



# Radio School

## End of Project Report

Comparative Analysis of Research Output by  
South Saharan Social Development Organisation

November 2018



**South Saharan**  
Social Development Organization



**MacArthur**  
Foundation

**CEPAD**  
NIGERIA

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# 1.0 INTRODUCTION



This assessment was conducted to measure the effectiveness of the Radio School project funded by the MacArthur Foundation and being implemented by South Saharan Social Development Organization (SSDO) in Adamawa and Enugu, Nigeria in partnership with the Centre for Public Education & Mobilization for Development in Nigeria (CEPAD).

The project was designed to improve the learning outcomes of adolescents through providing curriculum-based lessons in Mathematics, English, Basic Science and Civic Education. The project covered 150 government schools in Adamawa state and 292 schools in Enugu state, Nigeria. However, thirty-eight of these were used as pilot schools and beneficiaries being 8th graders (JSS2 students). Purposive sampling was used to select schools in vulnerable and urban-deprived communities in each Local Government Area (LGA) in Adamawa State and Education Zone in Enugu State. Radio School was broadcast for two academic sessions (2016/2017 and 2017/2018).

## **Content of the Questionnaire:**

SECTION 1: Demographic Characteristics

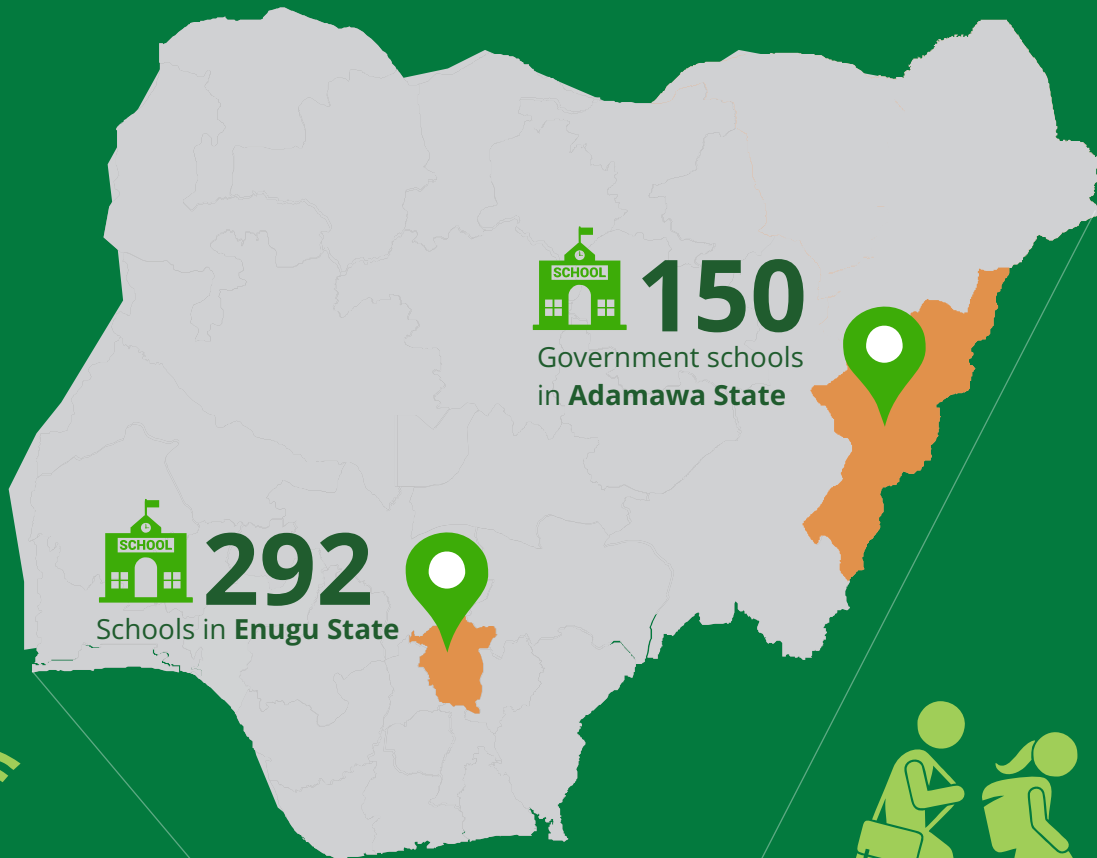
SECTION 2: Socio-economic Status

SECTION 3: Students' Learning Behaviour

SECTION 4: Knowledge of Gender Equality Rights

# Radio SCHOOL

Empowering adolescent Girls and Boys through the Power of Radio



Broadcast for **two academic sessions** (2016/2017 and 2017/2018)



**8th graders** (JSS2 students) Beneficiaries

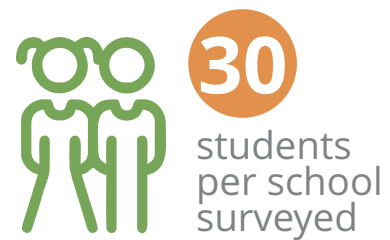
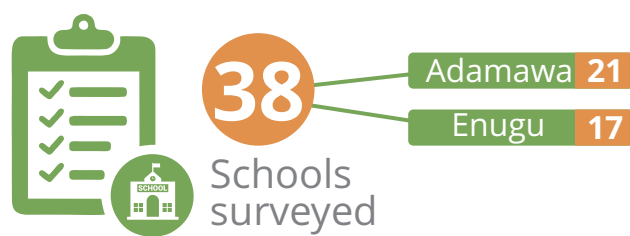


## 2.0 METHODOLOGY



### 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, 38 schools were selected for the survey, i.e. 17 schools in Enugu State and 21 schools in Adamawa State. All schools are located in rural and urban-deprived areas across the two states. Appendix 1 outlines the names of the schools where the questionnaires were distributed and the interviews conducted. Thirty JSS2 (8th graders) students per school were randomly sampled and interviewed in both states.



## 2.2 Design of Data Collection Instruments

Data collection for this survey was carried out using KoBoCollect android-based digital questionnaires. The questionnaire was adapted to suit the cultural contexts in the states of survey.



Android-based  
data collection  
utilized

## 2.3 Data Management and Analysis

The survey data was collated using KoBoToolbox, cleaned and analysed using Spreadsheet software. Descriptive statistics were used to analyse feedbacks to the questionnaire.



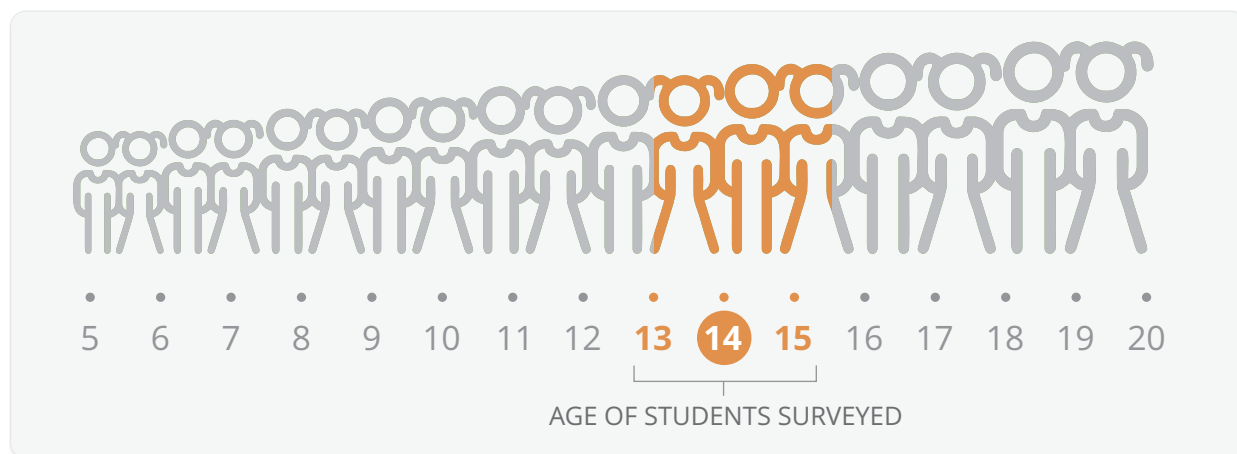
## 3.0 ANALYSIS OF DATA AND PRESENTATION OF RESULTS



### 3.1 Demographic Characteristics

#### Age of respondents:

The majority of the respondents (JSS2 Students in public secondary schools) in the two states are aged between 13 and 15 years. The mean ages for both states are 14 years.

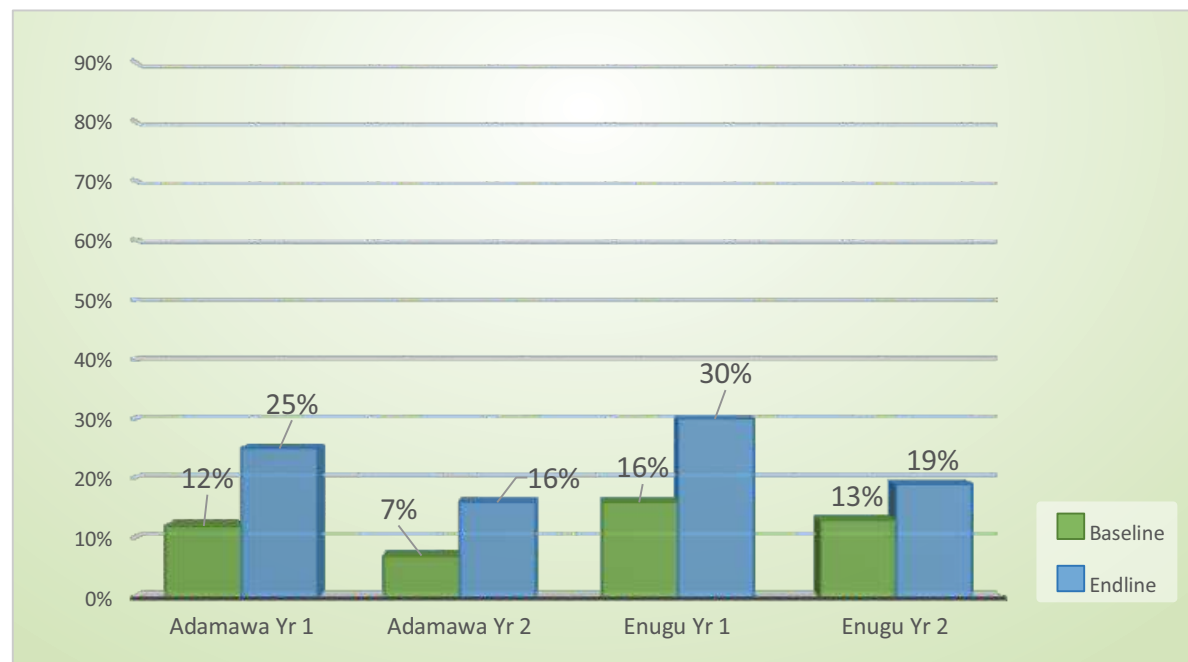


## 3.2 Socio-economic Status

This section presents findings on the socio-economic status of the respondents. It questioned their access and usage to the internet and social media.

### Internet and Social Media Usage:

Figure 1: Percentage of respondents who have ever used the Internet. Figure 1 shows access to internet and its usage among the beneficiaries in the two project states. The information presented indicates a higher percentage of internet usage in the 1st year (2016/2017) in both states. However, the aggregate percentage suggests a wide gap in Information Technology (IT) in urban-deprived and rural schools and can hinder collaboration and learning opportunities.



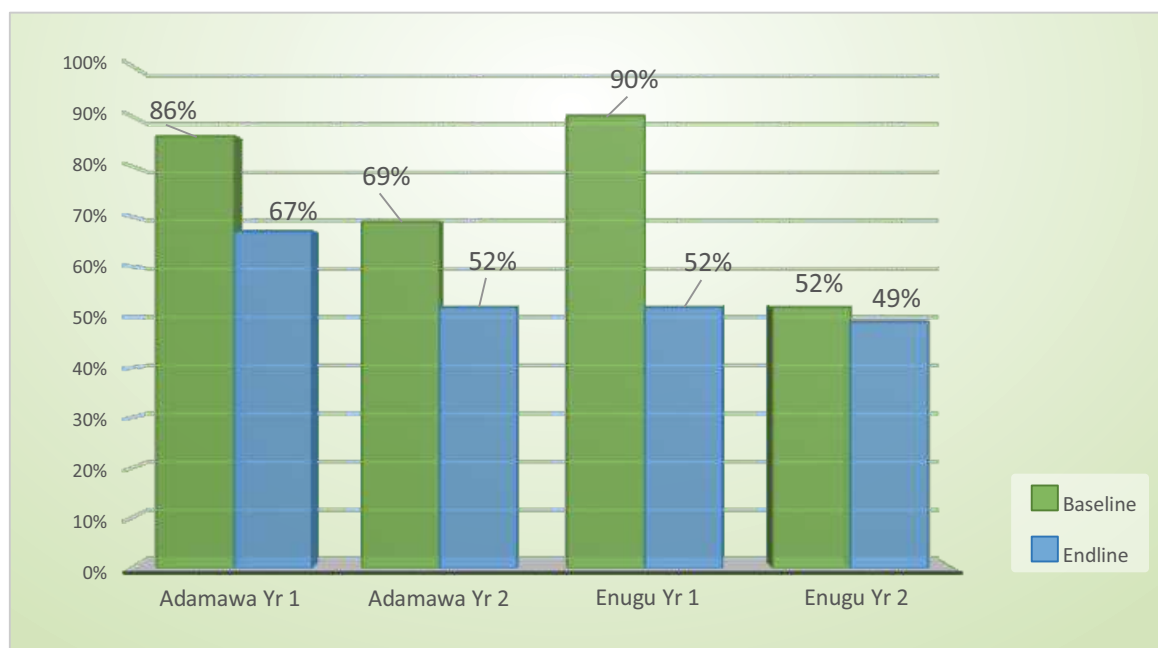
**Figure 1:** Percentage of respondents who have ever used the Internet

### 3.3 Knowledge of Gender Equality Rights

This section seeks to understand respondents' perceptions of gender equality issues.

#### Perceptions on the Gender Equality:

As part of its objectives, the project sought to understand and influence the knowledge of the beneficiaries on gender equality through Civic education. Figure 2 shows the responses of the respondents when asked the question – 'is the boy child more valuable than the girl child'. The information presented indicates a decline in the number of the beneficiaries who responded 'Yes' to this question.



**Figure 2:** Percentage of respondents who think that boys are more valuable than girls

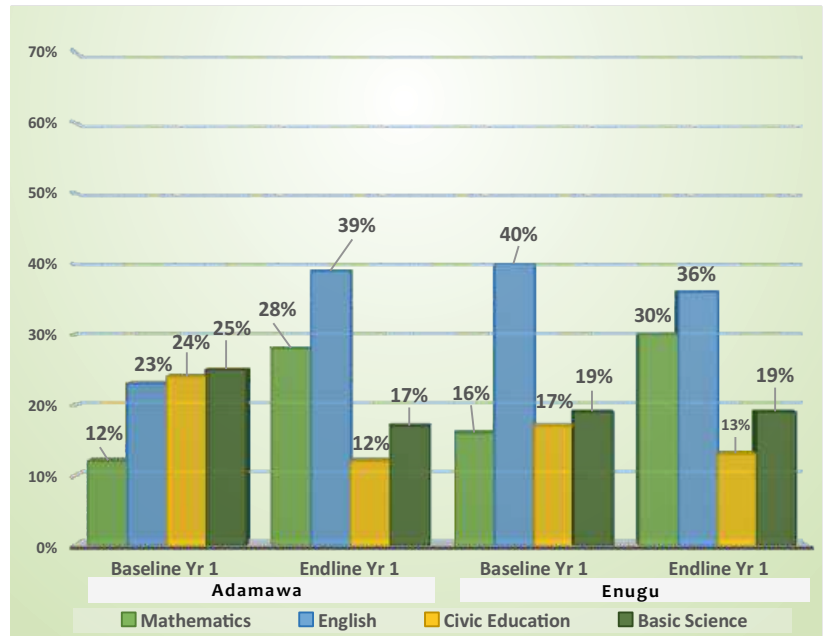
## 3.4 Students Learning Behaviour



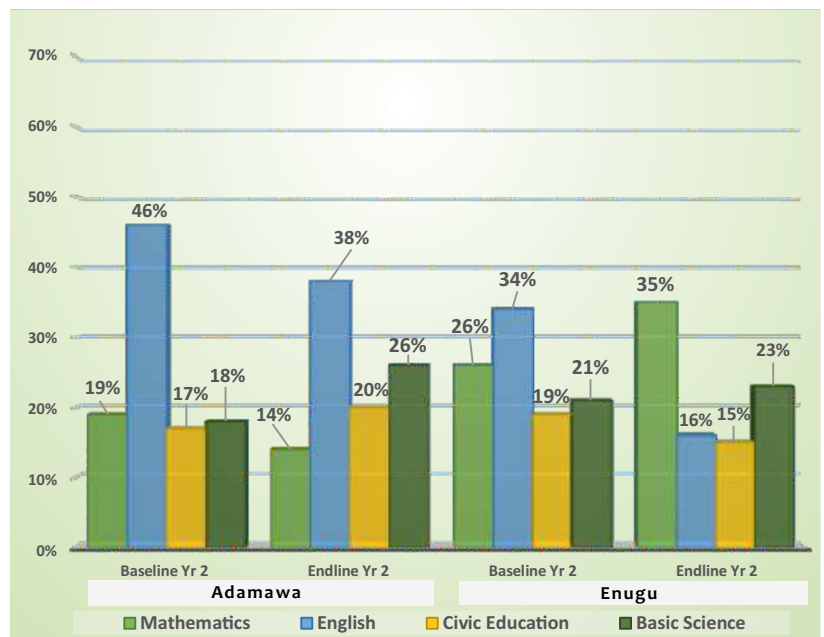
### Respondents' Favourite Subject:

The project sought to understand subject preferences of the beneficiaries. The information presented in Figure 3 shows that a higher percentage of the respondents indicated English Language as the most preferred subject in the 1st year (2016/2017) in both states. This was closely followed by mathematics, with Civic Education ranking the least preferred subject.

Figure 4 shows the subject preference of the beneficiaries in the 2nd year of the broadcast (2017/2018). English language was shown to be the most preferred in Adamawa state, while Mathematics was most preferred in Enugu State.



**Figure 3:** Subject preferences of the respondents in Year 1 (2016/2017)



**Figure 4:** Subject preferences of the respondents in Year 2 (2017/2018)

## 3.5 Analysis of Student Test Scores

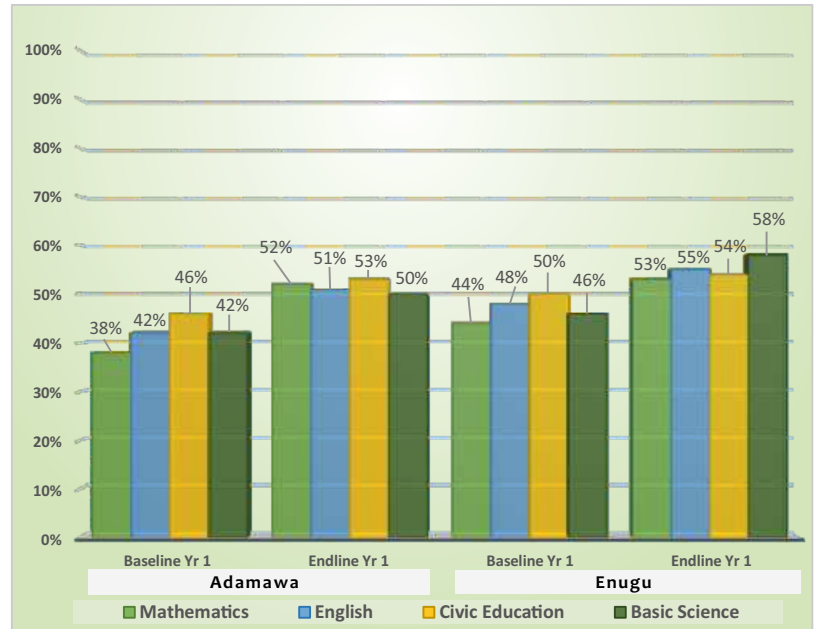


### TEST SCORES

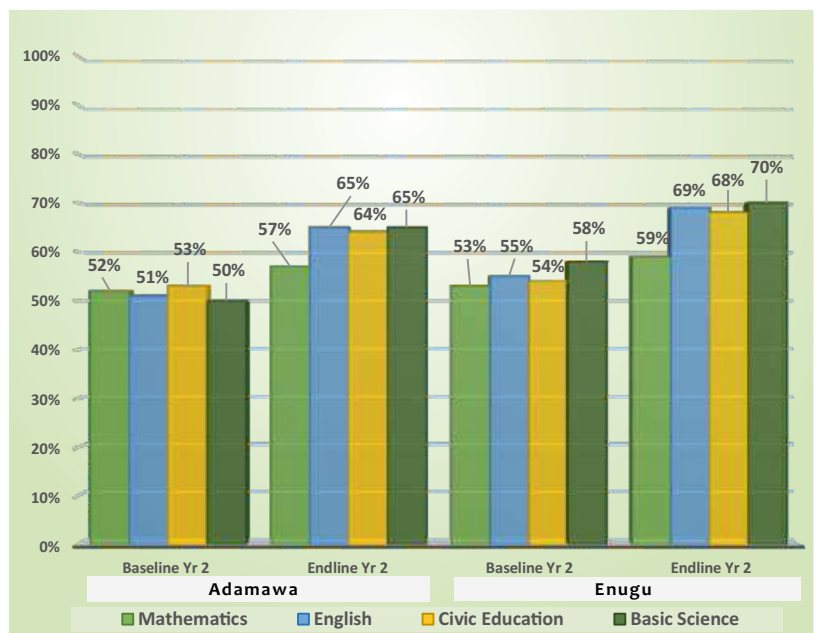
This section focused on analysing the test scores of a sample of students in the 17 and 21 pilot schools in Enugu and Adamawa States respectively, and the 3 schools each in Gombe and Imo States selected as control schools. The third term test scores of 20 JSS2 students each in the four subjects were randomly selected and the mean scores used to generate the charts in this section.

In Figure 5, majority of the beneficiaries showed an improvement in test scores across the four subjects when compared with the baseline test scores in the 1st year of broadcast (2016/2017).

The test scores in the 2nd year of broadcast (2017/2018) as shown in Figure 6 indicated a steep rise in the academic performance of the beneficiaries in the four subjects across the two states when compared with the baseline test scores.

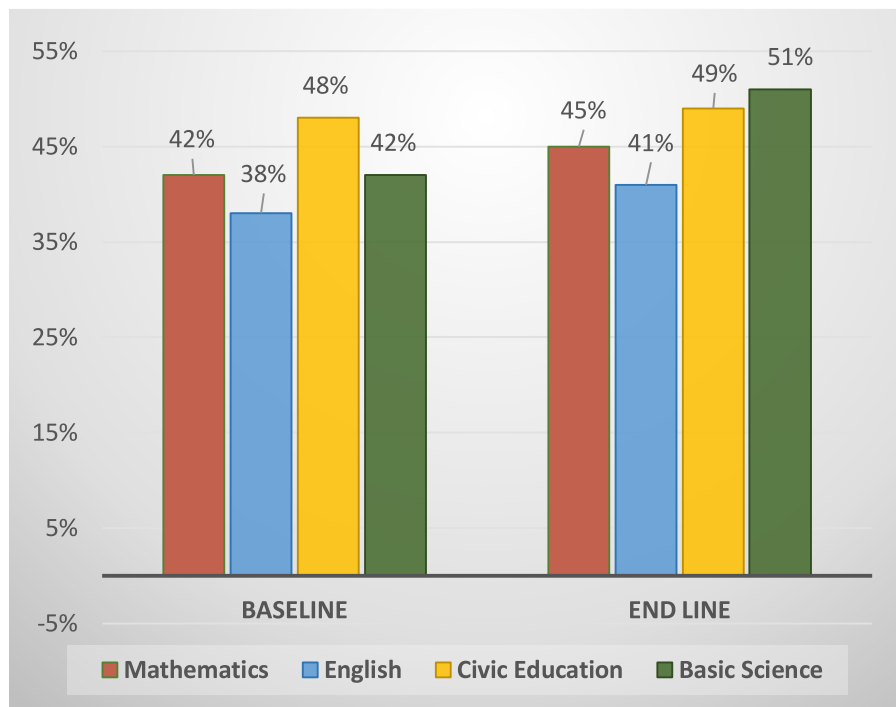


**Figure 5:** Average Test Scores of Beneficiaries in Year 1 (2016/2017)

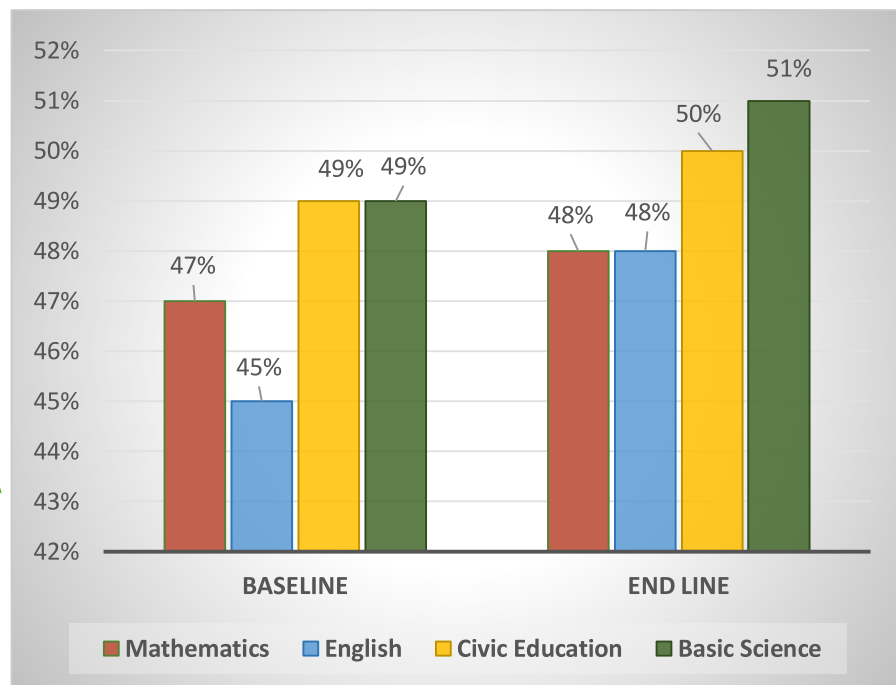


**Figure 6:** Average Test Scores of Beneficiaries in Year 2 (2017/2018)

The test scores in the control schools in Gombe State indicates a cumulative average score of 47% as shown in Figure 7. The test scores in the control schools in Imo State indicates a cumulative average score of 49% as shown in Figure 8.

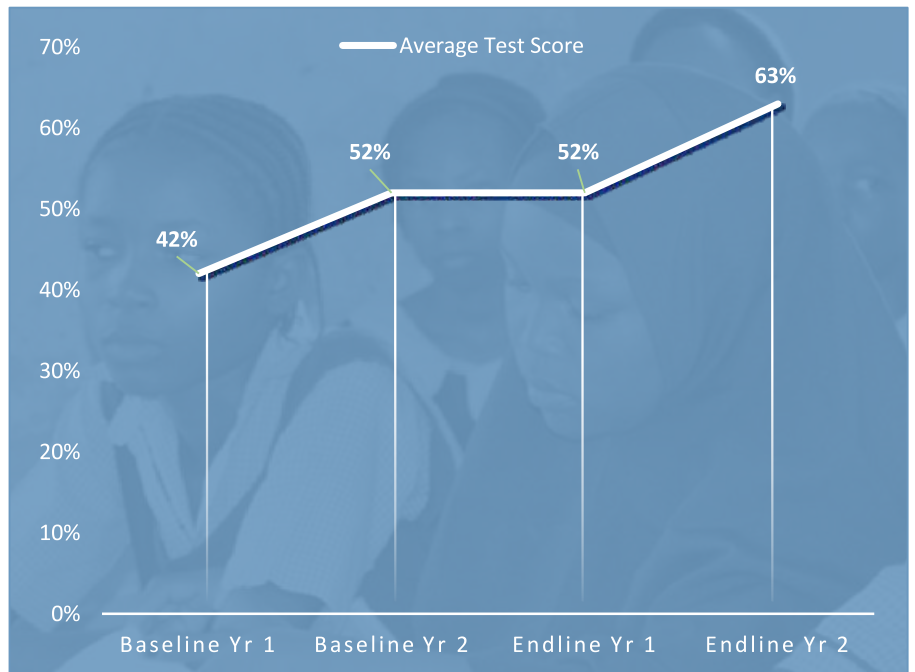


**Figure 7:** Average test scores in Gombe (control schools)

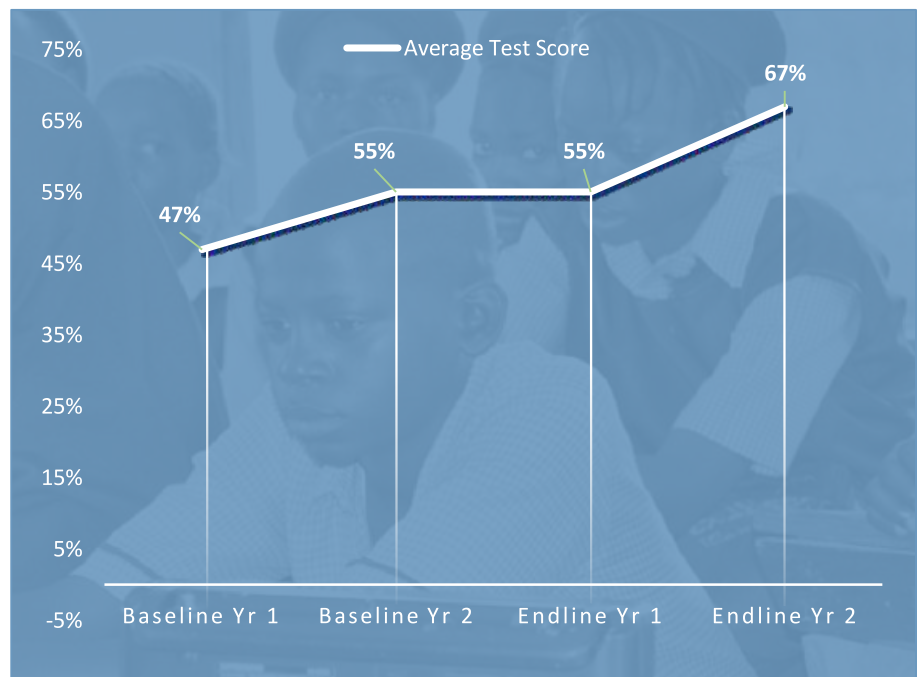


**Figure 8:** Average test scores in Imo (control schools)

Figure 9 and 10 shows the cumulative average scores in the four subjects in the pilot schools compared with the baseline scores for the two project states.



**Figure 9:** Cumulative average test scores in Adamawa State in the four focal subjects



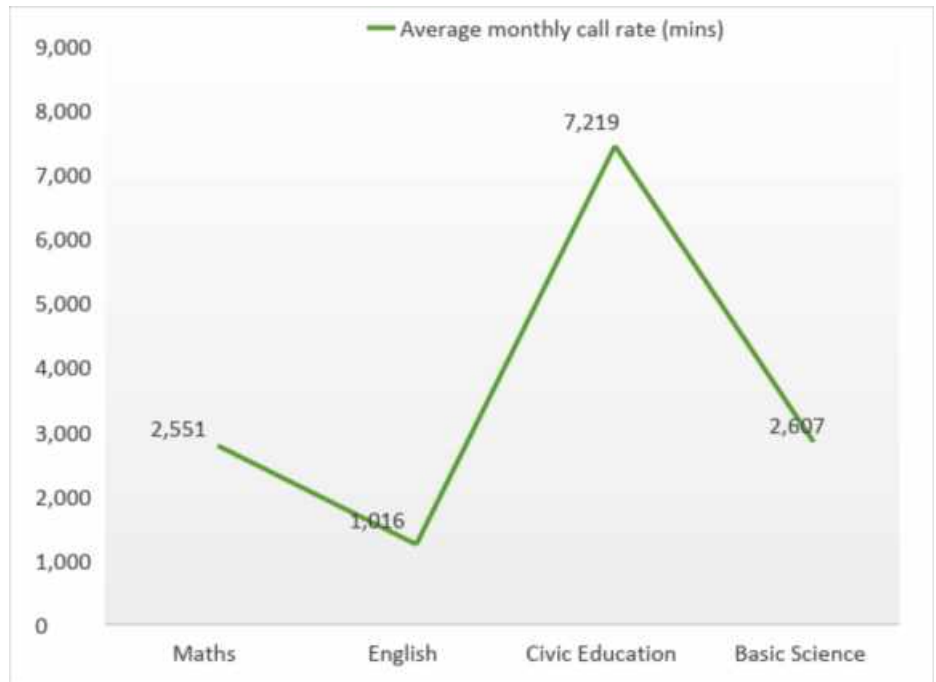
**Figure 10:** Cumulative average test scores in Enugu States in the four focal subjects



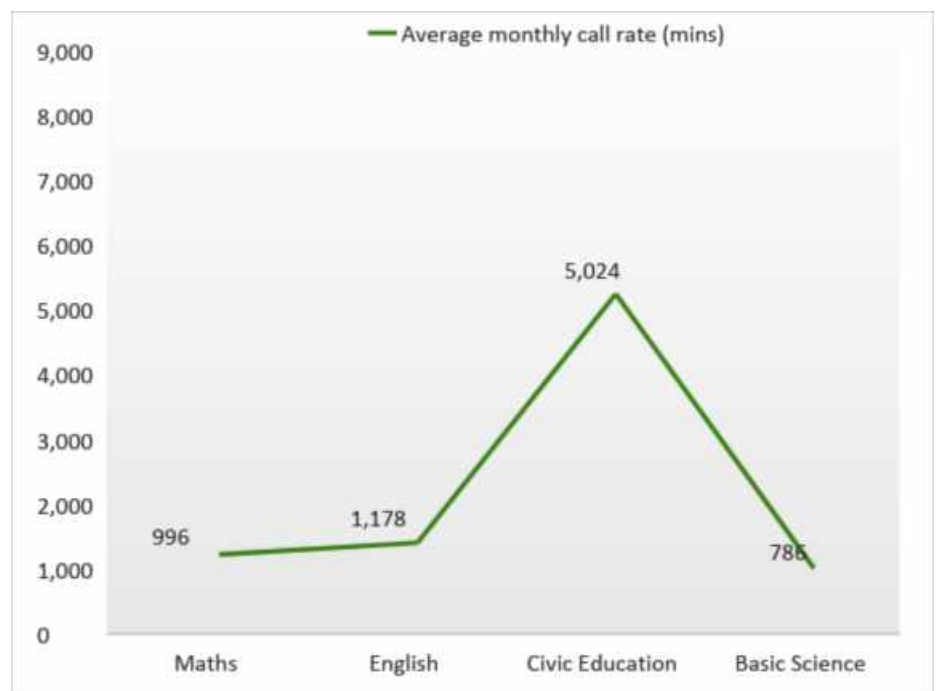
**FEEDBACK FROM  
TOLL-FREE  
PHONE LINES**

As part of the feedback mechanism, dedicated toll-free lines were assigned to each subject in both states. These call lines were handled by the four trained Radio School teachers to answer questions from students who call in for clarifications and questions. Also, due to language barrier, four teachers from Adamawa State were recruited and trained to receive calls from students in Adamawa and its environs.

In addition, customer care feedback lines were also provided and managed by the project team in both states. Figure 11 and 12 shows the monthly average call rates for both states and indicates that civic education toll-free line was the most reached line.



**Figure 11:** Average monthly call (toll-free) rates for Enugu



**Figure 12:** Average monthly call (toll-free) rates for Adamawa

## 4.0 CONCLUSION



The Radio School project sought to improve the learning outcomes of adolescent girls and boys by providing high quality curriculum-based lessons in English, Mathematics, Civic Education and Basic Science through the radio. Throughout the implementation of this project, SSDO learnt that access to alternative means of learning complementing the regular schooling improves students' academic performance.

Before the project commenced, it was noted that the performance of the students from public schools were poor and they generally do not perform well like their counterparts in private schools.

Students from private schools are exposed to both regular classes in schools and also a complementary means of learning known as 'extra mural' classes. With the broadcast of Radio School and the participation of public schools in both states, there was an improvement in the academic performance of students (this is based on the baseline and endline evaluation of the project for the past two years) as they were exposed to an alternative means of learning that complements what they receive in school.

This report shows that the goal of the project was accomplished based on the improvement shown in the test scores of the beneficiaries. In Adamawa State, a 10% improvement in the average test score of the beneficiaries was shown in the 1st year of the broadcast, while an 11% improvement was shown in the 2nd year when compared with the baseline. Meanwhile in Enugu State, there was a 12% improvement in the average test scores of the beneficiaries across the 2 years of broadcast when compared with the baseline.

Another objective of the project is to deepen democracy and gender equality among the students through Civic Education. This report shows a 36% increase of boy's perception of equality between males and females in Adamawa State while 58% increase was recorded in Enugu State when compared to the baseline. This clearly indicates an improvement in the learning outcomes of the students in the pilot schools thereby evidencing that the project's main goal was achieved.



## IMPACT ON TEST SCORES

Average increment in test scores during Radio School broadcast period

	YEAR 1	YEAR 2
Adamawa	10% ↑	11% ↑
Enugu	12% ↑	12% ↑



## IMPACT ON GENDER EQUALITY

Increment in boy's perception of equality between males and females

36% ↑	58% ↑
Adamawa	Enugu

## 4.1 Recommendations

This section outlines the recommendations for improving the learning outcomes of students in secondary education. These recommendations are based on our learnings from the implementation of the Radio School project.



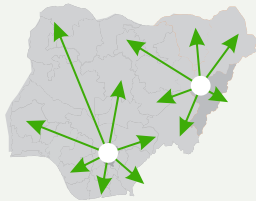
### ICT Mode of Learning

Incorporate Information, Communication and Technology (ICT) in teaching and learning for public schools.



### Training for Teachers

There is need for periodic in-service training for teachers in public secondary schools.



### Project Scale Up

Based on the successes recorded by the project in the pilot states, there is need for scale up to other communities and states to ensure access to quality education for all children in vulnerable communities and conflict settings across the federation.

# APPENDIX

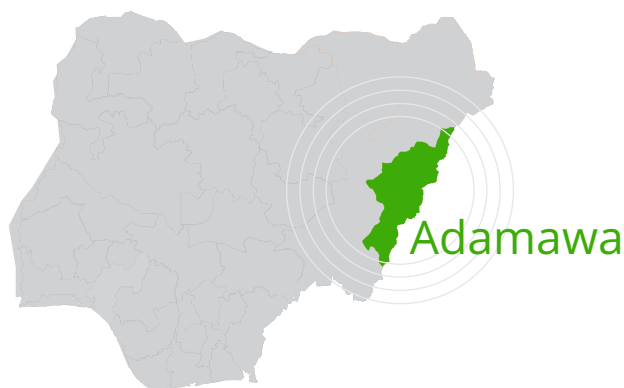
**Table 1:** Selected Schools for the Survey & Interviews in Enugu State

S/N	School	Education Zone
1	Umuchigbo Community High School, Iji Nike	Enugu
2	Uwani Boys Secondary School	Enugu
3	Model High School, Amechi	Agbani
4	National Grammar School, Nike	Enugu
5	Government College Agbani	Agbani
6	Community Secondary School, Amokwu Affa	Udi
7	Community Secondary School, Egede	Udi
8	Community Secondary School, Isienu	Nsukka
9	Community Secondary School, Iva Valley	Enugu
10	Community Secondary School, Nsude	Udi
11	Community Secondary School, Obeagu Awkunanawu	Agbani
12	Community Secondary School, Ogwofia Owa	Udi
13	Community Secondary School, Okpatu	Udi
14	Community Secondary School, Ozalla	Nsukka
15	Community Secondary School, Ugbo-Awka	Agbani
16	Community Secondary School, Ugwogo Nike,	Enugu
17	Community Secondary School, Ugwuaji	Agbani



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

S/N	School	Education Zone
1	Government Girls Day Junior Secondary School, Lokuwa Mubi North	Adamawa North
2	Government Day Junior Secondary School, Pakka Maiha	Adamawa North
3	Government Day Junior Secondary School, Jigilambu Michika	Adamawa North
4	GDSS(JS), Dazala, Mubi South	Adamawa North
5	Government Day Junior Secondary School, Sukur Madagali	Adamawa North
6	Government Girls Junior Secondary School, Hinjari Guyuk	Adamawa Central
7	Government Day Junior Secondary School, Jada 1	Adamawa Central
8	Government Day Junior Secondary School, Numan Town	Adamawa Central
9	Government Girls Day Junior Secondary School, Demsa	Adamawa Central
10	Government Day Junior Secondary School, Old Market Ganye	Adamawa Central
11	GJSS, Timbukum, Toungo	Adamawa Central
12	GDJSS(JS), Lafiya, Lamurde	Adamawa Central
13	Government Girls Junior Secondary School, Mbilla Mayo-Belwa	Adamawa Central
14	Government Junior Secondary School, Kiri 'B' Shelleng	Adamawa Central
15	Best Junior Sec. Sch. Yola SouthG	Adamawa South
16	GJSS, Waja, Hong	Adamawa South
17	Government Junior Secondary School, Fufore Gurin	Adamawa South
18	Government Day Junior Secondary School, Murke Song	Adamawa South
19	Government Day Junior Secondary School, Bekaji Yola North	Adamawa South
20	Government Day Junior Secondary School, Vunoklang Girei	Adamawa South
21	Government Girls Day Junior Secondary School, Unguwan Faransa Gombi	Adamawa South



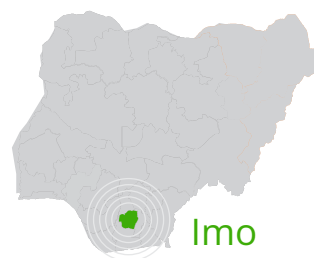
**Table 3:** Selected Schools for the Survey & Interviews in Gombe State (Control schools)

S/N	School
1	Government Day Secondary School, Doho
2	Government Secondary School, Kumo
3	Government Secondary School, Cham



**Table 3:** Selected Schools for the Survey & Interviews in Gombe State (Control schools)

S/N	School
1	Emekuku High School, Emekuku
2	Community High School Orogwe, Orogwe
3	Our Lady of Mount Carmel Secondary School, Owerri West



## RADIO SCHOOL END OF PROJECT REPORT

For enquiries about this report contact:

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**Radio**   
**SCHOOL**

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