:37 | 0:20 | 0:12 |
| Girls | 2:06 | 1:13 | 1:00 | 4:00 |

The above figure represents the season 2 numeracy class consisting of episode 11, 14, 16 and 18. The figure shows that in episode 11 the boys have a total talk of 0:42 while the girls have a total of 2.06. Inferring that in episode 11, the girls had more contribution compare to the boys. In episode 14 the boys had a total talk time of 0:37 while the girls had total talk time of 1:13. Implying that the girls had more talk time compare to the boys in this episode. In episode 16 the boys had a total talk time of 0:20 while the girls had total talk time of 1:0. Indicating that the girls had more talk time compare to the boys in this episode. In episode 18 the boys had a total

talk time of 0:12 while the girls had total talk time of 4:00. Implying that the girls had more talk time compare to the boys in this episode.

**SEASON 3 (NUMERACY 22,24,26,28)**

2:09

1:55

1:40

1:26

1:12

0:57

0:43

0:28

0:14

0:00

**MINUTES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  | |  | |
|  |  | |  | |
| 22 | | | 24 | | | 26 | | 28 |
| Boys | 0:56 | | | 1:56 | | | 1:23 | | 1:00 |
| Girls | 0:00 | | | 0:00 | | | 0:00 | | 0:00 |

The above figure represents the season 3 numeracy class consisting of episode 22, 24, 26 and 28. The figure shows that in episode 22 the boys have a total talk of 0:56 while the girls have a total of 0.00. Inferring that in episode 22, the girls had no contribution compare to the boys who contributed more in this episode. In episode 24 the boys had a total talk time of 1:56 while the girls had total talk time of 0:00. The girls had no talk time compare to the boys who only contributed in this episode. In episode 26 the boys had a total talk time of 1:23 while the girls had total talk time of 0:00. Indicating that the, girls had no talk time compare to the boys who only contributed in this episode. In episode 28 the boys had a total talk time of 1:00 while the girls had total talk time of 0:00. Saying that the girls had no talk time compare to the boys, who only contributed in this episode of TELA radio program.

SEASON 1 (Literacy 1, 3, 5, and 9)

**SEASON 1 (Literacy 1, 3,5, and 9)**

3:21

2:52

2:24

1:55

1:26

0:57

0:28

0:00

**MINUTES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 3 | 5 | 9 |
| Boys | 1:05 | 2:27 | 1:01 | 0:45 |
| Girls | 2:14 | 2:58 | 1:58 | 2:05 |

The above data represents the season 1 Literacy class consisting of episode 1, 3, 5 and 9. The figure shows that in episode 1 the boys have a total talk of 1:05 while the girls have a total of 2:14. Entailing that in episode 1, the girls had more contribution compare to the boys. In episode 3 the boys had a total talk time of 2:27 while the girls had total talk time of 2:58. This shows that the girls had more talk time compared to the boys in this episode. In episode 5, the girls had a total talk time of 1:01 while the boys had total talk time of 1:58. It signifies that the girls had more talk time compare to the boys in this episode. In episode 9, which is the last episode in Season 1, the boys had a total talk time of 0:45 while the girls had total talk time of 2:05. Denoting that the girls had more talk time compare to the boys in this episode.

ALL OF SEASON 2 (LITERACY 11, 14, 16, and 19)

**SEASON 2 (LITERACY 11, 14, 16,and 19)**

2:52

2:24

1:55

1:26

0:57

0:28

0:00

**MINUTES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 11 | 14 | 16 | 19 |
| Boys | 0:11 | 1:00 | 0:58 | 0:30 |
| Girls | 1:03 | 2:25 | 1:56 | 2:00 |

The above figure represents the season 2 Literacy class consisting of episode 11, 14, 16 and 18. The figure shows that in episode 11 the boys have a total talk of 0:11 while the girls have a total of 1:03. Indicating that in episode 11, the girls had more talk-time compared to the boys. In episode 14 the boys had a total talk time of 1:00 while the girls had total talk time of 2:25. This shows that the girls had more talk time than to the boys in this episode. In 16 the boys had a total talk time of 0:58 while the girls had total talk time of 1:56. This episode also shows that the girls had more talk time compared to the boys in this episode. In episode 19 the boys had a total talk time of 0:30 while the girls had total talk time 2:00. Implying that the girls had more talk time compare to the boys in this episode.

ALL OF SEASON 3 (LITERACY 22, 24, 26 and 28)

**SEASON 3 (LITERACY 22,24,26,28)**

2:52

2:24

1:55

1:26

0:57

0:28

0:00

Boys Girls

22

0:46

2:34

24

0:27

0:35

26

0:25

0:50

28

0:40

1:14

**MINUTES**

In the graph above, the data represent the season 3 Literacy class consisting of episode 22, 24, 26, 28. The figure shows that in episode 22 the girls have a total talk of 2:34 while the boys have a total of 0:46. Implying that in episode 22, the girls participate more compared to the boys. In episode 24 the boys had a total talk time of 0:27 while the girls had total talk time of 0:35. Implying that the girls had more talk time compare to the boys in this episode. In episode 26 the boys had a total talk time of 0:25 while the girls had total talk time of 0:50. This shows that the girls had more talk time than the boys in this episode. In episode 28 the girls had a total talk time of 1:14 while the boys had total talk time of 0:40. The girls had more talk time compare to the boys in this episode

ALL THE THREE SEASONS OF LITERACY

**ALL THE THREE SEASONS LITERACY**

0:00

21:36

19:12

16:48

14:24

12:00

9:36

7:12

4:48

2:24

0:00

Season 1 Season 2 Season 3

Boys 5:18 2:39 2:19

Girls 9:15 7:24 5:13

Teacher Rasheeda 21:37 13:26 15:00

**MINUTES**

The above graph represent all the three season of the case study. The figure shows that in season 1 the boys had a total talk time of 5:18 while the girls had a total of 9:15. In season 2 the boys had a total talk time of 2:39 as compare to girls with 7:24 and in season 3 the boys had a total talk time of 2:19 compare to girls with 5:13. This implies that the girls had more talk time in all the three seasons of literacy class as compare to the boys.

## All THREE SEASONS OF NUMERACY

**ALL THE THREE SEASONS OF NUMERACY**

0:00

21:36

19:12

16:48

14:24

12:00

9:36

7:12

4:48

2:24

0:00

Boys Girls Teacher

Season 1

3:46

17:07

21:03

Season 2

1:51

8:19

14:45

Season 3

5:15

0:00

17:57

**MINUTES**

The above data represent all the three season of numeracy of case study. The figure shows that in season 1 the boys had a total talk time of 3:46 while the girls had a total of 17:07. In season 2 the boys had a total talk time of 1:51 as compared to girls with 8:19 and in season 3 the boys had a total talk time of 5:15 compare to girls with 0:00. This infers that the girls had more talk time in all the rest of the seasons while the boys had more or the only talk time in season 3 of numeracy class.

### CHAPTER FIVE

**SUMMARY CONCLUSION AND RECOMMENDATIONS**

### SUMMARY

The study in chapter one laid down the objectives of the study, the chapter identifies the basic elements to be undertaken in the study. The chapter identifies the problem statement, the study objectives, research questions and the scope of the study.

The chapter two reviewed literatures related to the study so as to provide better understands of the study objectives. The chapter provided the blues print in realigning the study objectives into reality. The chapter four presented the data and the implication of the results presented.

### CONCLUSION

With the increasing rate of illiteracy and a more disturbing 10.5 million out of school children, the problem of literacy in Nigeria is indeed a major challenge. In the Northeast, the Boko Haram insurgencies have made a bad situation worse because the insurgency has resulted in putting more children out of school. The intervention program by TELA in Adamawa State is like planting a tree in a desert and nurturing it to multiply. While such intervention is highly commendable our study tends to evaluate the performance of the children based on gender with regard to attendance and academic performance as perceived by the level of participation using talk time during class hour as a basis for decision making. The study finds that indeed girls contributed more in the process thereby we can conclude that girls perform far better than boys in the TELA programs. We also believe that the TELA Radio has really helped girls to acquire real numeracy and literacy education with the use radio.

### RECOMMENDATIONS

The study discovers that girls tend to be more motivated due to the TELA Radio program created for the less privileged children in Yola. We therefore recommend that:

* + 1. The use of animation will help create more interest among the children; the tablets used by the student should be used with animated story line that will help the student learn more easily and also with more captivating animation of numeracy and literacy note.

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