



RADIO SCHOOL PROJECT: BASELINE SURVEY REPORT

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Report**

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EXECUTIVE SUMMARY

This baseline survey was conducted as part of requirements for the design of the Radio School project which is being funded by the MacArthur Foundation and implemented by the South Saharan Social Development Organization (SSDO). It was carried out to ascertain baselines or reference data points for measuring the effectiveness of the Radio School project. This project is currently implemented in partnering schools in Adamawa and Enugu states. The target beneficiaries of the project are JSS2 students.

The quantitative and qualitative approaches were used to carry out this baseline survey. Questionnaires were used to collect data from students in partnering schools. Interviews were also conducted with teachers and principals in the selected schools. In total 18 schools were sampled in this baseline survey, i.e. 10 schools in Enugu state and 8 schools in Adamawa state. Random sampling was used to select the students who participated in the survey whilst purposive sampling was used to select the teachers and principals interviewed for this baseline survey. The teachers interviewed were teachers of the following subjects: Maths; English; Basic Science; and Civics Education. In addition to results from the analysis of the questionnaire and interviews, the JSS1 3rd term test scores of JSS2 students in the four focal subjects were collected and analysed. Results from the analysis of the questionnaires and the test scores were used to identify baselines and performance parameters for the Radio School project.

A key finding of this baseline survey is that 'Maths' is the least preferred subject for majority of the respondents. This is a problem especially as the government has highlighted the need for STEM (i.e. Science, Technology, Engineering, and Maths) education as a way of getting Nigeria to benefit from the digital revolution. Consequently, it is hoped that Radio school would help in increasing the interest of students –in both states- in Maths considering its importance in their future career aspirations. This survey also tested students on their knowledge of democracy and its workings. Findings from the survey showed that majority of respondents in both Enugu and Adamawa neither understand the pillars of democracy nor the functions of the various arms of government. Again, it is hoped that the civics education component of Radio school will address this gap. Performance parameters have been identified in this regards. It is hoped that as Radio School progresses, the average score of students in civics education will register a significant improvement from the baseline value.

The students were tested on knowledge of their rights. Results from the survey showed that majority of the students do not know the law that protects their rights as children. This should not be the case as awareness of this law equips them to protect themselves from physical and emotional harm. The civics education module under Radio school is critical in addressing this problem hence, one of the performance parameters developed for Radio school addresses students' awareness of their rights. One of the ways of gauging the

effectiveness of the Radio School project is to register a significant increase – from the baseline- in the number or percentage of students who are aware of provisions under the ‘Child Rights Act’.

The baseline survey also examined the respondents' knowledge of gender equality issues. Based on results, it is clear that significant efforts or interventions are required in this area as it appears that many of the male students still harbour out-dated and negative perceptions about their female counterparts. For instance, majority of the male students sampled in both Enugu and Adamawa are of the view that boys are better or more important than girls. Furthermore, many of them feel that girls should not earn as much as boys. This is something that has to change through the Radio school project.

CHAPTER ONE: INTRODUCTION

1.1 Contextual Background

This report presents the key findings of the baseline survey conducted for the Radio School project which is being funded by the MacArthur Foundation through the Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE). This project is currently being implemented by the South Saharan Social Development Organization in Enugu State and Adamawa State in partnership with the Centre for Public Education & Mobilization for Development in Nigeria (CEPAD). It is designed to support and improve adolescent learning through providing curriculum-based lessons in Maths, English, Basic Science and Civic Education through highly-skilled teachers on the Radio. The target beneficiaries of this project are JSS2 students in rural and urban deprived areas in both states hence, they formed the sample for the survey.

Radio is capable of delivering high quality educational programming to highly diversified audiences located across broad geographical expanses – all at a lower per unit production cost. It is also a useful medium for reaching hard-to-reach communities that are deprived of access to public services, particularly quality education. Given the impact of the insurgency in the North-Eastern Nigeria, the choice of Adamawa State as one of the focal states for Radio School should provide the basis for scaling up the project to other North Eastern states. As the conflict in the North East draws to a close following counterinsurgency operations by the Nigerian military, it is hoped that education interventions in the region would complement on-going resettlement and humanitarian efforts. This project is innovative because it is the first time that radio is being used in Nigeria to provide comprehensive curriculum-based lessons for secondary schools as well as combat barriers to education caused by the insurgency. Furthermore, the transfer of knowledge and lessons learnt between the South East and North East should support subsequent expansion of the projects to states with marked limited access to quality education.

This report begins by presenting the results from the analysis of feedback to the questionnaires. Aspects of the analysis involved comparing feedback from students in both states. The analysis of the questionnaires is accompanied by the analysis of the interviews with principals and teachers of the four subjects in the schools selected for this baseline survey. The test scores of students in the selected schools are also analysed with a view to identifying student performance parameters for subsequent evaluation of the impact of the project.

Conclusions and recommendations are presented at the end of this report. The conclusions are based on results from the analysis of the questionnaires, interviews, and test scores. Results from the analysis of the questionnaires and test scores are used to develop performance parameters and baselines for

the Radio School Project. The recommendations, on the other hand, outline suggestions for improving project implementation and achieving project objectives.

1.2 Objectives of the Baseline Survey

The main objectives of this baseline survey are as follows:

- Identify parameters for measuring program results, including beneficiary access to the radio program, quality of the program in relation to project outputs disaggregated by gender, age and location.
- Identify parameters for measuring project impact and long lasting changes in the lives of the beneficiaries.
- Identify parameters for measuring diverse aspects of the project, such as gender, socio-economic status, and geographical spread in Enugu and Adamawa states.
- Collect and analyse baseline data in relation to the specific outputs and outcomes of this project.
- Provide baseline data on learning conditions in schools in Enugu and Adamawa states.

1.3 Scope of the Baseline Survey

This section outlines the scope of the baseline survey. This scope is informed by the objectives of the survey. It also establishes the focus and boundaries of survey. The scope is as follows:

- Collect and analyse survey data from JSS2 students in the selected schools.
- Interview principals and teachers of the four focal subjects in the selected schools with a view to examining student engagement with the project and also identifying ways of increasing project impact.
- Collect and analyse test scores to identify performance parameters for measuring student performance, student learning behaviour, and student-teacher engagement.
- Identifying challenges and proffering suggestions for improving project implementation.

CHAPTER TWO: METHODOLOGY

This chapter discusses the methodology used to conduct the baseline survey. It outlines the sample design for the questionnaire and interviews, content of the data collection instruments, operating modalities for the baseline survey and surveys, the methods used to analyse the data collected, and the limitations of the survey.

2.1 Sample Design

The survey was conducted in Enugu state and Adamawa state where the Radio School project is currently being implemented. In total, 18 schools were selected for the survey, i.e. 10 schools in Enugu State and 8 schools in Adamawa State. All schools are located in rural and urban-deprived areas across 7 Local Government Areas (LGA). Table 1 outlines the names of the schools where the questionnaires were distributed and the interviews conducted.

Table 1: Selected Schools for the Survey & Interviews in Enugu State

s/n	School	LGA
1	Umuchigbo Community High School	Enugu East LGA
2	Community Secondary School, Nsude	Enugu East LGA
3	Uwani Boys Secondary School	Enugu East LGA
4	Community Secondary School, Obeagu Awkunanawu	Enugu East LGA
5	Government College Agbani	Nkanu West LGA
6	Model High School, Amechi	Enugu South LGA
7	National Grammar School, Nike	Enugu East LGA
8	Community Secondary School, Egede	Udi LGA
9	Community Secondary School, Iva Valley	Enugu East LGA
10	Community Secondary School, Ugwogo Nike,	Enugu East LGA

Table 2: Selected Schools for the Survey & Interviews in Adamawa State

s/n	School	LGA
1	Government Girls Secondary School, Demsa	Demsa
2	Government Girls Secondary School, Gigi	Yola North
3	Government Day Junior Secondary School, Luggere	Yola North
4	Government Junior Secondary School, Numan Town	Numan LGA
5	Government Junior Secondary School, Girei	Girei
6	Government Day Junior Secondary School, Bekaji	Yola North
7	Government Day Secondary School, Vunoklang (Morning)	Girei
8	Government Day Secondary School, Vunoklang (Afternoon)	Girei

38 schools are currently covered by the Radio School project. Based on Tables 1 and 2, the survey covered a total of 18 schools out of 38 schools representing 47% coverage rate. 20 students were sampled in each of the 10 schools in Enugu state while 15 students were sampled in each of the 8 schools in Adamawa state for the survey. The sample for the survey is representative as only students who had listened to radio school were

allowed to participate. Random sampling was used to select the students for the survey while purposive sampling was used to select the interviewees. The interviewees were teachers of the following subjects: English; Maths; Basic Science; and Civics Education. In addition, the principals of each school were also interviewed. In total, 320 students were sampled in the survey, 52 teachers interviewed, and 16 principals interviewed (see Table 3 and Table 4).

Table 3: Sample Size for the Questionnaires & Interviews in Adamawa State

s/n	School	Questionnaire	Teacher Interviews	Principal Interviews
1	Government Girls Secondary School, Demsa	15	2	1
2	Government Girls Secondary School, Gigi	15	3	1
3	Government Day Junior Secondary School, Luggere	15	4	1
4	Government Junior Secondary School, Numan Town	15	3	1
5	Government Junior Secondary School, Girei	15	4	1
6	Government Day Junior Secondary School, Bekaji	15	2	1
7	Government Day Secondary School, Vunoklang (morning)	15	1	1
8	Government Day Secondary School, Vunoklang Town (afternoon)	15	2	0
	Total	120	21	7

Table 4: Sample size for Questionnaires & Interviews in Enugu State

s/n	School	Questionnaire	Teacher Interviews	Principal Interviews
1	Umuchigbo Community High School	20	3	1
2	Community Secondary School, Nsude	20	3	1
3	Uwani Boys Secondary School	20	0	0
4	Community Secondary School, Obeagu Awkunanawu	20	4	1
5	Government College Agbani	20	4	1
6	Model High School, Amechi	20	2	1
7	National Grammar School, Nike	20	3	1
8	Community Secondary School, Egede	20	4	1
9	Community Secondary School, Iva Valley	20	4	1
10	Community Secondary School, Ugwogo Nike,	20	4	1
	Total	200	32	9

2.2 Design of Data Collection Instruments

As noted earlier, the data for this research was collected using questionnaire and interview. The short and long term outcomes of this project informed the design of the questionnaire and interview guide. The questionnaire was adopted to suit the cultural contexts in Enugu and Adamawa state, and also the situational context of secondary school education in rural and urban-deprived areas. The questionnaire design (see Annex 1) was based on the assumption that student achievement involves different dimensions which influence a student's performance in the target subjects: maths, English,

basic science, and civics education. Table 5 outlines the content of the questionnaire.

Table 5: Content of the Questionnaire

SECTION 1: Demographic Characteristics	
1	Age Profile of the respondents
2	Occupational status of the respondents
SECTION 2: Socio-economic status	
1	Feeding condition of the respondents
2	Access to the Internet
SECTION 3: Students' learning behaviour	
1	Subject preferences of the respondents
SECTION 4: Engagement with Teachers and Learning	
1	Availability of familial support for academic studies
2	Preference for extra-mural lessons
SECTION 5: Knowledge of Democracy and its workings	
1	Level of understanding of the concept of democracy
2	Level of understanding of the functions of the arms of government
SECTION 6: Knowledge of Rights	
1	Level of understanding of the Child Rights Act
2	Level of trust in authority figures
SECTION 7: Knowledge of Gender Equality Rights	
1	Perception on gender equality
2	Perception on the protection of the girl child
3	Perception on income equality between males and females
SECTION 8: Radio Listening behaviour & Adoption of Radio School	
1	Access to radio
2	Radio programming preferences
3	Radio listening habits
4	Access to radio school
5	Level of understanding of academic subjects taught on radio
6	Preferred subject to listen to on radio

The interview guide for teachers (see Annex 2) focused on examining the expertise and qualifications of the teachers of the four target subjects -Maths, English, Basic Science, and Civics Education- in addition to identifying the curriculum used to teach JSS2 students in the selected schools. The interviews also seek the perspective of the teachers about effectiveness of radio school, the use of radio as an educative medium, prevailing level of student performance in the four focal subjects, impact of radio school on students' learning behaviour, challenges in implementing the project, and underlying reasons for underperformance among some students.

2.3 Operating Modalities for the Baseline Survey

The baseline survey was conducted in 18 schools -covered by the Radio School project- in rural and urban-deprived areas across Enugu and Adamawa states. It took 5 days for the three-man field-based team consisting of the team lead for the project and communication officer -led by the baseline survey consultant- to interview the four teachers of the four subjects and circulate the questionnaires to a sample of 20 students in each

of the 10 schools across 4 LGAs in Enugu state.¹ Logistical challenges and time constraints restricted the application of the data collection instruments to only 4 LGAs however, the number of schools sampled exceeded the number of schools proposed in the baseline survey proposal.

It took about four days to circulate the questionnaires to JSS2 students and interview the teachers of the four subjects in the 8 schools sampled in Adamawa State. 15 students randomly selected in each school formed the sample for the survey.² The field-based team consisted of the consultant and the project officer of the Centre for Public Education & Mobilization for Development in Nigeria (CEPAD), the partner organization that supports implementation of the Radio School project in Adamawa State.

2.4 Monitoring and Quality Control

To ensure quality of data, the presence and involvement of staffs from the Radio School project lead organization (i.e. SSDO) and the partner organization (i.e. CEPAD) in the field-based exercise helped to enhance the validity and reliability of the data collected for the baseline survey.

2.5 Data Management and Analysis

At the end of the field-based data collection exercise, the consultant gathered, cleaned and coded the responses to the questionnaires and interviews. The data processing and analysis involved six stages: manual editing and coding; data entry and scanning; and computer editing on the Microsoft Excel Software. The analysis of the survey data and tabulation was carried out using Microsoft Excel software. Descriptive statistics was used to analyse feedbacks to the questionnaire, i.e. frequencies, percentages, and bar charts. The interviews, on the other hand, were analysed using thematic analysis. The next chapter presents the key findings from the analysis of the questionnaire and interviews, and the analysis of randomly selected JSS1 third term test scores of JSS2 students.

¹ 200 students formed the sample for the survey in Enugu State.

² 120 students formed the sample for the survey in Adamawa state.

CHAPTER THREE: ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the data collected using questionnaires and interviews are analysed. This chapter also analyses the JSS1 test scores of JSS2 students in the four focal subjects. The results from these analyses are used to identify performance measurement parameters for assessing the effectiveness of the Radio School project.

3.1 Analysis of the Questionnaires

The questionnaire design took into consideration the need to identify modalities or parameters for assessing the effectiveness of the project. Respondents' feedback to the questionnaire addressed critical considerations for understanding useful aspects of the projects such as, students' learning behaviour, student-teacher engagement, students' radio listening behaviour, and students' subject preferences, and the effectiveness of radio as an educative medium. For some of the questions in the questionnaire, responses are segmented by gender and state; while for others, aggregated responses are presented.

3.1.1 Demographic Characteristics

This section describes the demographic profile of the respondents based on age, gender, occupational status of respondents' parents, and parental residential status of the respondents.

3.1.1.1 Age Profile

Based on the information presented in Table 6, majority of the respondents are aged between 13 and 14 years.

Table 6: Age Profile of the Respondents

Respondents' Age Profile	9-10	11-12	13-14	15-16	Total
Frequency	0	128	175	17	320
Percentage	0%	40%	55%	5%	100%

3.1.1.2 Gender Profile of the Respondents

Table 6 outlines the state-level and aggregated gender profile of the respondents. In both Enugu and Adamawa states, majority of the respondents are male as indicated by 52% of the respondents. However, in Adamawa state, majority of the respondents are female as indicated by 57% of the respondents. Overall, majority of the respondents from Enugu and Adamawa states are male.

Table 7: Gender Profile of the Respondents

	Adamawa		Enugu		Aggregated	
	Male	Female	Male	Female	Male	Female
Frequency	52	68	113	87	165	155
Percentage	43%	57%	56%	44%	52%	48%

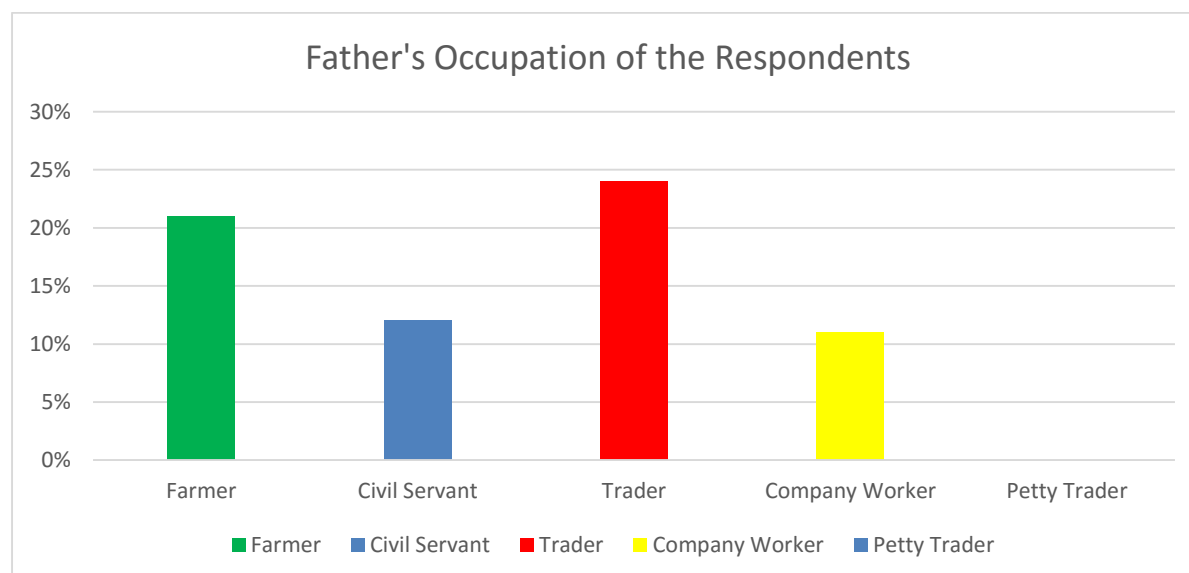
3.1.1.3 Occupational Status

Based on the aggregated information presented in Table 8, majority of the respondents indicated that their father is a petty trader as indicated by 32% of responses. This shows that the sample selected for this study is representative of the socio-economic status of target beneficiaries of the Radio School project, i.e. urban-deprived and rural poor students that typically lack access to quality education.

Table 8: Respondents' Father's Occupation

	Farmer	Civil Servant	Trader	Company Worker	Petty Trader	Total
Frequency	66	39	78	34	103	320
Percentage	21%	12%	24%	11%	32%	100%

Figure 1: Respondents' Father's Occupation



3.1.1.4 Caregiver Status

Table 9 outlines the caregiver status of the respondents, i.e. who they currently live with. This information is very important as it can determine the degree of psychological support and familial support available to students in rural poor and urban-deprived areas, especially as it relates to their academic studies. Results in Table 9 indicate that majority of the students

sampled in Enugu and Adamawa states live with both parents as indicated by 29% of the respondents however, it is essential to note that 37% of them either live with their uncle or aunt. The state-level analysis in Table 10 shows while majority of the Enugu respondents live with both parents as indicated by 37% of responses, majority of the respondents in Adamawa indicated that they live with their mother as indicated by 30% of the respondents.

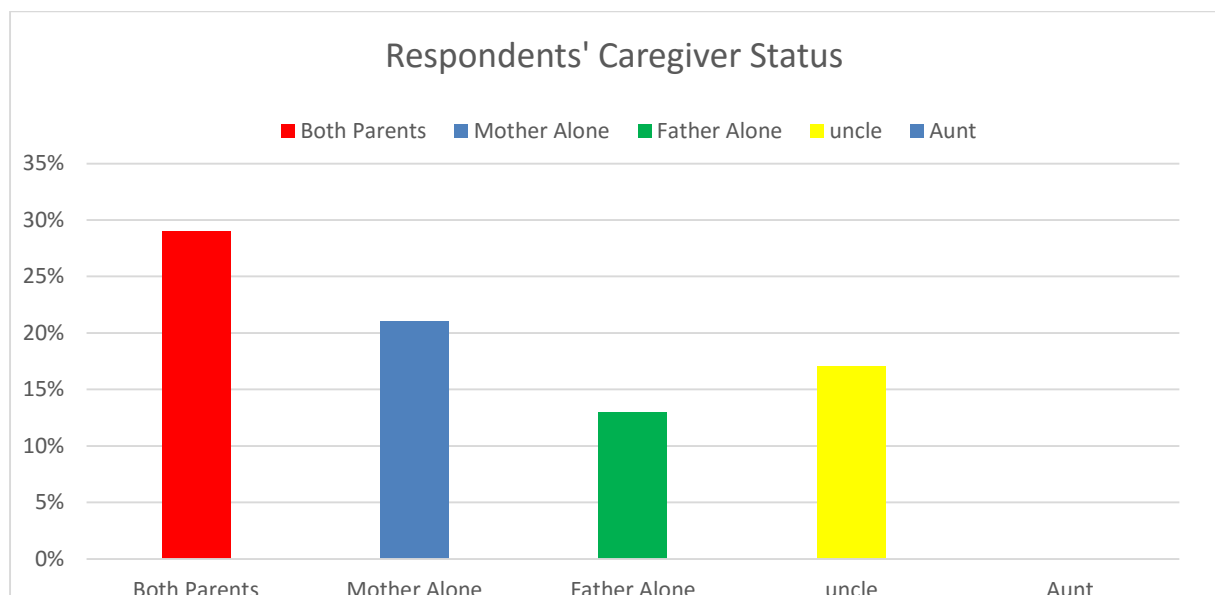
Table 9: Caregiver Status of the Respondents

	Both Parents	Mother Alone	Father Alone	Uncle	Aunt	Total
Frequency	92	67	43	55	63	320
Percentage	29%	21%	13%	17%	20%	100%

Table 10: State-level Caregiver Status of the Respondents

	Both Parents	Mother Alone	Father Alone	Uncle	Aunt	Total
Enugu-Freq.	73	41	29	27	30	200
Enugu-%	37%	21%	15%	14%	15%	100%
Adamawa-Freq.	26	36	18	21	19	120
Adamawa-%	22%	30%	14%	18%	16%	100%

Figure 2: Caregiver Status of the Respondents



3.1.2 Socio-economic Status

This section presents findings on the socio-economic status and living conditions of the respondents. It questioned their access to the internet, mode of transportation to school, and how often they bring lunch or snacks to school.

3.1.2.1 Internet and Social Media Usage

Based on the information presented in Table 11, majority of the respondents have never used the internet and social media as indicated by 76% of responses. This is a reflection of the low socio-economic status of the students in urban-deprived and rural schools. This result indicates the highlights of inequality in between students in urban schools and those in rural schools. In this age when the internet plays a significant role in education, it is of concern as to how students in the rural schools will cope in an increasing IT-oriented environment, i.e. globalization and the digital revolution. This result was further disaggregated by states with a view to ascertaining the number of students who have used the internet in both states. Table 12 shows that majority of students have used the internet are from Enugu state as indicated by 60% of responses.

Table 11: Internet and social media usage by respondents (aggregated)

	Yes	No	Total
Frequency	78	242	320
Percentage	24%	76%	100%

Figure 3: Internet & social media usage (aggregated)

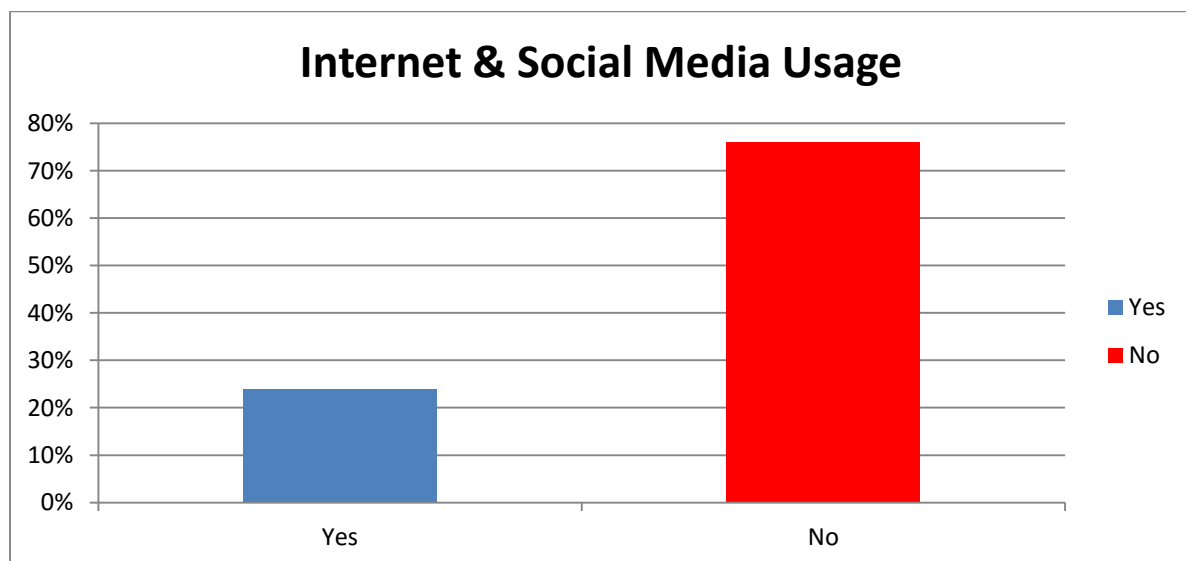


Table 12: Internet & social media usage by respondents (Disaggregated by state)

	Adamawa	Enugu	Total
Frequency	31	47	78
Percentage	40%	60%	100%

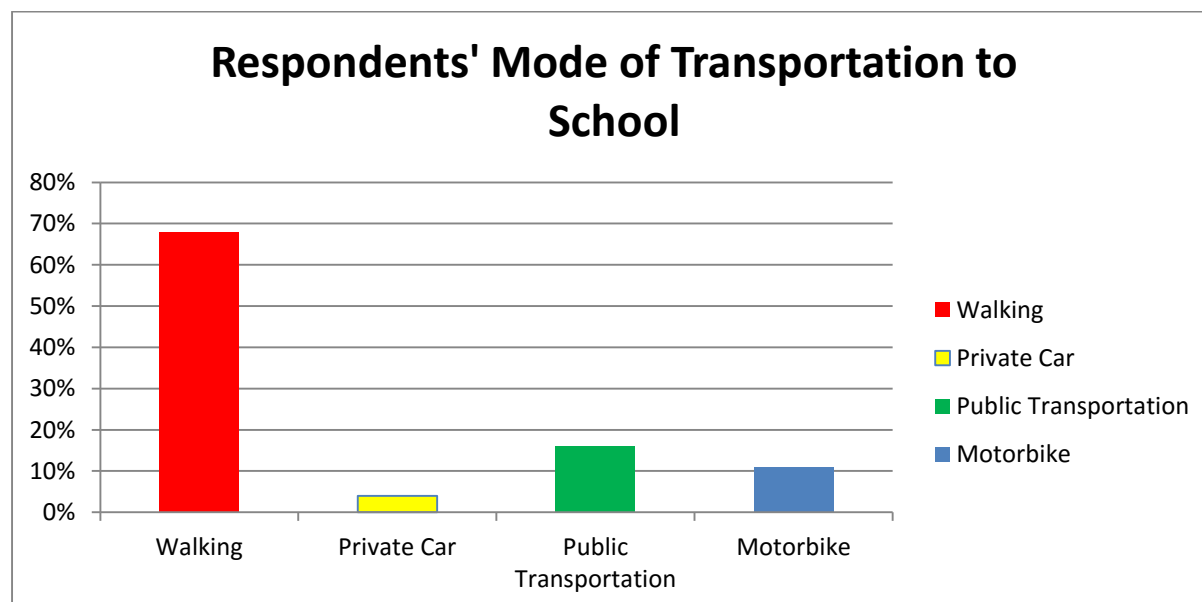
3.1.2.2 Mode of Transportation to School

This question seeks to understand how students in both states commute to schools. Table 13 shows that Majority of students in the schools sampled in Enugu and Adamawa state come to school by walking as indicated by 68% of responses. In fact, a significant number of the respondents who indicated that come to school by walking stated that it takes between 45 minutes and 1 hour for them to get to school.

Table 13: Mode of transportation to school

	Walking	Private car	Public transportation	Motorbike	Total
Frequency	216	14	54	36	320
Percentage	68%	4%	16%	11%	100%

Figure 4: Mode of transportation to school



3.1.2.3 Feeding Habits in School

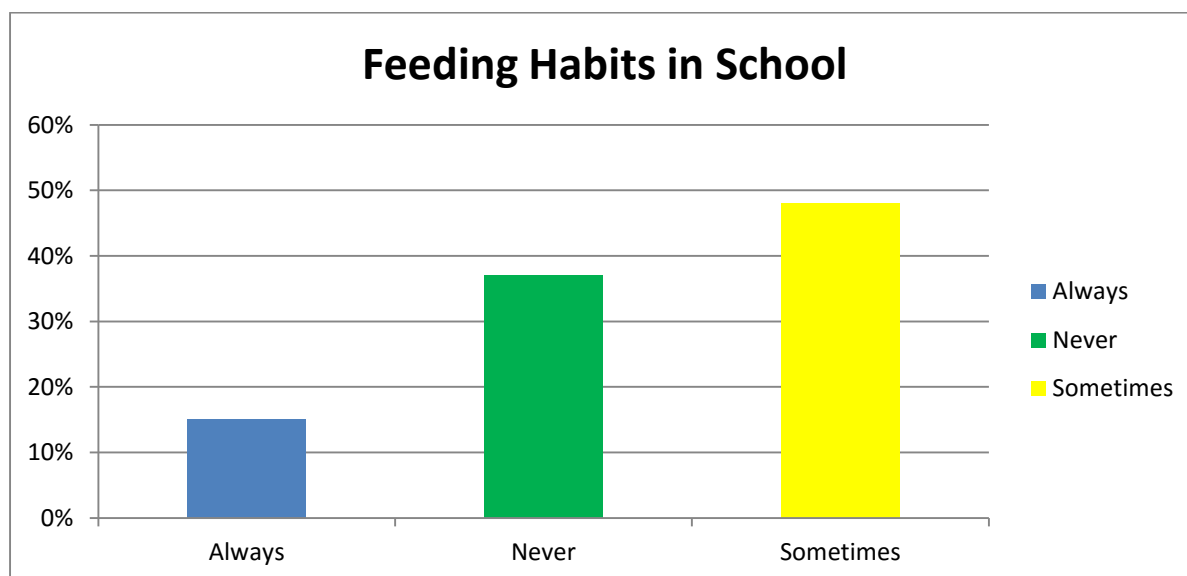
This question seeks to understand whether the students bring lunch or snacks to school. Table 14 shows that majority of those sampled indicated that they bring snacks to school sometimes as indicated by 48% of responses. This is closely followed by 37% of respondents who indicated that they never bring

lunch to school. This result is worrying as feedback from the interviews – discussed later in this chapter- indicated that hunger is an impediment to the concentration of students especially as the program is usually aired in the afternoon, a time when some of the students are tired and hungry.

Table 14: Feeding Habits of the Respondents

	Always	Never	Sometimes	Total
Frequency	49	117	154	320
Percentage	15%	37%	48%	100%

Figure 5: Feeding Habits of the Respondents



3.1.3 Students Learning Behaviour

This section focuses on the following issues: subject preferences of the students; students' level of engagement with teachers and learning; level of familial support for academic studies; access to extra mural lessons; and availability of textbooks.

3.1.3.1 Respondents' Favourite Subject

The students were asked who their favourite teacher is. Responses to this question point to the subject preferences of the respondents. Table 15 shows that majority of the students prefer English as indicated by 39% of responses. When disaggregated by state, majority of the responses from Enugu State indicate that most preferred subject is English as highlighted by 40% of responses (Table 16); on the other hand, majority of the responses from Adamawa state indicate that the most preferred subject is basic science as indicated by 25% of responses (see Table 16).

Table 15: Favourite subject of the respondents (Aggregated)

	Maths	English	Basic Science	Civics Education	None	Total
Frequency	46	107	68	62	37	320
Percentage	14%	33%	21%	19%	13%	100%

Figure 6: Subject preferences of the respondents (Aggregated)

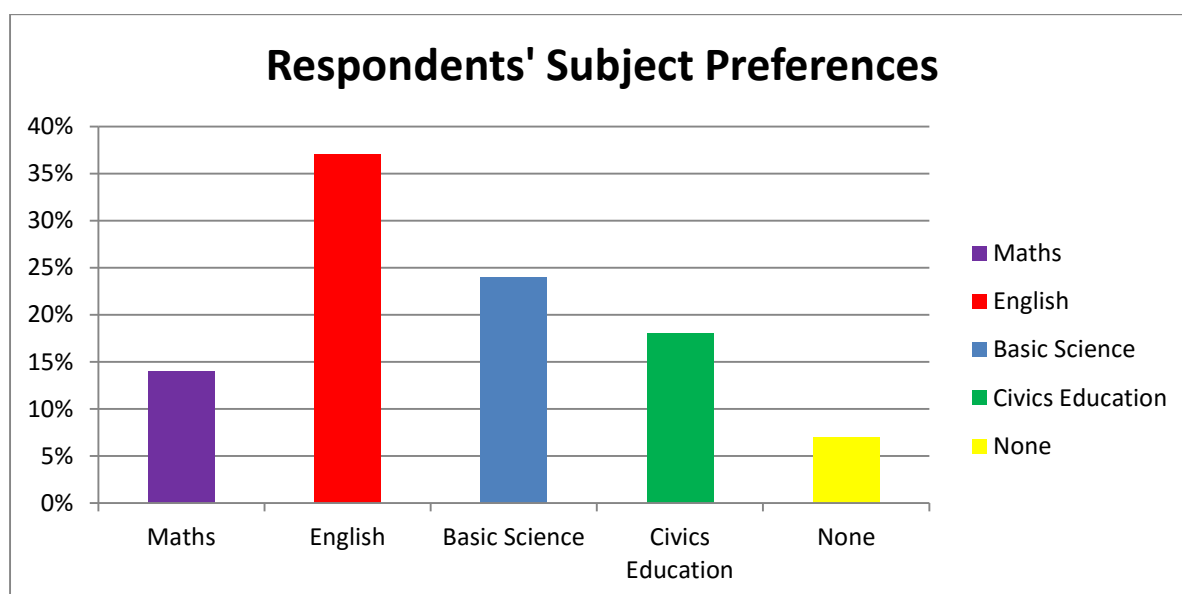


Table 16: Subject preferences of the respondents (disaggregated by state)

	Maths	English	Basic Science	Civics Education	None	Total
Enugu	32	79	38	33	18	200
%	16%	40%	19%	17%	8%	100%
Adamawa	14	28	30	29	19	120
%	12%	23%	25%	24%	16%	100%

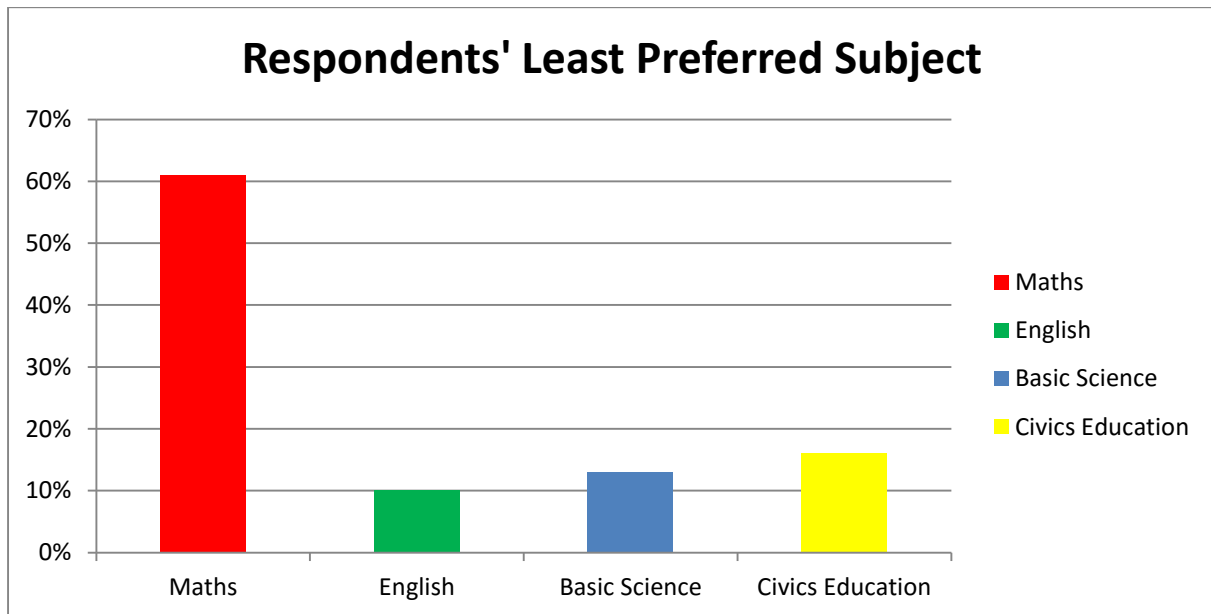
3.1.3.2 Least Preferred Subject

While the previous question identified respondents' most preferred subject, this question examines the least preferred subject. Table 17 shows that the least preferred subject is 'Maths' as indicated by 61% of responses. This result supports findings from the previous question (see Table 16) where 'Maths' was the least liked subject in both Enugu and Adamawa states.

Table 17: Respondents' Least Preferred Subject

	Maths	English	Basic Science	Civics Education	Total
Frequency	196	32	41	51	320
Percentage	61%	10%	13%	16%	100%

Figure 7: Worst subject for the respondents



3.1.4 Engagement with Teachers and Learning

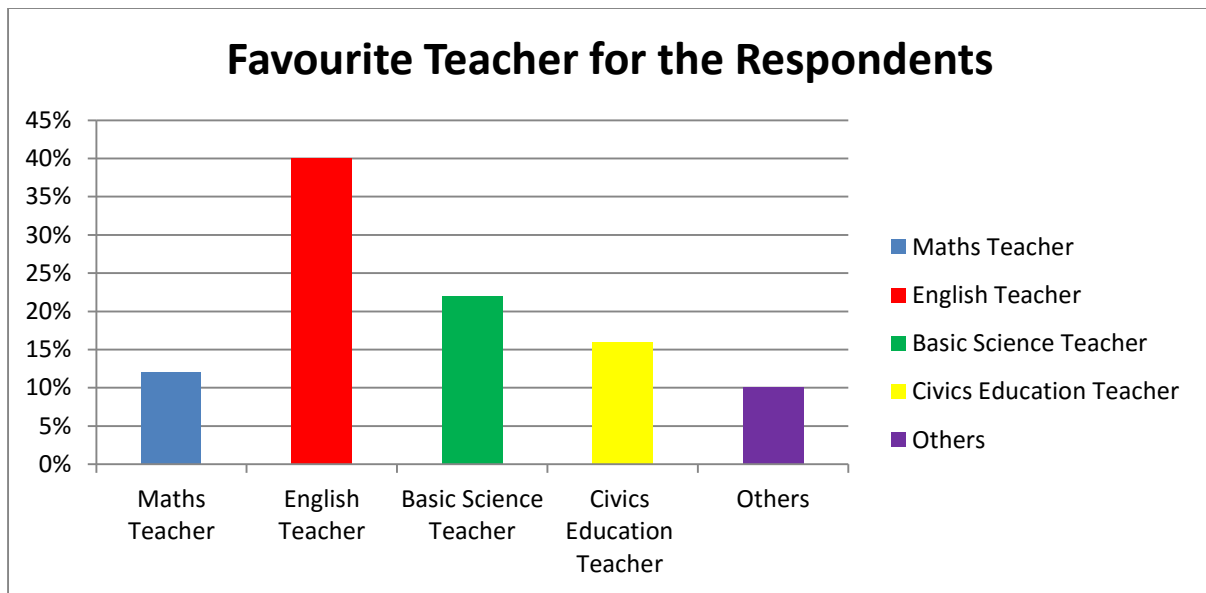
3.1.4.1 Favourite Teacher

Based on the information presented in Table 18, majority of the respondents selected their 'English teacher' as their favourite teacher as indicated by 40% of responses.

Table 18: Respondents' Favourite Teacher

	Maths	English	Basic Science	Civics Education	Others	Total
Frequency	38	128	69	53	32	320
Percentage	12%	40%	22%	16%	10%	100%

Figure 8: Respondents' favourite teacher



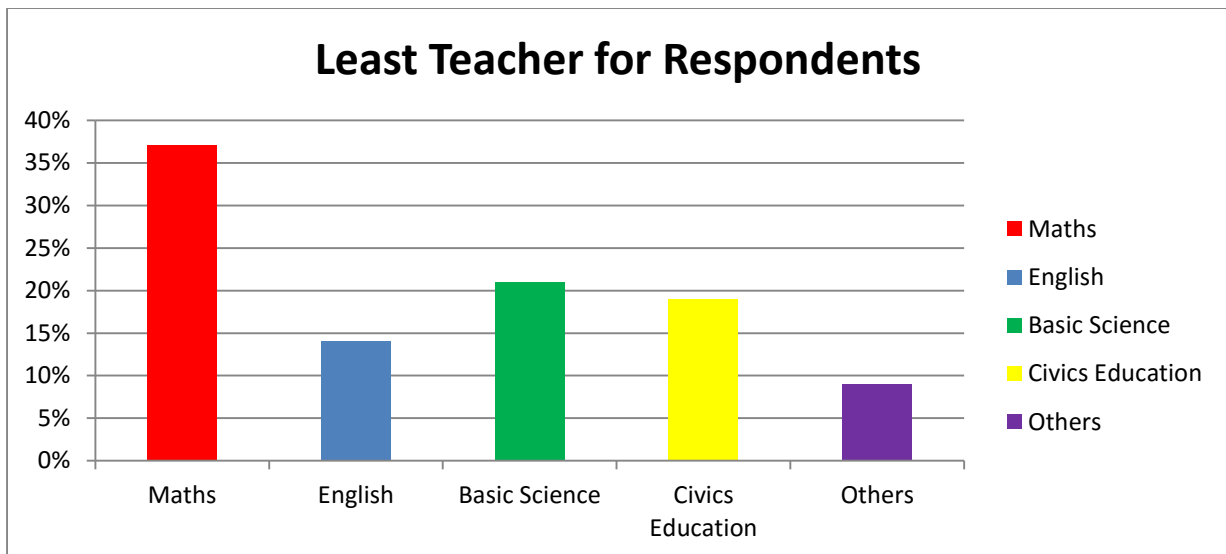
3.1.4.2 Least Preferred Teacher

The respondents were also asked to indicate their least preferred teacher. Based on Table 19, majority of the respondents selected the 'Maths Teacher' as their least preferred teacher. These results complement the previous results in Table 17 where 'Maths' was selected as the least preferred subject by majority of respondents.

Table 19: Respondents' Least Preferred Teacher

	Maths	English	Basic Science	Civics Education	Others	Total
Frequency	119	44	67	62	28	320
Percentage	37%	14%	21%	19%	9%	100%

Figure 9: Respondents' Least Preferred Teacher



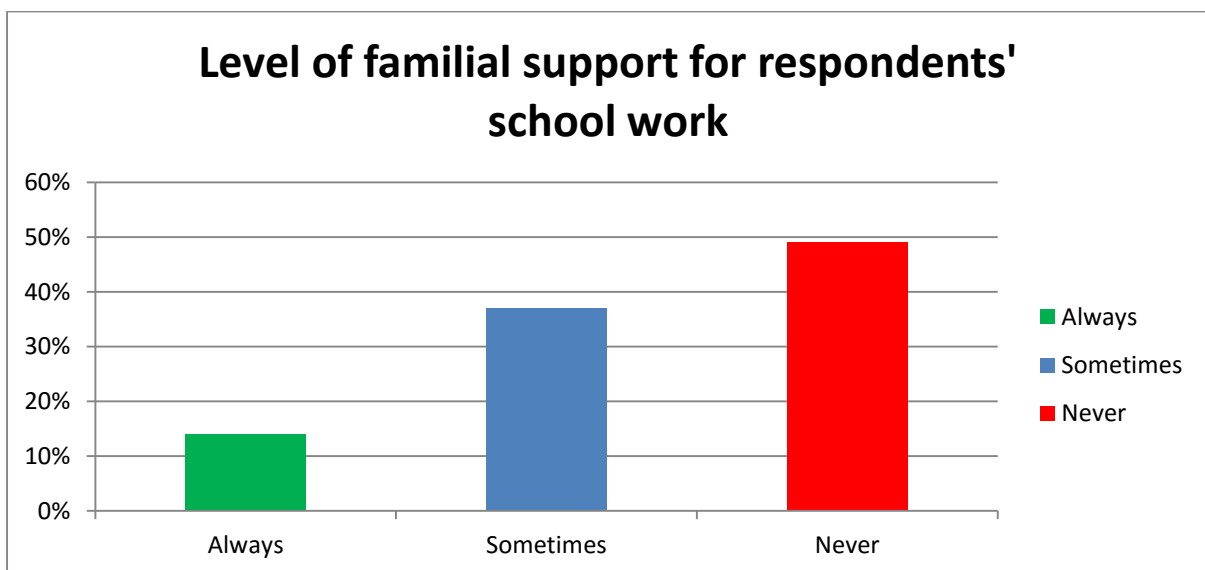
3.1.4.3 Availability of Familial Support for Academic Studies

The respondents were asked about the level of support they receive from family members for their school work. Based on Table 20, majority of respondents indicated that they never receive support as indicated by 49% of responses.

Table 20: Level of familial support for respondents' school work

	Always	Sometimes	Never	Total
Frequency	46	118	156	320
Percentage	14%	37%	49%	100%

Figure 10: Availability of familial support for respondents' school work



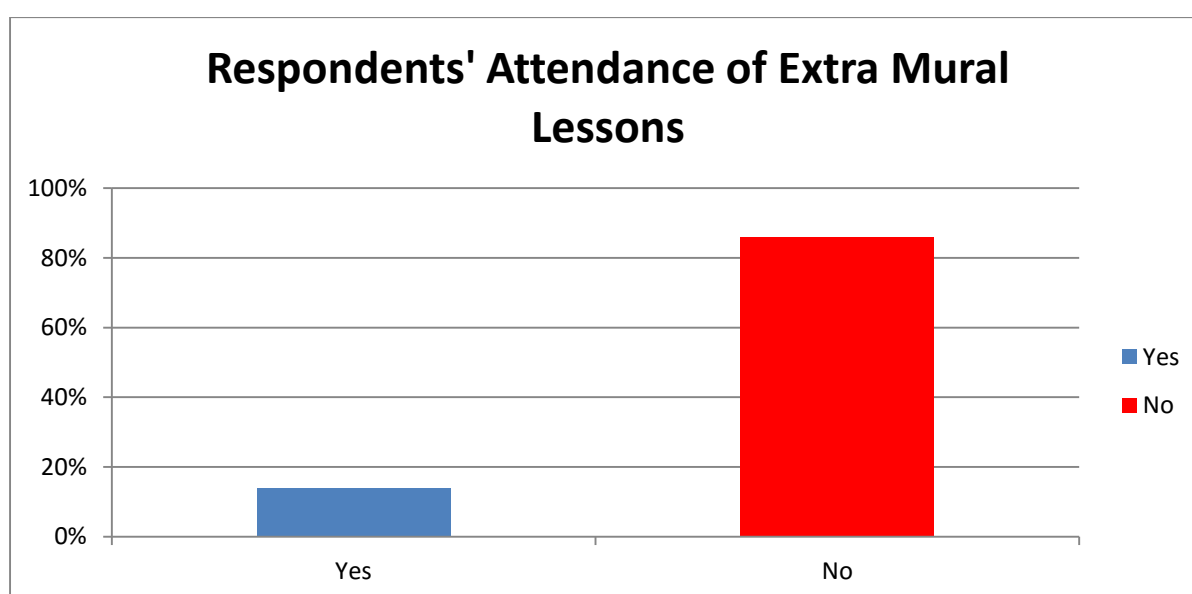
3.1.4.4 Attendance of Extra Mural Lessons

Based on the information presented in Table 21, majority of the respondents indicated that they do not attend extra mural lessons as shown by 86% of responses.

Table 21: Respondents' attendance of extra mural lessons

	Yes	No	Total
Frequency	49	271	320
Percentage	14%	86%	100%

Figure 11: Respondents' attendance of extra mural lessons



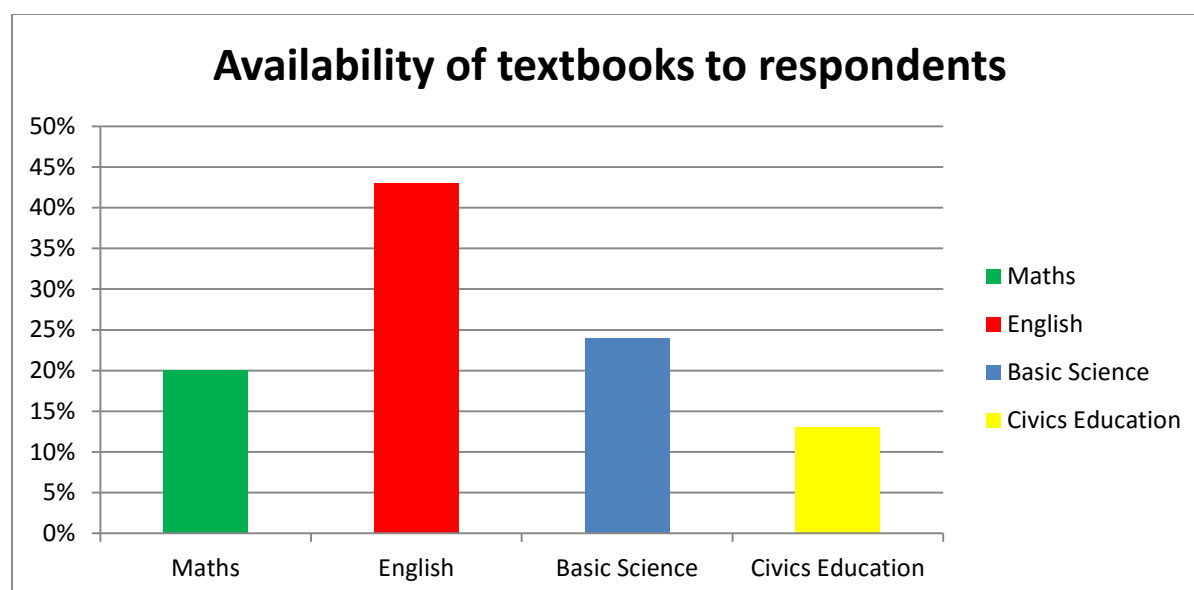
3.1.4.5 Availability of Textbooks

The respondents were asked to indicate their ownership of textbooks in any of the four main subjects. Based on Table 22, only 104 respondents have textbooks. Out of this number, majority of them have English textbooks compared to the other three subjects, i.e. as indicated by 43% of responses in Table 22. Based on responses indicated here, majority of the students sampled in this survey do not have textbooks and this may be an impediment to improving student achievement.

Table 22: Availability of textbooks to respondents

	Maths	English	Basic Science	Social Studies/Civics Education	Total
Frequency	21	45	25	13	104
Percentage	20%	43%	24%	13%	100%

Figure 12: Availability of textbooks to respondents



3.1.5 Knowledge of Democracy and Its Workings

This section is a critical component of the baseline survey considering Radio School's focus on institutionalizing civics education in secondary schools. Again, a key outcome for the project is improvement awareness of political governance and rights among children and youths. Consequently, this section of the questionnaire tests students' knowledge on democracy and its principles, right of children in Nigeria, and gender equality issues.

3.1.5.1 Understanding of the Definition of Democracy

This question tests the knowledge of the respondents on what 'democracy' is. Based on the information presented in Table 23, majority of the respondents were accurate in their definition of democracy as indicated by 39% of responses; however, it appears that many of the respondents cannot define democracy as indicated by 61% of responses. It is hoped that civics education lessons delivered to the students will change this.

Table 23: Respondents' knowledge of the definition of democracy (aggregated)

	Government ruled by soldiers	Government ruled by kings & queens	Government ruled by warlords	Government ruled by constitution & elections	Total
Frequency	68	72	53	127	320
Percentage	21%	23%	17%	39%	100%

Figure 13: Respondents' knowledge of the definition of democracy

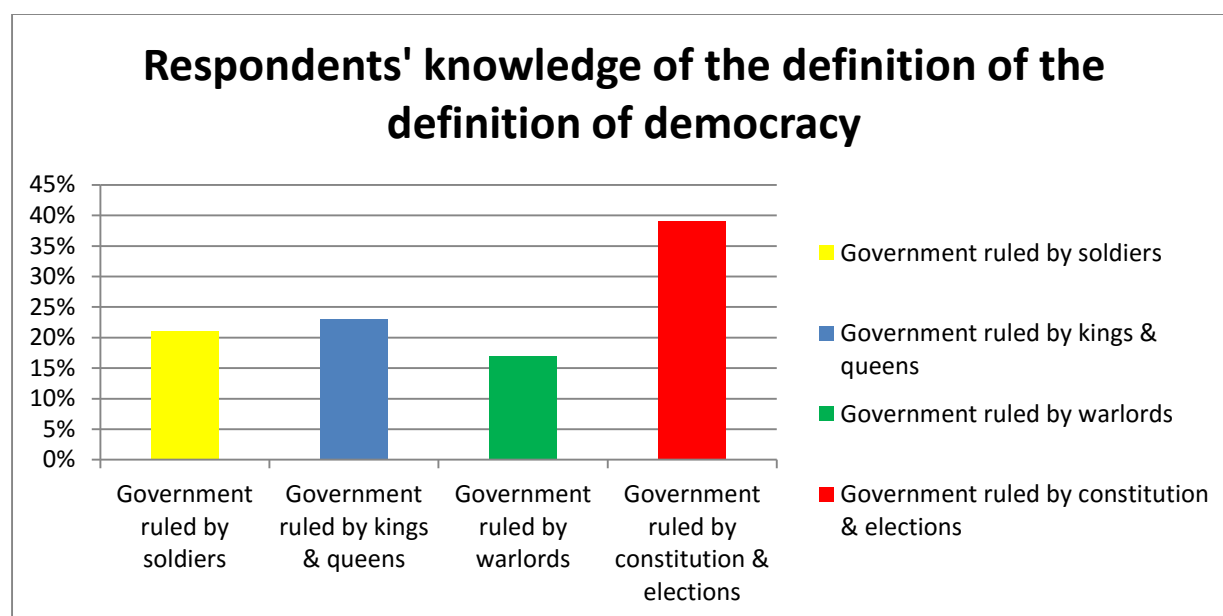


Table 24: Respondents' knowledge of the definition of democracy (disaggregated)

	Government ruled by soldiers	Government ruled by kings & queens	Government ruled by warlords	Government ruled by constitution & elections	Total
Enugu	49	41	35	75	200
(%)	24%	20%	18%	38%	100%
Adamawa	19	31	18	52	120
(%)	16%	26%	15%	43%	100%

3.1.5.2 Understanding of the Pillars of Democracy

This question tested the knowledge of the respondents on the 'pillars of democracy'. Based on the information presented in Table 25, majority of the respondents accurately selected 'banks' as not being a pillar of democracy, i.e. 30% of responses. Although majority of the respondents in Enugu and Adamawa states got the correct answer, it is clear that a significant number of students do not understand what the pillars of democracy as 72% of respondents got the question wrong. In both Enugu and Adamawa, only 31% of respondents got the answer correct as indicated by Table 26.

Table 25: Knowledge of the pillars of democracy (aggregated)

	People	Democratic Institutions	Rule of Law	Transparent Electoral Processes	Banks	Total
Frequency	36	47	72	67	98	320
Percentage	11%	15%	23%	21%	30%	100%

Figure 14: Respondents' knowledge of the pillars of democracy

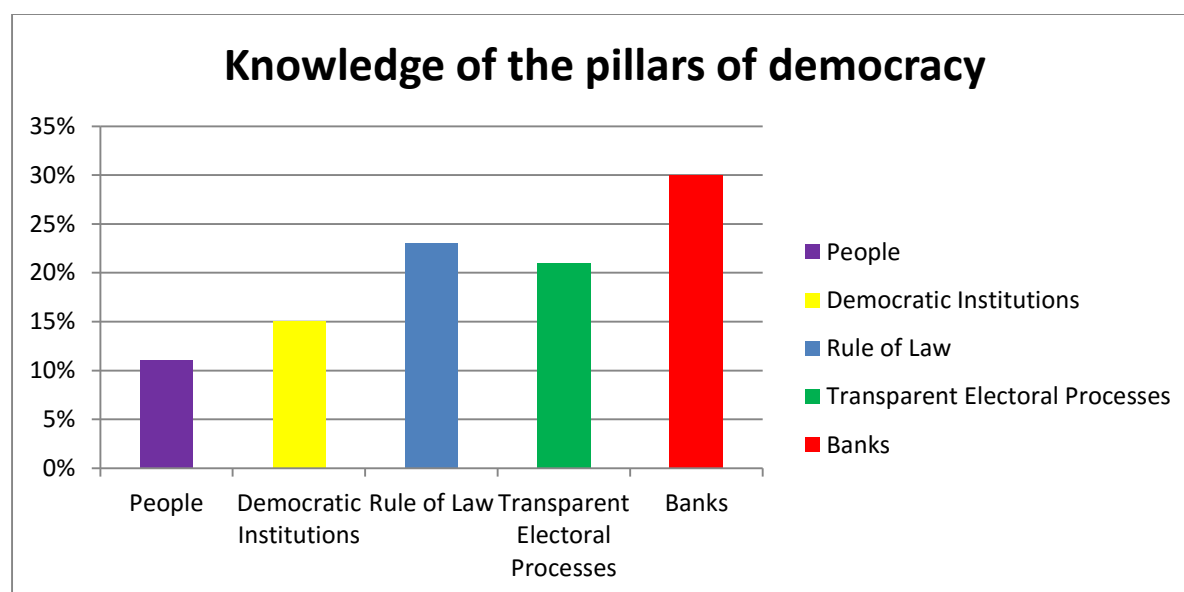


Table 26: Knowledge of the pillars of democracy (state-level analysis)

	People	Democratic Institutions	Rule of Law	Transparent Electoral Processes	Banks	Total
Enugu	29	33	37	40	61	200
%	15%	17%	19%	20%	31%	100%
Adamawa	7	14	35	27	37	120
%	6%	12%	29%	22%	31%	100%

3.1.5.3 Understanding of the Various Arms of Government

Based on Table 27, majority of the respondents picked the correct answer as indicated by 32% of responses however, it is obvious that a significant number of JSS2 students sampled in selected schools in both states cannot correctly identify the arms of government as indicated by 68% of responses. On a state-level basis, Table 28 shows that while majority of the students sampled in Enugu picked the correct answer as indicated by 32% of responses, majority of the students in Adamawa picked the correct answer as indicated by 23% of responses.

Table 27: Respondents' knowledge of the arms of government (aggregated)

	Executive	Legislature	Judiciary	Civil Society	Total
Frequency	63	76	79	102	320
Percentage	19%	24%	25%	32%	100%

Figure 15: Knowledge of the arms of government

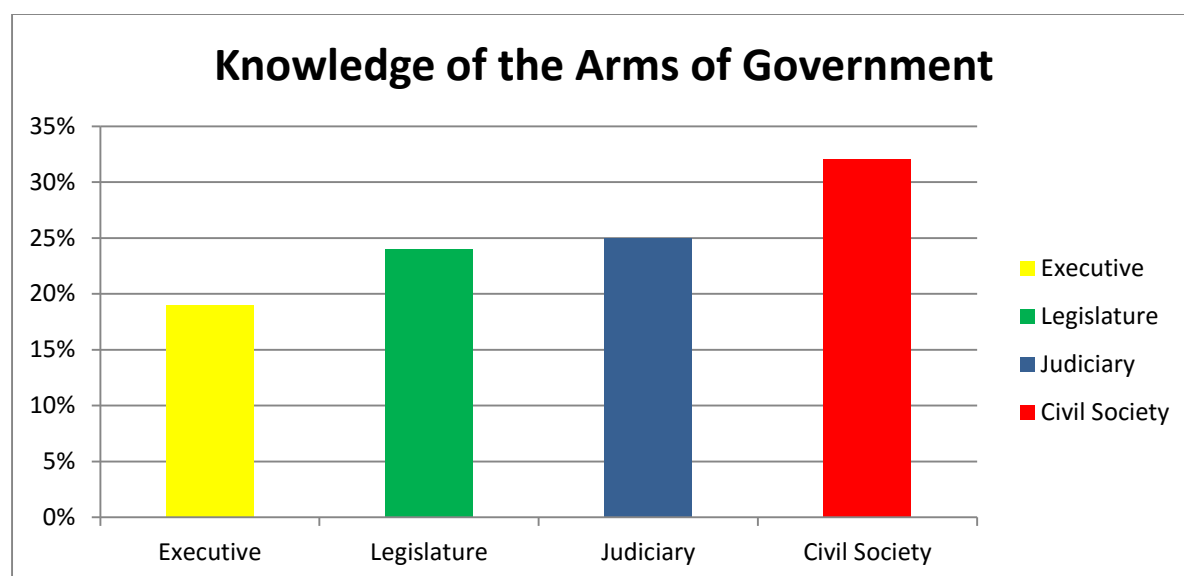


Table 28: Respondents' knowledge of the arms of government (state-level analysis)

	Executive	Legislature	Judiciary	Civil Society	Total
Enugu	29	43	52	76	200
%	19%	24%	25%	32%	100%
Adamawa	34	33	27	26	120
%	28%	27%	23%	22%	100%

3.1.5.4 Knowledge of the Functions of the Arms of Government

This questions tests respondents' knowledge of the functions of the arms of government. Based on the information presented in Table 29, majority of the respondents picked the incorrect answer as indicated by 42% of responses. Table 30 also shows that majority of the respondents in Enugu and Adamawa state picked the incorrect answer. These results demonstrate that the students do not understand what the functions of the various arms of government are.

Table 29: Respondents' Knowledge of the Functions of the Arms of Government

	Executive	Judiciary	Legislature	Governors	Total
Frequency	69	48	67	136	320
Percentage	22%	15%	21%	42%	100%

Figure 16: Knowledge of the functions of the arms of government

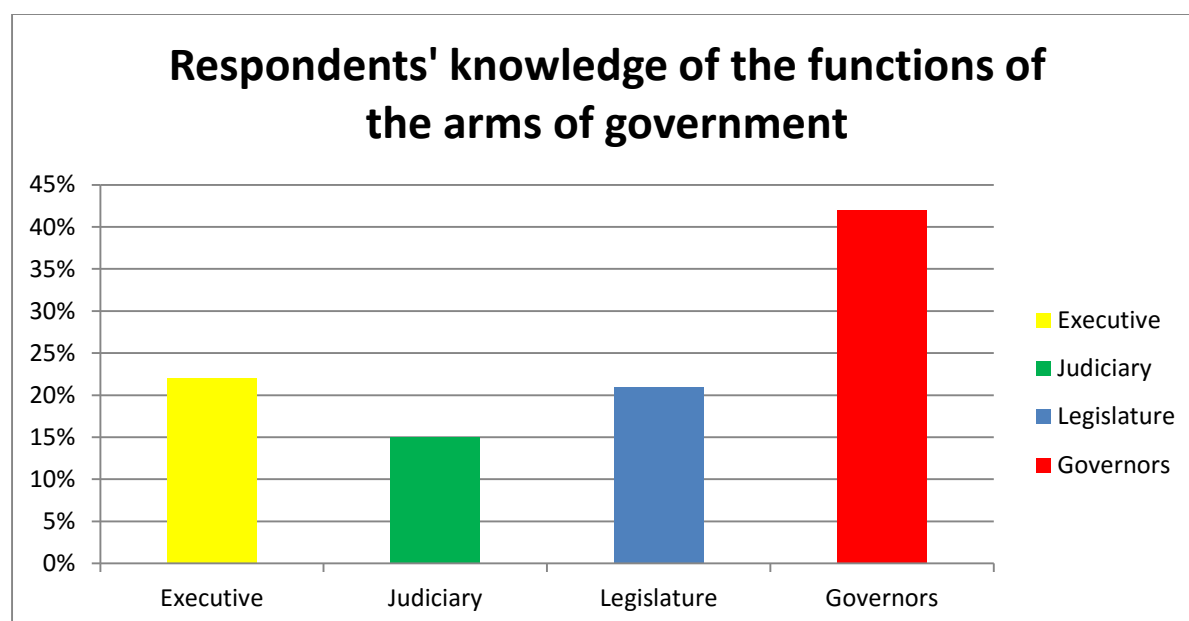


Table 30: Respondents' knowledge of the functions of the various arms of government (state-level analysis)

	Executive	Judiciary	Legislature	Governors	Total
Enugu	43	24	42	91	200
%	22%	12%	21%	47%	100%
Adamawa	26	24	25	45	120
%	22%	20%	21%	38%	100%

3.1.6 Knowledge of Rights

This section of the question addresses respondents' knowledge and understanding of laws protecting the rights of the Nigerian child, level of trust or confidence in authority figures, and perceptions on gender equality and income equality. This section is very important as one of the objectives of the Radio School project is improve boy's perceptions of girls thus, support on-going efforts to promote gender equality in Nigeria.

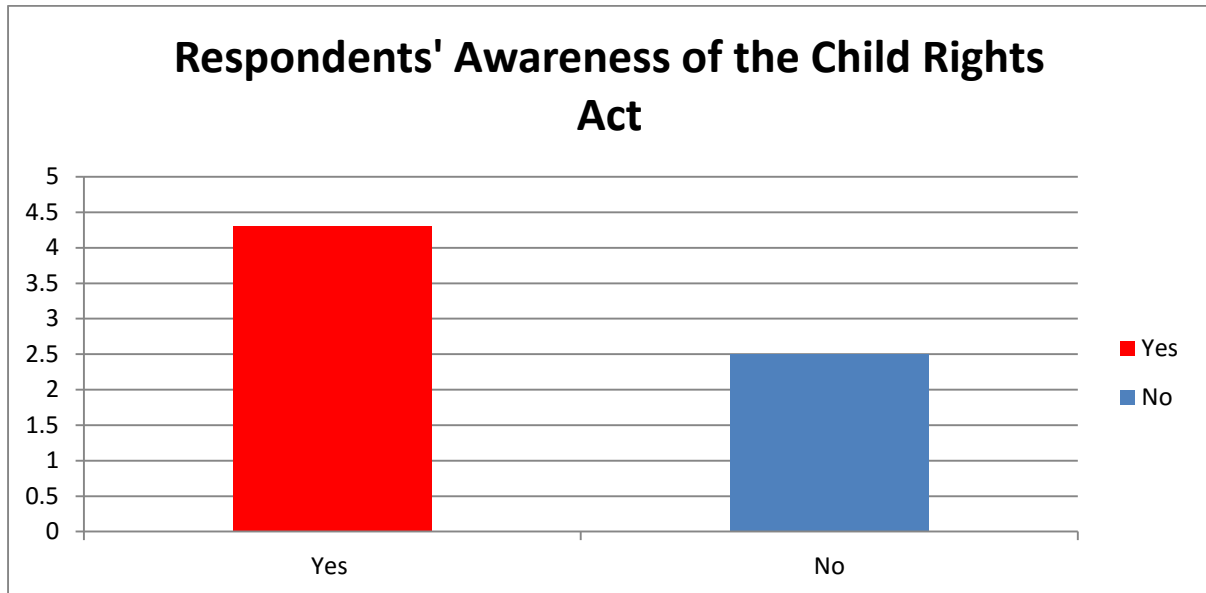
3.1.6.1 Knowledge of the Law that protects the Rights of Children in Nigeria

This question seeks to determine whether the respondents' are aware of the law that protects their rights as children. Based on the results presented in Table 31, majority of the respondents are not aware of the law that protects their rights in Nigeria as indicated by 54% of responses.

Table 31: Respondents' awareness of the Law Protecting their Rights

	Yes	No	Total
Frequency	146	174	320
Percentage	46%	54%	100%

Figure 17: Awareness of the Law Protecting Children in Nigeria



3.1.6.2 Awareness of the Child Rights Act

This question explores respondents' awareness of the Child Rights Act. Only those who answered 'yes' in the previous question provided responses here, i.e. Based on the information presented in Table 32, it is obvious that majority of the respondents who indicated that they know the law that protects their rights actually are unaware of this law as indicated by 44% of responses. In fact, out of the 146 respondents who stated that they know that protects their rights as children, only 25% of them are aware of the Child Rights Act. Based on results presented in table 33, majority of the respondents seem to be confusing the 'Child Rights Law' for the 'Child Rights Act'. Overall, results here confirm that majority of the students sampled in Enugu and Adamawa are unaware of the Child Rights Act.

Table 32: Respondents' awareness of the Child Rights Act (aggregated)

	Child Rights Law	Rights Law for Children	Child Rights Act	Total
Frequency	64	45	37	146
Percentage	44%	31%	25%	100%

Figure 18: Awareness of the Child Rights Act

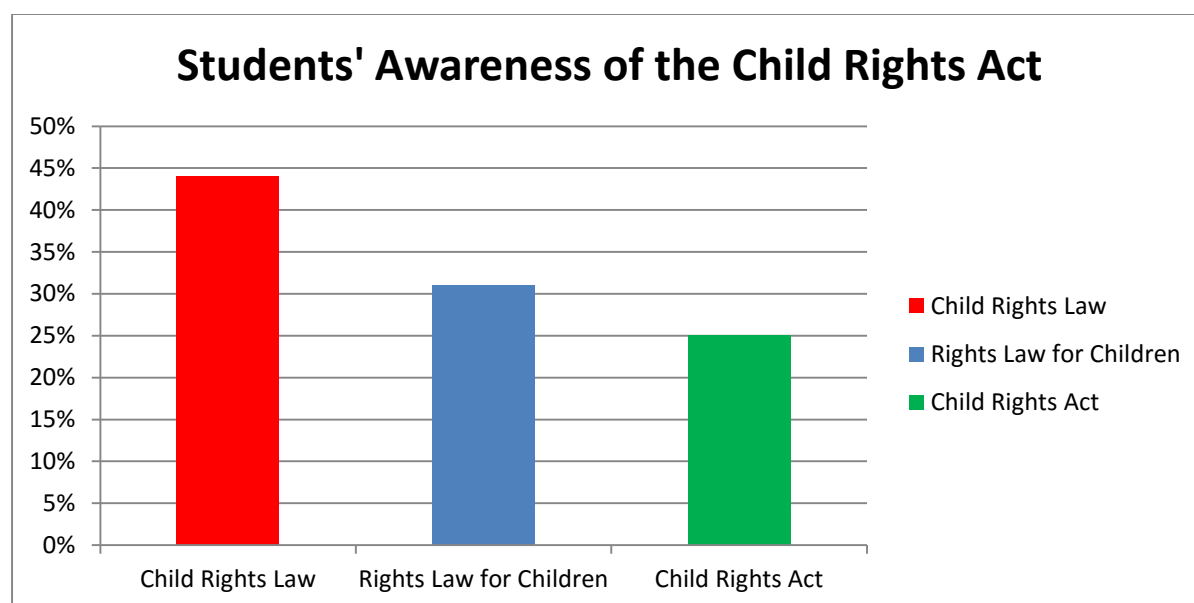


Table 33: Awareness of the Child Rights Act (State-level Analysis)

	Child Law	Rights	Rights Law for Children	Child Act	Rights	Total
Enugu	39		19	21		79
%	49%		24%	27%		100%
Adamawa	25		26	16		67
%	37%		39%	24%		100%

3.1.6.3 Level of Confidence in Authority Figures

The respondents were questioned on their willingness to report to the Police of any higher authority if someone tries to harm them. Based on results presented in Table 34, majority of the respondents are unsure about reporting cases or threats of harm as indicated by 43% of responses. However, it is important to note that when the data is disaggregated on the basis of the two states, majority of the respondents in Enugu State indicated that they would report to the police or higher authority if someone tries to harm them (see Table 35). On the other hand, majority of the respondents in Adamawa state are unsure about reporting to the police if someone tries to harm them (see Table 35). Overall, this shows that majority of the respondents in Enugu have more confidence in the Police or higher authority compared to Adamawa where majority of the respondents are unsure about reporting to the Police or higher authority when faced or threatened with harm.

Table 34: Respondents' willingness to report to the Police or higher authority if someone tries to harm them

	Yes	No	I Don't Know	Total
Frequency	117	64	139	320
Percentage	37%	20%	43%	100%

Figure 19: Respondents' willingness to report to the police or higher authority if someone tries to harm them

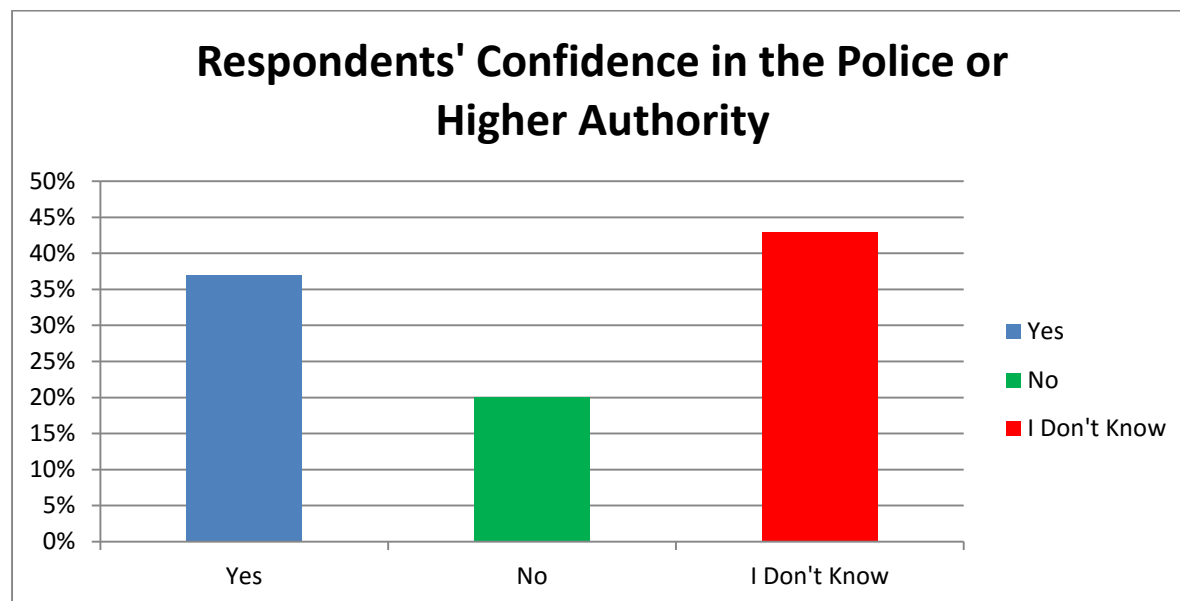


Table 35: Respondents' willingness to report to the police or higher authority if someone tries to harm them (state-level analysis)

	Yes	No	I Don't Know	Total
Enugu	87	45	68	200
Percentage	44%	22%	34%	100%
Adamawa	30	19	71	120
Percentage	25%	16%	59%	100%

3.1.6.4 Reason for unwillingness to report to the Police or Higher Authority

For respondents who indicated that they would not report to the police if someone tries to harm, they were further questioned on reasons for this. Based on the information presented in Table 36, majority of the respondents indicated that they do not trust the police as indicated by 23% of responses. However, majority of respondents from Enugu indicated that they would not report to the police or higher authority because they do not trust the police (see Table 37). In Adamawa, majority of the respondents indicated that they would not report to the police or higher authority if someone tries to harm because they do not trust the police (Table 37). Again, in Adamawa state, a significant number of the respondents indicated that they would not report to

the Police or higher authority because their parents or ward would not want the issue discussed in public.

Table 36: Reason for unwillingness to report to the police or higher authority

	I am afraid the person will still harm me	I don't trust the police to protect me	The offender will not be punished at all	The offender will not be punished on time	My parents will not want it discussed in public	Others	Total
Frequency	11	15	9	12	13	4	64
Percentage	17%	23%	14%	19%	20%	6%	100%

Figure 20: Reason for unwillingness to report to the police or higher authority (Aggregated)

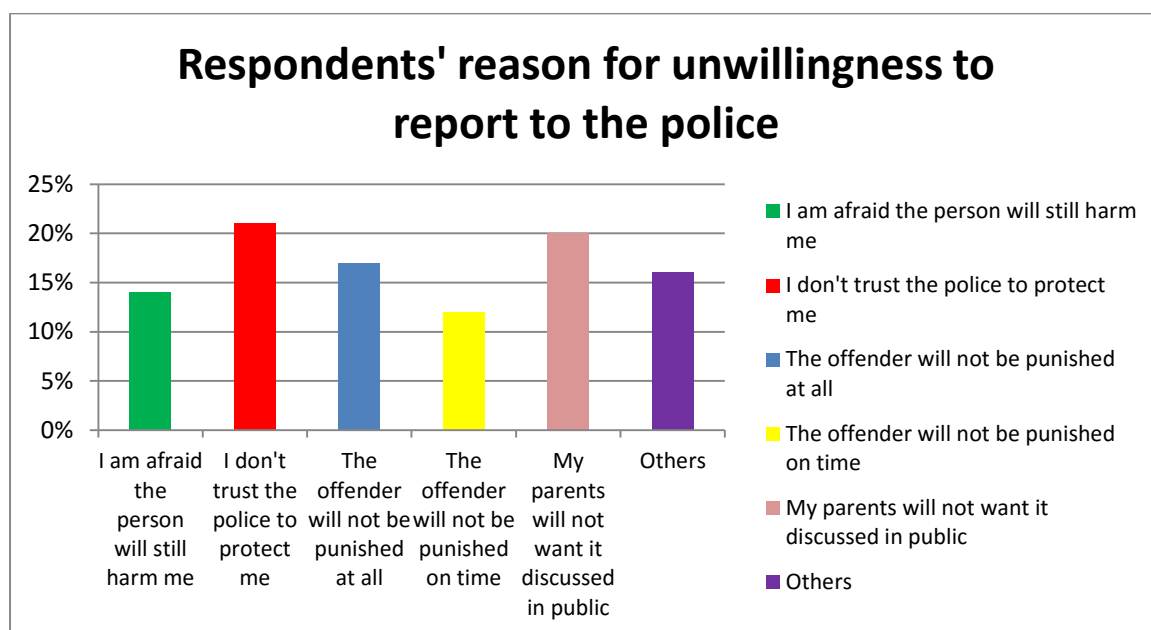


Table 37: Reason for unwillingness to report to the police or higher authority (disaggregated by state)

	I am afraid the person will still harm me	I don't trust the police to protect me	The offender will not be punished at all	The offender will not be punished on time	My parents will not want it discussed in public	Others	Total
Enugu	8	12	5	6	9	5	45
Percentage	79%	16%	18%	15%	17%	16%	100%
Adamawa	2	6	4	3	3	1	19
Percentage	11%	32%	21%	16%	16%	5%	100%

3.1.7 Knowledge of Gender Equality Rights

This section seeks to understand respondents' perceptions of gender equality issues. It also considers how the respondents view the issue of income equality between males and females, and also considers perceptions about the need to protect the girl child.

3.1.7.1 Perceptions about whether boys are better than girls

This question views respondents' perceptions about whether God created boys to be better or more important than girls. Based on results presented in Table 38, majority of the respondents indicated that boys are more important or better than girls as indicated by 62% of responses. When the data is disaggregated by state, majority of the boys in Enugu state agreed that God created boys to be better than girls as indicated by 87% of responses (see Table 39). In Adamawa, majority of the boys agreed that God created boys to be better than girls as indicated by 87% of responses (see Table 39).

Table 38: Respondents' perceptions about whether boys are better or more important than girls

	Yes	No	Total
Frequency	197	123	320
Percentage	62%	38%	100%

Figure 21: Respondents' perceptions about whether boys are more important than girls

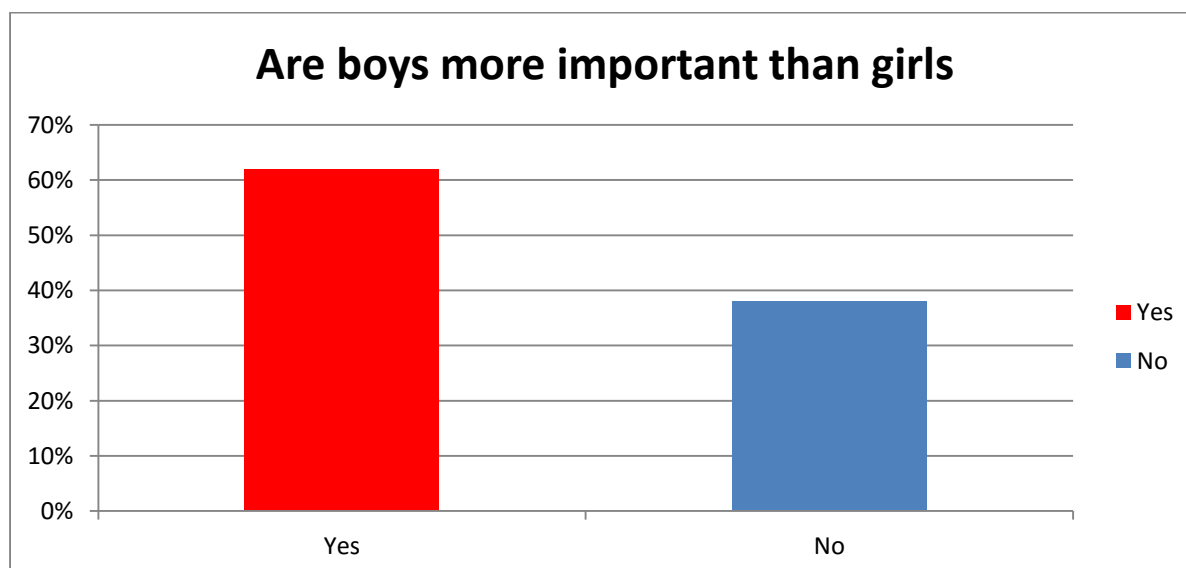


Table 39: Respondents' perceptions on whether boys are more important than girls

	Adamawa		Enugu	
	Male	Female	Male	Female
Yes	45	58	98	82
%	87%	85%	87%	94%
No	7	10	15	5
%	13%	15%	13%	6%

3.1.7.2 Perceptions on the Protection of the Girl Child

The respondents were questioned on whether a boy should protect a girl from harm. Based on the results presented in Table 40, majority of the respondents indicated that a boy should always protect a girl from physical harm. When the data is disaggregated by state, majority of the boys in Adamawa state indicated that a boy should always protect a girl from harm as highlighted in Table 41. In Enugu, majority of the boys indicated that a boy should always protect a girl from harm (see Table 41).

Table 40: Respondents' perception on the protection on the girl child (aggregated)

	Always	Never	Sometimes	Total
Frequency	168	21	131	320
Percentage	53%	6%	41%	100%

Table 41: Respondents' perception on the protection of the girl child (disaggregated by state and gender)

	Adamawa		Enugu	
	Male	Female	Male	Female
Always	26	36	79	48
Never	7	4	3	7
Sometimes	19	28	31	32
Total	52	68	113	87

3.1.7.3 Perceptions on Income Equality between Boys and Girls

Based on Table 42, majority of the respondents indicated that a boy should not earn as much as a girl as indicated by 48% of responses. Based on the information presented in Table 43, majority of boys in Enugu indicated that a girl should not earn as much as boy. On the other hand, majority of boys -79 out of 113 boys sampled- in Adamawa indicated that a boy should not earn as much as a girl (see Table 43).

Table 42: Respondents' perceptions on income equality between boys and girls

	Yes	No	Sometimes	Total
Frequency	75	152	93	320
Percentage	23%	48%	29%	100%

Figure 22: Respondents' perceptions on the protection of the girl child

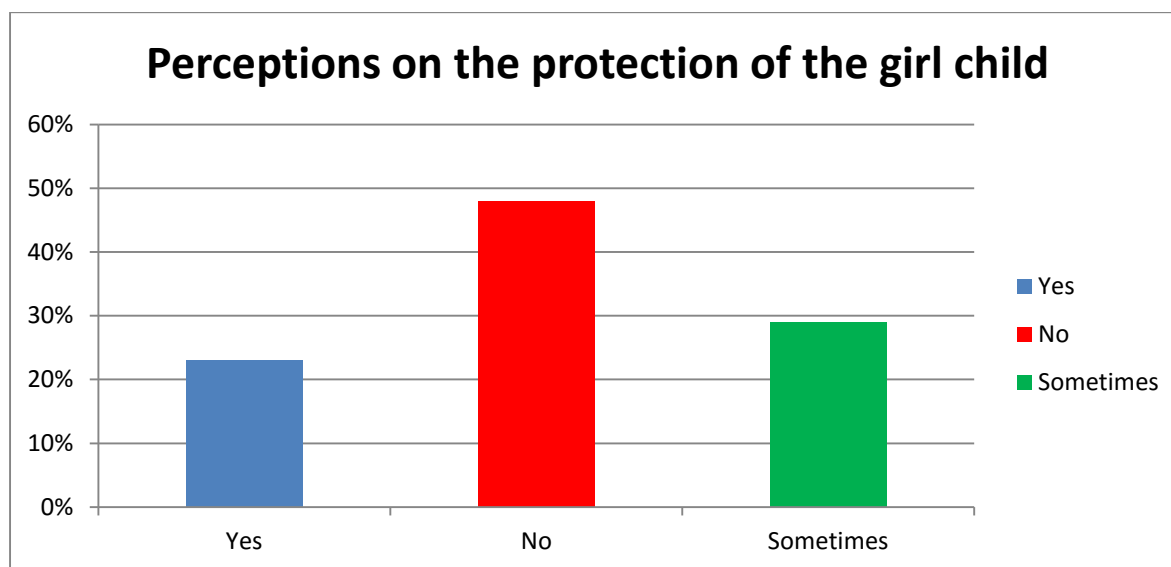


Table 43: Respondents' perceptions on whether a girl should earn as much as a boy (disaggregated by gender and state)

	Adamawa		Enugu	
	Male	Female	Male	Female
Yes	14	46	32	44
No	28	5	51	9
Sometimes	10	17	30	34
Total	52	68	113	87

3.1.7.4 Voting for a Woman to be President of Nigeria

The respondents were questioned on whether they would vote for a woman to be president of Nigeria. Based on Table 44, majority of the respondents indicated that they would vote for a woman to be president of Nigeria as indicated by 43% of responses. Based on the information presented in Table 45, majority of the boys in Adamawa and Enugu states indicated that they would not vote for a woman to be president in Nigeria.

Table 44: Respondents' perceptions on voting for a woman to be president of Nigeria (aggregated)

	Yes	No	Sometimes	Total
Frequency	139	99	82	320
Percentage	43%	31%	26%	100%

Figure 23: Perceptions on voting for a woman to be president of Nigeria

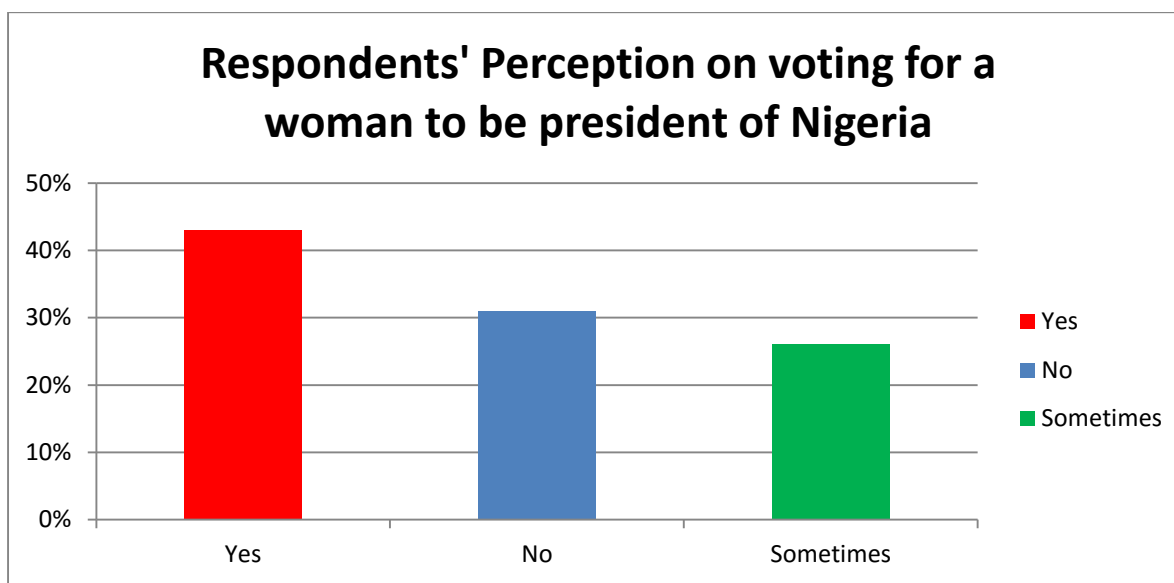


Table 45: Respondents' perception on voting for a woman to be president of Nigeria (disaggregated by state and gender)

	Adamawa		Enugu	
	Male	Female	Male	Female
Yes	13	45	29	59
No	23	4	48	9
Sometimes	16	19	36	11
Total	52	68	113	87

3.1.8 Radio Listening Behaviour & Willingness to Adopt Radio School

This section explores the radio listening behaviour of the respondents. It examines the programming/content preferences of the respondents, and their willingness to adopt radio school. At this point, it is essential to note that some of the results obtained in this section offer meaningful suggestions for supporting quality delivery of the project.

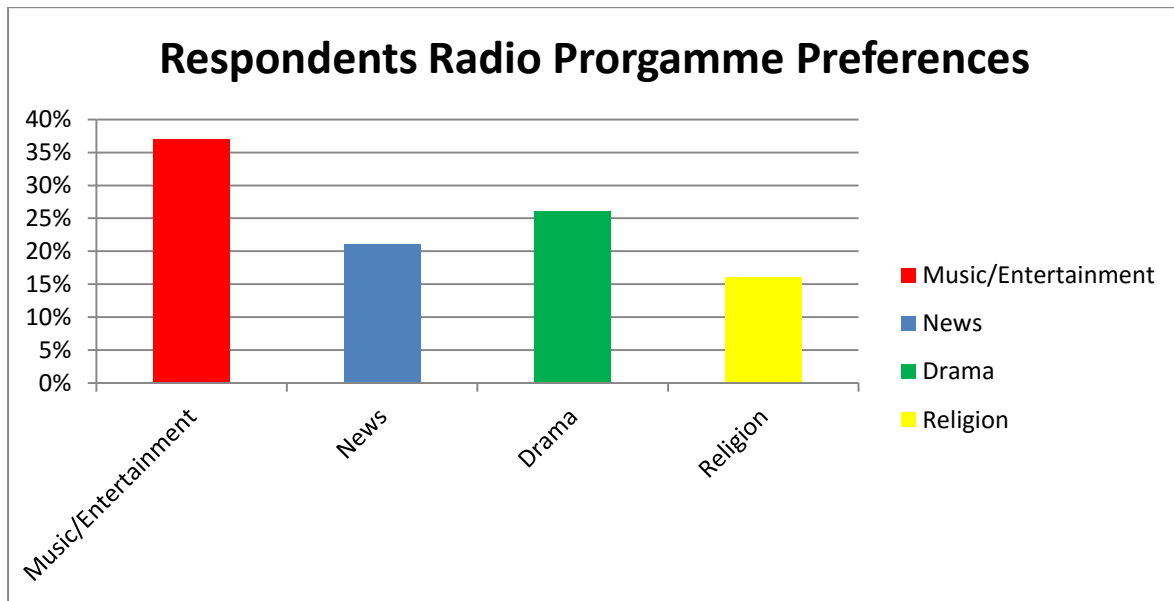
3.1.8.1 Radio Content Preferences of the Respondents

Based on the results presented in Table 46, majority of the respondents indicated that they listen to music and entertainment programs on radio as indicated by 37% of responses.

Table 46: Programmes that the respondents listen to on radio

	Music/ Entertainment	News	Drama	Religion	Total
Frequency	119	68	82	51	320
Percentage	37%	21%	26%	16%	100%

Figure 24: Respondents' radio programme preferences



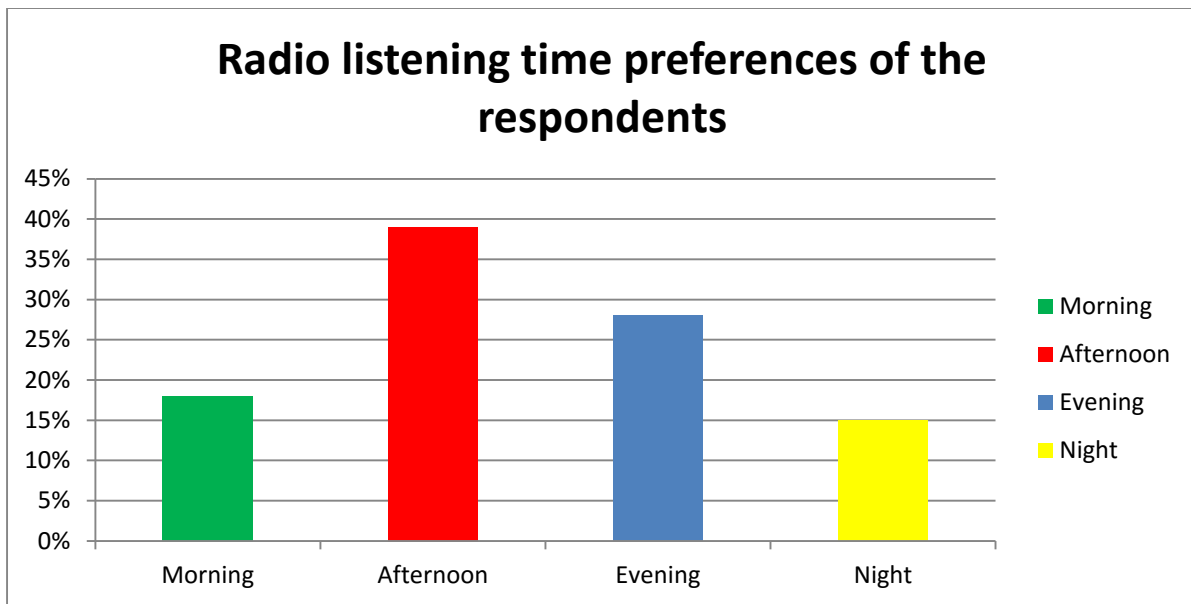
3.1.8.2 Radio Listening Time Preferences of the Respondents

The respondents were asked about what time of the day they mostly listen to the radio. Based on the information presented in Table 47, majority of the respondents stated that they mostly listen to the radio in the afternoon as indicated by 39% of responses.

Table 47: Radio listening time preferences of the respondents

	Morning	Afternoon	Evening	Night	Total
Frequency	57	126	89	48	320
Percentage	18%	39%	28%	15%	100%

Figure 25: Radio listening time preferences of the respondents



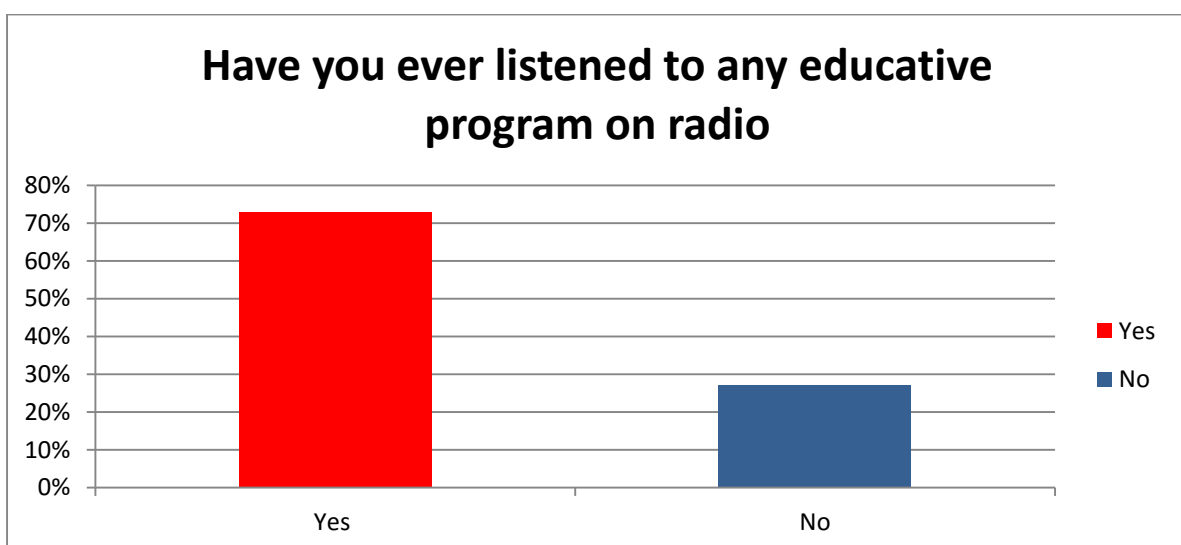
3.1.8.3 Access to Educative Programme on Radio

The respondents were asked if they have ever listened to any educative program on radio. Based on Table 48, majority of the respondents indicated that they have listened to educative programs on radio as highlighted by 73% of responses.

Table 48: Access of respondents to educative programs on radio

	Yes	No	Total
Frequency	232	88	320
Percentage	73%	27%	100%

Figure 26: Access to educative programs on radio



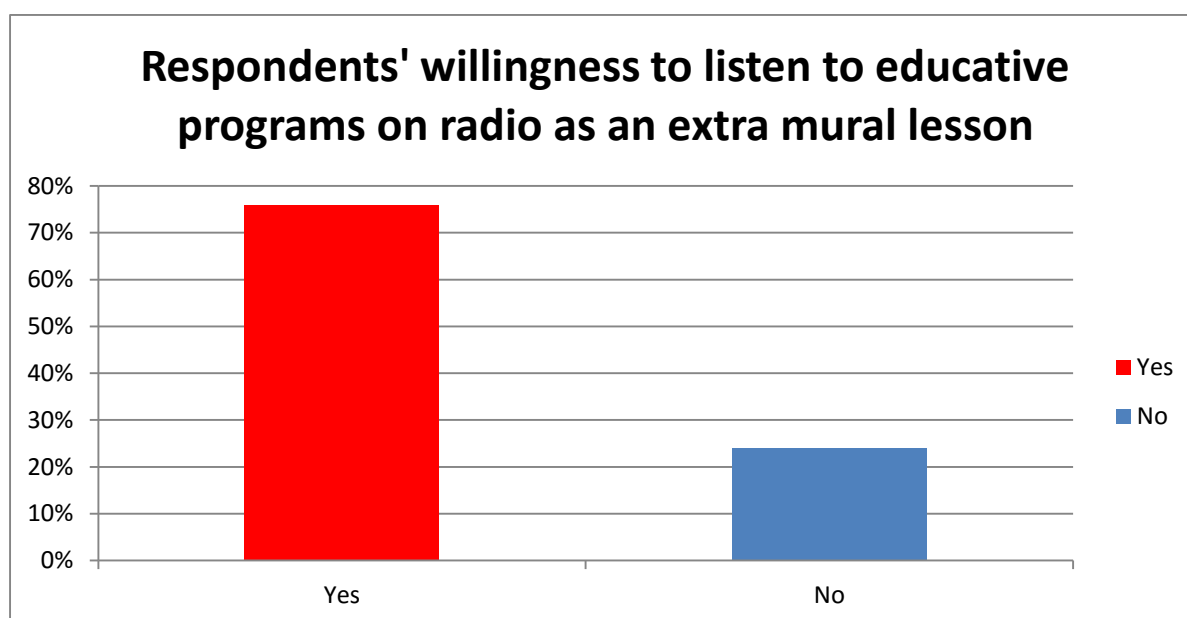
3.1.8.4 Respondents' willingness to listen to radio as an extra mural lesson

The respondents were asked if they would like to listen to educational programs on radio as an extra mural lesson after school hours. Based on Table 49, majority of the respondents indicated that they would like to listen to radio as an extra mural lesson as highlighted by 76% of responses.

Table 49: Respondents' willingness to listen to educational programs on radio as an extra mural lesson

	Yes	No	Total
Frequency	243	77	320
Percentage	76%	24%	100%

Figure 27: Willingness of respondents to listen to educational programs on radio as an extra mural lesson



3.1.8.5 Preferred Timing to Air Educational Programs as an extra mural lesson

The respondents who stated that they would like to listen to radio as an extra mural lesson were asked what time they would like the program or lessons aired. Based on Table 50, majority of the respondents indicated that they would like the program aired between 3PM and 5PM. Table 51 also indicates that respondents in both Enugu and Adamawa would like their educational programs on radio aired between 3PM and 5PM (see Table 51).

Table 50: Respondents' preferred timing for airing educational programs on radio as an extra mural lesson

	3PM-5PM	5PM-7PM	7PM-9PM	Total
Frequency	167	89	64	320
Percentage	52%	28%	20%	100%

Figure 28: Preferred timing for airing educative programs on radio as an extra mural lesson

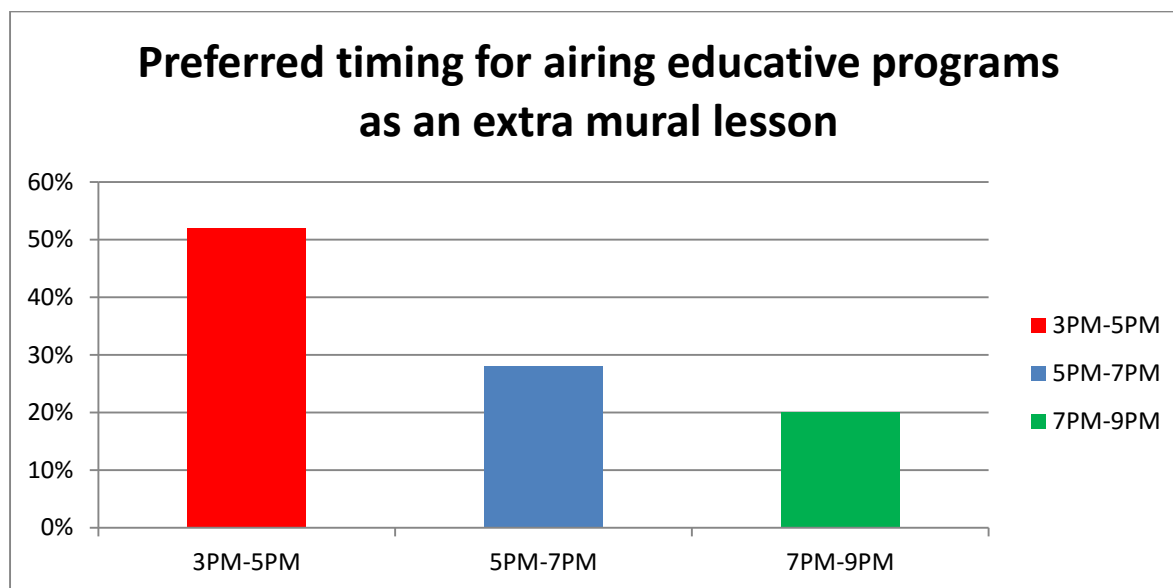


Table 51: Preferred timing for airing educative programs on radio as an extra mural lesson (Disaggregated by state)

	3PM-5PM	5PM-7PM	7PM-9PM	Total
Enugu	122	49	29	200
%	61%	25%	14%	100%
Adamawa	45	40	35	120
%	38%	33%	29%	100%

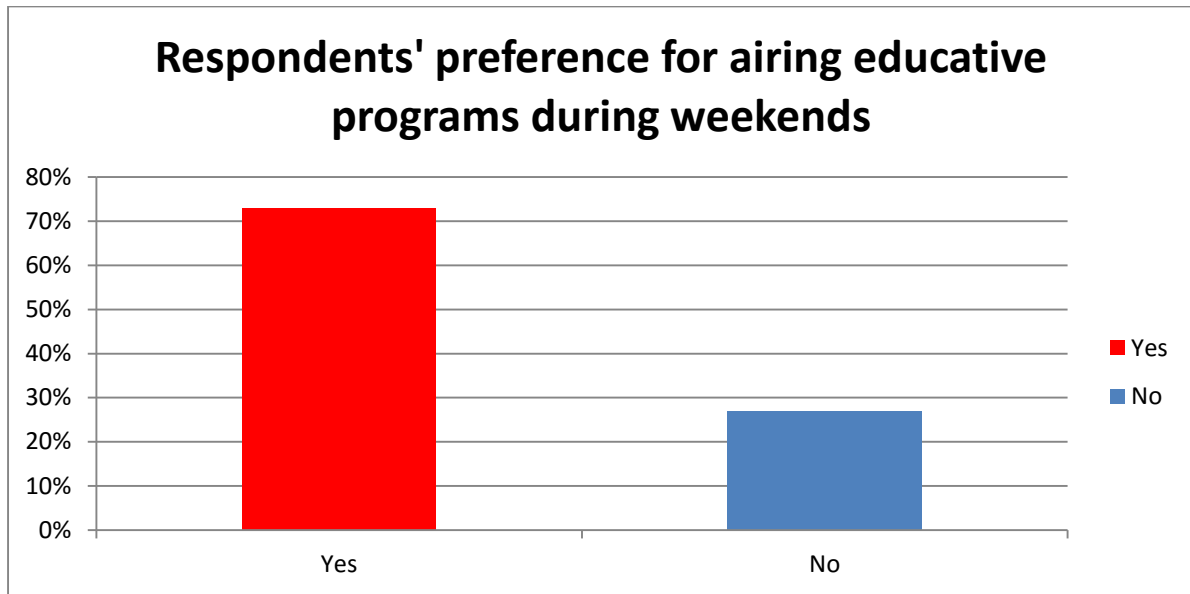
3.1.8.6 Preference for Airing Educative Programs on Weekends

The respondents were asked if they would like the educative programs aired during weekends. Table 52 shows that majority of respondents would like educative programs aired during weekends, particularly on Saturdays, i.e.

Table 52: Preference for airing educative programs during weekends

	Yes	No	Total
Frequency	235	85	320
Percentage	73%	27%	100%

Figure 29: Respondents' preference for airing educational programs during weekends



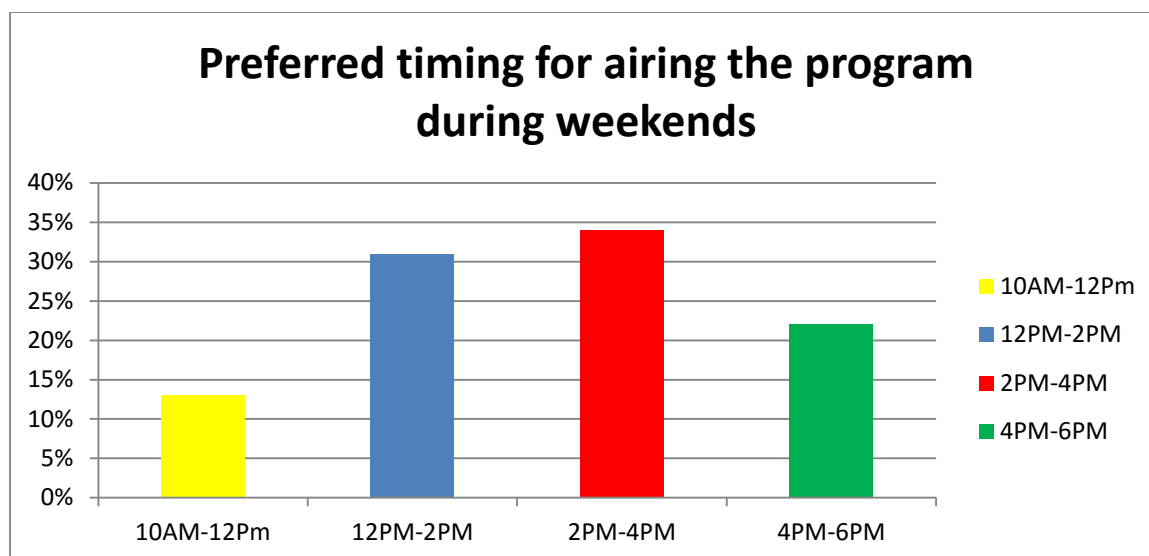
3.1.8.7 Preferred Timing for Airing Programs on Weekends

The respondents who indicated that they would like the programs aired on Saturday were asked for their preferred time for airing the program. Based on the information presented in Table 53, majority of the respondents stated that they would want the program aired between 2PM and 4PM as indicated by 34% of responses. This finding is very important as it highlights the importance or need to involve the parents or wards of the JSS2 students in the project. To optimize the size of listeners between 2PM-4PM on Saturdays, School-Based Committees (SBCs) or the Parents Teachers Association (PTA) can be used as a medium to get parents to allow their children listen to program when it is aired.

Table 53: Preferred timing for airing the program during weekends

	10AM-12PM	12PM-2PM	2PM-4PM	4PM-6PM	Total
Frequency	43	99	109	69	320
Percentage	13%	31%	34%	22%	100%

Figure 30: Preferred timing for airing the program during weekends



3.2 Analysis of Interviews with the teachers

This section focuses on analysing the interviews conducted with teachers and principals and schools in the schools sampled for this baseline survey in Adamawa and Enugu states. As noted in Tables 4, 32 teachers and 9 principals were interviewed in Enugu state. In Adamawa, 21 teachers and 7 principals were interviewed (see Table 3). The results from the interviews build on results from the analysis of feedbacks to the questionnaire. It is essential to note that only the teachers of the four focal subjects were interviewed, i.e. Maths, English, Basic Science, and Civics Education.

3.2.1 Qualifications of the Teachers

Based on interviews conducted with the teachers in both Enugu and Adamawa, majority of the interviewees possess NCE qualification and a few have a Bachelors degree (i.e. B.Ed, BSc, B.A). Again, majority of the teachers have been teaching their respective subjects for between 1 and 3 years. This is because a significant number of them indicated that they had just be transferred to their present school.

3.2.2 Use of Instructional Materials

The teachers were asked about their use of instructional materials to teach the students. Majority of the teachers in both Enugu and Adamawa indicated that they use lesson notes, while some others indicated that they use textbooks. Furthermore, few of the teachers –especially Maths and Basic Science- use practical methods to teach their students. Based on the interviewees, it appears that many of the teachers require teacher training programs that will both guide them in the preparation of their lecture notes and in the use of cost-effective practical methods (i.e. action learning) to teach their students.

3.2.3 Curriculum used to teach Students

The teachers were asked about the curriculum used to teach the students. Majority of them indicated that they use the curriculum recommended by their respective state ministries of education. At this point, it is essential to note that the curriculum used in both states are similar especially considering that Federal Ministry of Education determines the curriculum used in most schools, especially government-owned secondary schools. In most cases, the Universal Basic Education (UBE) curriculum is what is recommended by the Federal Ministry of Education.

3.2.4 Reasons for Students' Underperformance

The teachers were asked about reasons for underperformance among some students. Based on responses obtained from teachers of the sampled schools in Enugu and Adamawa, the following form the main reasons for underperformance among some students:

- Poor primary school background.
- Poor familial or parental support –in addition to parental negligence- for the academic studies of students.
- Lack of commitment to the demands of academic work.
- Non-availability of instructional materials, particularly textbooks.
- Some of the students cannot read or write properly
- Some of the students engage in very menial or tedious tasks after school as they have to support their families hence, their studies are affected.

3.2.5 Benefits to Students of Airing Educative Programs on Radio

The teachers were asked about the benefits of educating students through the medium of radio. Based on responses from the teachers, some of the benefits to students of airing educative programs on radio are as follows:

- Radio presents a new and innovative way of educating secondary schools.
- Students will find it interesting as it is different from the classroom-based medium of educating students.
- It complements what is taught in the classroom, i.e. can serve as extra mural lessons for students who cannot afford the costs of additional learning or teaching after normal school hours.
- It is a useful medium for reaching out to out-of-school children.

At this point, it is essential to note that some of the teachers interviewed in Enugu state advised that using the radio to educate children will be very useful in North East especially considering that schools and students in the region have been significantly impacted by the conflict in the North East. Consequently, using the radio to educate children should complement existing efforts to educate children displaced by the conflict in the North East.

3.2.6 Suggestions for Improving the Effectiveness of Radio as an Educative Tool

As part of the project design process for Radio School, the teachers were asked to suggest ways of optimizing the benefits of educating children using the radio. Some of the suggestions provided by teachers in Enugu and Adamawa are as follows:

- Provide more radios to accommodate large numbers of listeners.
- Program should be aired according to schedule.
- Use professional moderators for such programs. Moderators should speak slowly to accommodate slow learners.
- Incentivize teachers of the focal subjects to increase ownership in the target schools.
- Provide recorded sessions of such programs –either in CD or USB- to the target to support revision by students and teachers.
- Programs should be aired in the morning as students' retention capacity tends to diminish in the afternoons.

3.3. Analysis of Interviews with the Principals

This section analyses responses to the interviews conducted with the principals of the selected schools in Enugu and Adamawa states. The results obtained here build on results from the analysis of feedbacks to the questionnaire and responses to the interviews with teachers.

3.3.1 Challenges faced by the Schools

The principals were asked about the challenges faced by their respective schools. Based on responses received, the main challenges faced by schools in urban-deprived areas and rural areas are as follows:

- Lack of chairs and tables.
- Limited availability of teaching aids.
- Lack of textbooks.
- Lack of qualified and committed teachers.
- Lack of perimeter fencing for schools.
- No libraries.

3.3.2 Causes of Underperformance among Students

In similar vein as the teachers, majority of the students were asked about the causes of underperformance among their students. Based on their responses, the main causes of underperformance among students are as follows:

- Parent negligence, i.e. lack of parental support.
- Lack of extra mural lessons.
- Lack of text books.
- Low commitment to the demands of their studies.

- Distraction from supporting their parents after school.

3.3.3 Perspective on the Use of Radio as an Educative Medium

The principals were asked for their opinion on the use of radio as an educative medium. Based on responses from their responses, the following emerged as their views on the use of radio as a tool for educating secondary school students:

- Radio is a useful medium for reaching out to out-of-school children and remote communities.
- It is a useful means of complementing classroom-based education.
- It is a useful revision medium for students and teachers.
- It has the potential to motivate students to be committed and interested in their studies.

3.3.4 Suggestions for Optimizing the Benefits of using Radio as an Educative Medium

In similar vein as the teachers, the principals were asked about ways of optimizing the benefits of using radio as an educative medium. Based on their responses, the following emerged as suggestions for improving the effectiveness of radio as a medium for teaching secondary schools:

- Improve audio quality, i.e. provide more radios.
- Program should be aired promptly.
- Provide incentives for the teachers involved to build ownership of the program.
- Distribute instructional materials –including assessment tools- for the radio program to the schools involved.
- Provide regular training for the teachers involved in the program.

3.4 Analysis of Student Test Scores

This section focuses on analysing the test scores of a sample of students in the schools sampled in Adamawa and Enugu States. The JSS1 third term test scores of JSS2 students -for the four subjects- in the selected schools in Adamawa and Enugu states were used. In Enugu state, the scores of 20 students in the each of the 10 sampled schools were used making a total of 200 scores. In Adamawa state, the scores of 15 students in each of the 8 sampled schools were collected and used in this analysis making a total of 120 scores. In total, 320 scores were used for the analysis. The average scores of the students in the four focal subjects were calculated and used to generate the baseline test scores of the students in the four subjects. At this point, it is essential to note that the scores could not be calculated on the basis of gender in both states because the format used to record scores in the schools sampled did not account for gender considerations. Consequently, the analysis of the average scores was disaggregated only by state.

3.4.1 Analysis of Students' Test Scores in Maths

Table 54 presents the analysis of the students' test scores in Maths. The scores are disaggregated by state with a view to developing baseline average scores for both states. Based on the results in Table 54, majority of the students in Enugu -66 in number- scored between 40 and 59. On the other hand, majority of the students in Adamawa- 42 in number- also scored between 20 and 39. Table 55 shows that average test scores of students in Maths in Enugu and Adamawa are 49.4 and 41.2 respectively.

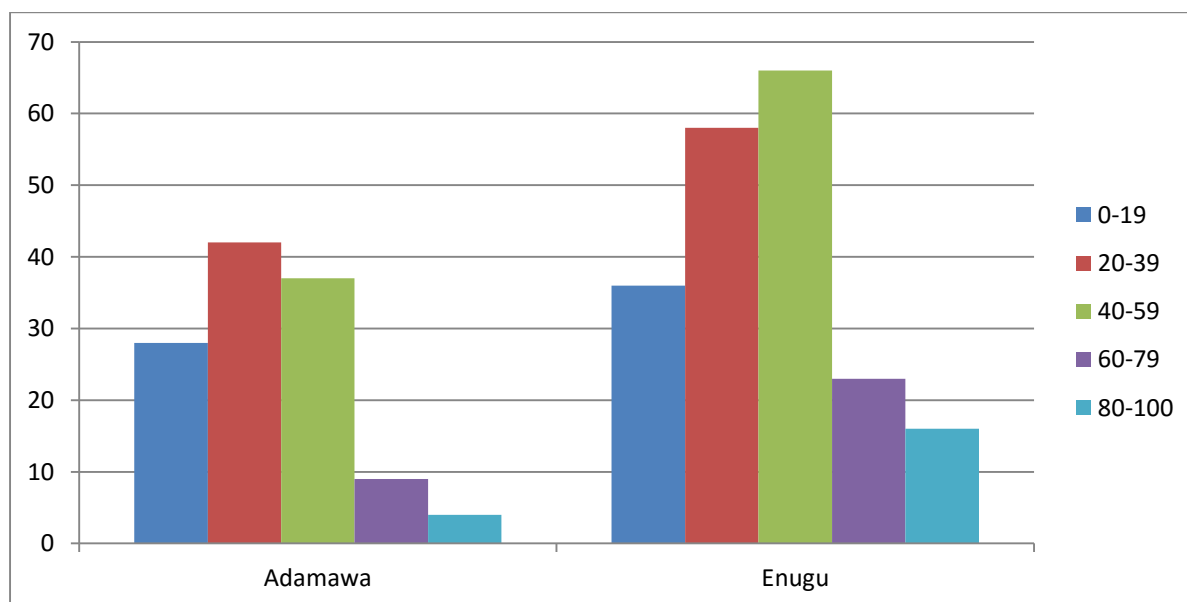
Table 54: Students' Performance in Maths

	0-19	20-39	40-59	60-79	80-100	Total
Adamawa	28	42	37	9	4	120
Enugu	37	58	66	23	16	200

Table 55: Average Test Scores of Students in Maths

	Enugu State	Adamawa State
Average score in Maths	49.4	41.2

Figure 31: Students' Performance in Maths



3.4.2 Analysis of students' Test Scores in English

Table 56 presents the analysis of students' test scores in English. The scores are disaggregated by state to show the baseline average scores for both states. Based on the results presented in Table 56, majority of the students in Enugu scored between 40-59, i.e. 67 in number. In Adamawa, majority of the students scored between 40-59, i.e. 44 in number. Table 57 shows that

average test scores of students in English in Enugu and Adamawa states are 52.3 and 49.4 respectively.

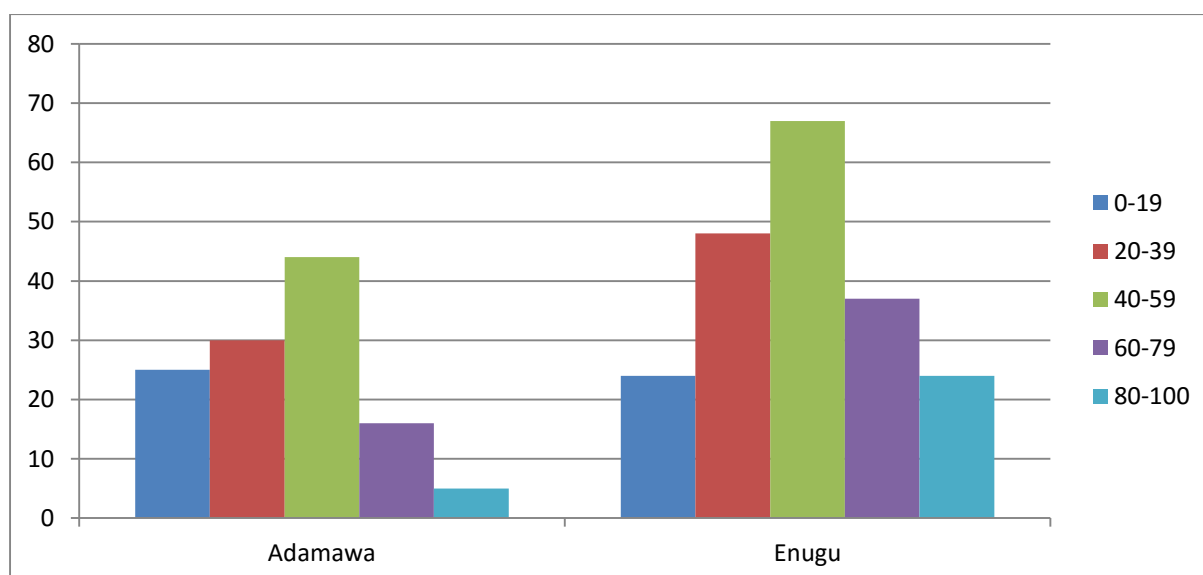
Table 56: Students' Performance in English

	0-19	20-39	40-59	60-79	80-100	Total
Adamawa	25	30	44	16	5	120
Enugu	24	48	67	37	24	200

Table 57: Average Test Scores in English

	Enugu State	Adamawa State
Average score in English	52.3	49.4

Figure 32: Students' Performance in English



3.4.3 Analysis of Students' Performance in Basic Science

Table 58 shows students' performance in Basic Science in both Enugu and Adamawa states. Based on the information presented, majority of the students in Enugu scored between 40 and 59, i.e. 67 in number. In Adamawa, majority of the students scored between 20 and 39, i.e. 56 in number. Based on Table 59, the average test scores of students in Basic Science for Enugu and Adamawa are 48.2 and 45.4 respectively.

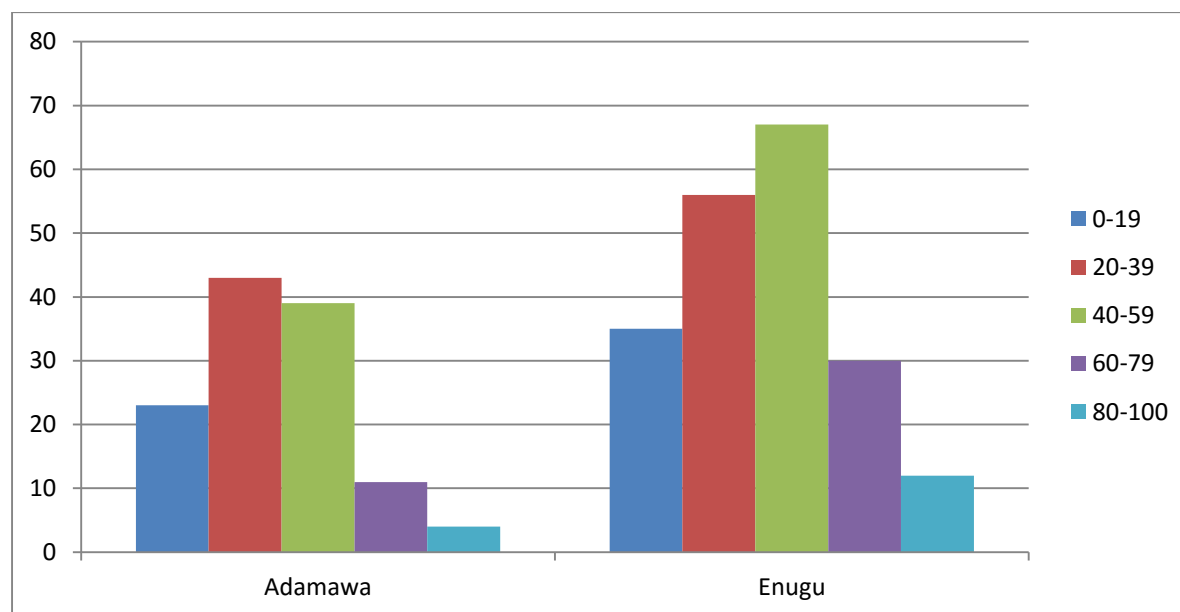
Table 58: Students' Performance in Basic Science

	0-19	20-39	40-59	60-79	80-100	Total
Adamawa	23	43	39	11	4	120
Enugu	35	56	67	30	12	200

Table 59: Average Test Scores in Basic Science

	Enugu State	Adamawa State
Average score in Basic Science	48.2	45.4

Figure 33: Students' Performance in Basic Science



3.4.4 Students Performance in Civics Education

Based on the information presented in Table 60, majority of the students in Enugu State scored between 40 and 59 in civics education, i.e. 77 in number. In Adamawa, majority of the students scored between 40 and 59 in the same subject, i.e. 47 in number. Based on Table 61, the average scores of students in Civics Education in Enugu and Adamawa are 53.6 and 51.5 respectively.

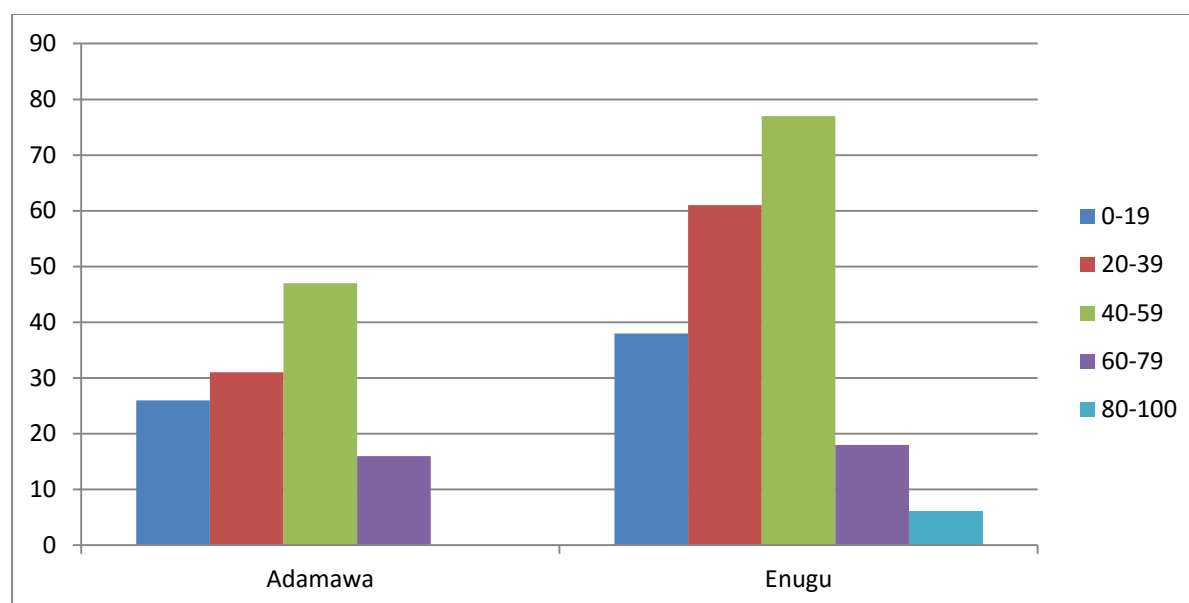
Table 60: Students' Performance in Civics Education

	0-19	20-39	40-59	60-79	80-100	Total
Adamawa	26	31	47	16	0	120
Enugu	38	61	77	18	6	200

Table 61: Average scores in civics education for Enugu & Adamawa

	Enugu State	Adamawa State
Average score in Civics Education	53.6	51.5

Figure 34: Students' Performance in Civics Education



3.5 Performance Parameters

This section of the report presents performance parameters for measuring the effectiveness of the Radio School project. These performance parameters are based on results from the analysis of responses to the questionnaires and the analysis of JSSI 3rd term test scores in the four focal subjects (see Table 62).

Table 62: Performance Parameters for the Radio School Project

s/n	Performance Parameters	Enugu State	Adamawa State
1	Students liking of Maths	16%	12%
2	Students understanding of the pillars of democracy	31%	31%
3	Students understanding of the functions of the various arms of government	21%	21%
4	Students knowledge of the Child Rights Act	27%	24%
5	Boys' perception of equality between males and females	13%	3%
6	Boys' perception of the need to always protect girls from harm	39%	36%
7	Boys' perception of income equality between males and females	45%	26%
8	Average score in Maths	49.4	41.2
9	Average score in English	52.3	49.4
10	Average score in Basic Science	48.2	45.4
11	Average score in Civics Education	53.6	51.5

CHAPTER FOUR: CONCLUSION AND RECOMMENDATIONS

This section presents the key findings from the analysis of feedbacks to the questionnaire, responses to the interviews, and the test scores of the students in Maths, English, Basic Science, and Civics Education. After presenting the key findings, the recommendations for this baseline are outlined. The recommendations provide suggestions on meaningful ways of improving the delivery of the radio school project.

4.1 Conclusion

In this section, the main findings of the baseline survey are discussed. The baselines identified from the survey form the basis for discussions. Based on the findings of the survey, it is clear that the Radio School project is targeted at the right beneficiaries especially considering that many of the students have never used the internet. This situation is likely to affect the future earning potential of these students especially considering that counterparts from more equipped schools are likely to show higher student achievement and exposure. Furthermore, majority of the students sampled come from poor backgrounds as exemplified by the occupations of their caregivers. The parents of majority of the respondents belong to the low-income strata thus, they are less likely to be exposed to quality education. Given this observation, it is hoped that the Radio School project would aid in reducing the apparent divide between students in urban and well-to-areas and students in rural poor and urban-deprived areas.

Findings from the survey also showed that 'Maths' is a least preferred subject for majority of the respondents. This is a problem especially as the government has highlighted the need for STEM (i.e. Science, Technology, Engineering, and Maths) education as a way of getting Nigeria to benefit from the digital revolution. Consequently, it is hoped that Radio school would help in increasing the interest of students –in both states- in Maths considering its importance in their future career aspirations. Increasing the interest of students in Maths and Basic Science can be achieved by encouraging parents to take added interest in the academic pursuits of their wards. Responses from the interviews conducted with teachers and principals in the sampled schools highlighted 'parental negligence' as one of the main factors responsible for underperformance among a significant number of students. Although it is expected that students in rural poor areas and urban-deprived areas support their parents in menial tasks, school administrators – consisting of teachers and principals- should encourage the parents to allow some time for their children to study or revise what is taught in school on a daily basis. This approach should address the inability of parents to afford extra mural lessons for their children. The Radio school project is timely in this regard as it can address the inability of parents to afford the cost of providing extra mural lessons for their children. Essentially, it serves as an additional learning medium for students thus, complementing what is taught in a classroom-based setting.

During the interviews, it emerged that many teachers do not use teaching aids to enhance the delivery of their lectures. This is partly responsible for the low levels of commitment and motivation among students as highlighted by a significant number of the teachers and principals interviewed. In fact, none of the schools sampled use documentaries or videos to teach their students. In this modern age of learning where the internet provides access to an infinite body of knowledge, this is unacceptable as it further broadens the divide between students in urban, well-to-do schools and students in urban-deprived and rural areas.

The students were also tested on their knowledge of democracy and its workings. Findings from the survey showed that majority of respondents in both Enugu and Adamawa neither understand the pillars of democracy nor the functions of the various arms of government. Again, it is hoped that the civics education component of Radio school will address this gap. Performance parameters have been identified in this regards. It is hoped that as Radio School progresses, the average score of students in civics education will register a significant improvement from the baseline value. Furthermore, the civics education teachers in the target schools should intensify efforts in their teaching delivery especially as Radio School exists to complement what they teach. Increasing understanding of democracy and its workings among these students is key to institutionalizing a democratic society in Nigeria thus, cementing community cohesion and national unity.

In addition to democracy, the students were tested on knowledge of their rights. Results from the survey showed that majority of the students do not know the law that protects their rights as children. This should not be the case as awareness of this law equips them to protect themselves from physical and emotional harm. In fact, majority of the respondents do not have confidence in the Police or higher authority and appear unwilling to report physical harm from another person. This is a red flag especially as rural areas account for the highest cases of child exploitation and abuse compared to urban areas where there is more exposure and awareness of rights. Again, the civics education module under Radio school is critical to addressing this problem hence, one of the performance parameters developed for Radio school addresses students' awareness of their rights. One of the ways of gauging the effectiveness of the Radio School project is to register a significant increase –from the baseline- in the number or percentage of students who are aware of provisions under the 'Child Rights Act'.

The baseline survey also examined the respondents' knowledge of gender equality issues. Based on results, it is clear that significant efforts or interventions are required in this area as it appears that many of the male students still harbour out-dated and negative perceptions of their female counterparts. For instance, majority of the male students sampled in both Enugu and Adamawa are of the view that boys are better or more important than girls. Furthermore, many of them feel that girls should not earn as much as boys. This is something that has to change through the Radio school

project. Again, interventions through the civics education module under Radio school should transform male students' perceptions of female students and the female gender. Consequently, performance parameters have been developed to measure progress in this regards. Progress will have judged to be achieved when there is a significant increase in the number of male students who have positive perceptions of the female gender with reference to the baseline established.

To optimize the perceived benefits of radio school, the survey explored the radio listening behaviour of respondents with a view to recommending a preferred time to air radio school.

4.2 Recommendations

This section outlines the recommendations for improving the effectiveness of using radio as a medium for educating secondary school students. These recommendations are based on suggestions from the teachers and principals interviewed:

- Improve the audio quality of the radio program.
- Use professional moderators for the four subjects aired on radio. Also ensure that moderators slowly deliver their teaching content to accommodate slow learners.
- Develop an incentive mechanism for teachers and principals in partnering schools to secure ownership of the Radio school project. Incentives, such as quarterly or bi-annual stipends, can be made available to the principals and teachers of the four subjects in the partnering schools.
- Organize quarterly or bi-annual training workshops for the teachers of the four subjects in the partnering schools.
- Provide at least 3 radios to accommodate large numbers of listeners.
- Programs should be aired promptly so that students and teachers get accustomed to the timing of the program.
- Previous lessons can be summarized and provided on a termly basis to support revisions for term exams. This can be done using CD-ROM or USB.

ANNEX A: Sample Questionnaire

Dear Student,

We are researchers from South Saharan Social Development Organization (SSDO) – a Non-Governmental Organization (NGO) in Enugu. We are here to ask some sets of questions to help us understand why and how you listen to the radio. We also like to understand how listening to the radio to learn more on some subjects will help to make you a great person in future. The subjects to be listened to over the radio are Mathematics, English, Civic Education and Basic Sciences. Please feel free to answer all the questions. For questions you do not understand, you may ask us to explain them. The results from this research will help us advise government on how to improve education by students listening to the radio.

Name of School:.....
.....

Class:.....
.....

Section 1: Demographic Characteristics

s/n	Issues/Questions	Write or Circle the number you choose as your answers in this column	Remark
1	Name (Optional)		
2	Age		
3	Gender	Male = 1, Female = 2	
4	How many people live in your house?		
5	Father's occupation	Farmer = 1, Civil Servant = 2, Trader = 3, Working in a Company = 4 Artisan i.e. <i>onye olu aka</i> (Igbo); <i>mai aikin gwani</i> (Hausa)= 5,	
6	Mothers' occupation	Farmer = 1, Civil Servants = 2, Business Man = 3, Company Worker = 4, Petty trader = 5	
7	Who do you currently live with?	Both parents = 1, Mother alone =2, Father alone = 3, Uncle =3, Aunty = 4, Other relations = 5	

Section 2: Socio-economic Status

s/n	Issues/Questions	Circle the number you choose as your answers	Remark
8	Which of the following properties do you have in your house?	Radio = 1, TV = 2, CD player = 3, Car = 4, Motorcycle = 5	
9	Do you know how to use the internet and social media	Yes = 1, No = 2	
10	Which of the following social media platforms do you use?	Facebook = 1, tweeter = 2, Instagram = 3, e mail = 4 , I don't know how to use them = 5	
11	Have you ever used the internet to do your school assignment?	Yes = 1, No = 2	
12	How do you come to school often?	By walking = 1, by private car = 2, by public transport = 3, by motorbike = 4	

13	If you come to school by walking, how many minutes does it take you to walk/trek to your school from home?		
14	Do you eat breakfast every day before coming to school?	Yes = 1, No = 2, Sometimes = 3	
15	Do you bring lunch/snacks to school?	Always = 1, Never= 2, Sometimes = 3	

Section 3: Students Learning Behaviour

s/n	Issues/	Circle the number of the answers chosen	Remark
A Motivation			
18	Of these subjects which is your favourite?	Maths = 1, English = 2, Sciences = 3, Social Studies/Civics = 4, None = 5	
19	Why do you like the subject?	I like the teacher = 1, It is easy to understand = 2, It is useful for my future ambition = 3, I don't know = 4	
20	Of these subjects which is your worst subject?	Maths = 1, English = 2, Sciences = 3, Social Studies/Civics = 4,	
21	Why do you dislike the subject?	I do not like the teachers = 1, The subject is difficult to understand = 2, I don't know = 3	
B. Engagement with Teachers and Learning			
22	Who is your favourite teacher of these subjects?	Maths Teacher = 1, English Teacher = 2, Sciences = 3, Social/Civics Studies Teacher = 4, Others. Specify = 5	
23	Why do you like him/her?	He/she is very friendly = 1, He/she is beautiful = 2, He/she does not flog = 3, He/she dresses well = 4, because s/he explains the topics well = 5 Others. specify = 6	
24	Who is your worst teacher?	Maths Teacher = 1, English Teacher = 2, Sciences = 3, Social/Civics Studies Teacher = 4, Others. Specify = 5	
25	Why do you not like him/her?	He/she is not friendly = 1, He/she is not beautiful = 2, He/she flogs always = 3, He/she does not dress well = 4, s/he does not teach well =5, Others. Specify = 6	
26	Does your family help you with your school work?	Always = 1, sometimes = 2, Never = 3	
27	Do you attend extra mural lessons	Yes = 1, No = 2	
28	If yes when do you attend?	After school closes = 1, during the weekends = 2, both after school closes and during weekends = 3	
29	If No, why?	My parents can't pay for it =1, I am usually busy with work at home = 2, It is a waste of my time = 3, The teachers are not good = 4	
30	Do you have textbooks for these subjects?	Maths = 1, English =2, Basic Science = 3, and Social Studies = 4	
C. Learning with Extra Materials			
31	Have any of your teachers ever played	Yes = 1, No = 2	

	documentaries and videos in the class to teach you?		
32	Do you have textbooks for these subjects?	Maths = 1, English = 2, Basic Science = 3, and Social Studies = 4	
34	Have you ever visited places with your teachers to see things e.g. zoos, offices, etc.	Yes = 1, No = 2	
D. Knowledge of Democracy and its Workings			
35	Which of the following fits the definition of Democracy?	Government ruled by soldiers = 1, Government ruled by Kings and Queens, Government ruled by warlords = 3, Government ruled by constitution and elections = 4	
36	Which of the following is not a pillar of democracy?	People = 1, democratic institutions = 2, rule of law = 3, transparent electoral process = 4, banks = 5	
37	Which of the following is not an arm of government?	The Executive = 1, Legislature = 2, Judiciary = 3, Civil Society = 4	
38	Which of the following arm of government is responsible for making laws?	The Executive = 1, Judiciary = 2, Legislature = 3, Governors = 4	
E. Knowledge of Rights			
39	Do you know the law that protects the Rights of children in Nigeria?	Yes = 1, No = 2	If No, skip QE2
40	What is the name of the Law?	Children's Rights Law = 1, Rights Law for Children = 2, Child Rights Act = 3	
41	Will you be willing to report to the police or any higher authority if someone tries to harm you?	Yes = 1, No = 2, I don't Know = 3	
42	If No, why not?	I am afraid the person will still harm me = 1, I don't trust the police to protect me = 2, the offender will not be punished at all = 3, the offender will not be punished on time = 4, my parents will not want it discussed in public = 5. Others. Specify = 6	
F. Knowledge of Gender Equality Rights			
43	Do you think God created boys to be better or more important than girls?	Yes = 1, No = 2	
44	Do you think a boy should protect a girl from physical harm?	Always = 1, Never = 2, Sometimes = 3	
45	Do you think a boy should allow a girl to sit down if there is only one seat left	Always = 1, Never = 2, Sometimes = 3	
46	Do you think a man should work alone to provide food for the family?	Always = 1, Never = 2, Sometimes = 3	
47	Do you think a girl should earn as much as a boy?	Yes = 1, No = 2, Sometimes = 3	
48	Will you vote for a woman to be the President of Nigeria?	Yes = 1, No = 2, Sometimes = 3	
49	Do you think only girls should do the housework?	Yes = 1, No = 2, Sometimes = 3	

Section 5: Radio-Listening Behaviour and Willingness to Adopt Radio School

S/N	Issues and Questions	Circle the number you choose as your answers	Remark
50	Do you listen to the radio?	Yes = 1, No = 2	
51	Where do you listen to the radio?	Home = 1, Car = 2, & School = 1	
52	What type of radio device do you listen to?	Battery radio = 1, mobile phone radio = 2, electric radio = 3, Car Radio = 4	
53	What kind of programmes do you listen to on radio?	Music/entertainment = 1, news = 2, drama = 3, religion = 4,	
54	Mention your favourite programme on radio?		
55	Which days do you usually listen to the radio?	Every day = 1, some days = 2, any time I feel like = 3	
56	What time of the day do you mostly listen to the radio?	Morning = 1, afternoon = 2, evening = 3, night = 4	
57	Have you ever listened to radio school?	Yes = 1, No = 2	
58	Have you ever listened to any school education programme over the radio?	Yes = 1, No = 2	
59	If Yes, which subjects did you listen to over the radio?	Maths = 1, English = 2, Sciences = 3, Social Studies/Civics = 4. Mention others = 5	
60	Do you understand the subjects that are taught on radio?	Yes = 1, No = 2	
61	Will you like to listen to the radio as extra mural lessons after school hours?	Yes = 1, No = 2	
	If No, why?	I will be doing housework = 1, I will be helping out in the farm/shop, I will be playing games = 3, I don't know = 4, my parents will not allow me = 5	
62	If yes, what time after school hours will you like to listen to the radio?	(3PM – 5PM) = 1, (5PM – 7PM) = 2, (7PM – 9PM) = 3	
63	Will you like to listen to radio lessons over the weekend?	Yes = 1, No = 2	
64	If Yes, when on Saturdays	(10AM – 12PM) = 1, (12PM = 2PM) = 2, (2PM – 4PM) = 3, (4PM – 6PM) = 4	
65	Which subjects will you like to listen to over the radio?		
66	Why will you like to listen to the subjects?	I enjoy them = 1, I will need them to achieve my dreams = 2, I will like to learn more about them = 3, I am just curious to see how it is presented on radio = 4	
67	Will you like to listen to the radio lesson as a group or alone?	Yes = 1, No = 2	

Section 6: General Observations

S/N	Issues and Questions	Circle the Number of the Option Chosen
68	How many students are in the class where the questionnaire is being distributed?	
69	In this class, how many are boys and how many are girls?	
70	What is condition of the classroom?	Very satisfactory = 1, Satisfactory =2, Not Satisfactory = 3
71	Does the School have a perimeter fence?	Yes = 1, No = 2

ANNEX B: Interview Guide for Teachers

School:

Teacher Name.....

Subject:.....

1. Please what academic qualifications do you have?
2. How long have you been a teacher in this subject?
3. Besides the instructions delivered by you in class, do you use any teaching aids such as videos, documentaries, site visits e.t.c?
4. Which curriculum do you use to teach your subject?
5. How would you rate the overall performance of JSS2 students in your subject?
6. For JSS2 students who underperform in your subject, what would you say are the main reasons for their underperformance?
7. Are you aware of Radio School?
8. How have you benefitted from radio school?
9. How have JSS2 students benefitted from radio school?
10. Do you have any suggestions as to how radio school can be improved to help your students perform better?

ANNEX B: Interview Guide for Principals

School:

Principal Name.....

LGA:.....

1. Please what academic qualifications do you have?
2. How long have you been a principal in this school?
3. Do your teachers use additional teaching aids –besides classroom instructions- to teach your students?
4. Which curriculum do your teachers use to teach junior secondary school students?
5. What are the main challenges faced by your school and how do these affect your students?
6. What would you say are the main causes of underperformance or failure amongst your students?
7. Are you aware of Radio School?
8. How have your JSS2 students benefitted from Radio School? And do you think that Radio School is a useful way of improving the performance of students? Please give reasons for your answer.
9. What is your view of the use of Radio as an educative or instructional medium for secondary school students?
10. Do you have any suggestions as to how radio school can be improved to help your students perform better?