

**RADIO BROADCAST COMMUNICATION BY THE MINISTRY
OF EDUCATION FOR BASIC SCHOOL TEACHER'S
PROFESSIONAL DEVELOPMENT: A CASE STUDY OF LUSAKA
DISTRICT**



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A master's degree report submitted to the School of Humanities and Social Sciences in the Department of Mass Communication of the University of Zambia in partial fulfilment of the requirements for the degree of Master of Communication for Development.

The University of Zambia

DECLARATION

I, KANGULU OLIVER, declare that this dissertation is my work and has not been submitted for a degree award at this or any other University.

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ABSTRACT

This case study examines how the Ministry of Education employs communication strategies using radio broadcasts to support professional development for teachers. The study sought to establish whether radio broadcast outreach programme is effectively being used to spread information and new innovations in the teaching profession.

A sample size of 100 teachers teaching at 10 selected schools participated in the study. A probability random sampling technique was used and 10 Basic schools were randomly selected. Besides, the researcher conducted in depth interviews to Ministry of Education officials at the District resource centre, Education Broadcasting Services and EDC/QUEST project.

The quantitative data was put into constituent parts to answer the research question using the statistical package for social sciences (SPSS) for analysis.

The general indication in the study was that most respondents do not listen to the Education radio broadcasts. Additionally, the broadcast time slots of the broadcasts were not convenient to the intended target. The study revealed that most respondents spent more time listening to the radio at night between 20:00 hours and 22:00 hours. The night time was most preferred because most people were free and were out of the work places. The findings further established that the programme design and communication strategy are satisfactory but concluded that there was need for regular evaluation of the programme and that most teachers were not in favour of the name of the radio programme.

DEDICATION

This dissertation is dedicated to:

My Family

My wife, Kunda and My daughter Natasha

I love you all!

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LIST OF ACRONYMS

CBOs	Community based Organisation
CD	Compact disc
DFID	Department for International Development (of the British Government)
DANIDA	Danish International Development Agency
DDCC	District Development Coordinating Committee
EBS	Education Broadcasting Services
EBS	Education Statistical Bulletin
EDC	Education Development Centre
ERD	Education Radio Services
ETVS	Education Television Services
EMIS	Education Management Information System
ICT	Information Communication Technology
IRI	Interactive Radio Instructions
MoE	Ministry of Education
NGOs	Non governmental Organisation
QUEST	Quality Education services Through Technology
SMS	Short Message Service
SPSS	Statistical Package for Social Science
USAID	United States Agency for International Development
ZNBC	Zambia National Broadcasting Corporation

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CHAPTER 1

1.0 BACKGROUND

1.1 Introduction

Teacher's education is a continuing process which goes on through out the individual's years of teaching. The foundation is laid in pre-service training programmes with the induction of teachers into their profession. Like any other profession, teachers have a responsibility to deepen their knowledge and improve on professional skills to keep updated on major developments in the profession. This extends through the life of their professional careers in education. Education is not static but dynamic and there are always changes in response to the needs of the society. Changes take place in subject content, pedagogical approaches, assessment procedures, school organisation and management. Teachers need to be equipped with the capacity to deal with and incorporate changes into their professional activities.

Professional development is an on going process which involves refining of skills, inquiring into practices and learning new methods of teaching. Professional development activities complement the needs of the teachers and the performance of learners in class. In addition, professional development engages teachers and other educators and partners to broaden the knowledge needed and expertise to guide learners towards the improvement of learner's performance. Continuing professional development therefore, enhances teacher's knowledge of subject content, pedagogical approaches, school organisation and management and improves understanding of the academic, social, emotional and physical needs of learners.

To improve the skills of teachers, the Ministry of Education through the Education Broadcasting Services (EBS) produces a radio programme called *Fastele Fastele* which is intended to enhance teacher's skills and support their continuing professional development.

Communication through the radio programme has proved as an important link between the Ministry of Education and teachers. Messages, audiences and channels that assist to communicate effectively have been looked into.

1.2 History and Geography of Zambia

The agrarian people were the ancestors of the present inhabitants that occupied much of modern Zambia. The British South Africa Company administered this area from the late nineteenth century to 1924 when the British Office assumed responsibility of administering the territory. In 1953, Northern Rhodesia (Zambia) and Southern Rhodesia (Zimbabwe) joined Nyasaland (Malawi) to form the Central African federation of Rhodesia and Nyasaland, which was later dissolved in 1963. Zambia became an independent nation on 24th October 1964 and adopted a multi party system with the United National Independence Party (UNIP) as the ruling party and the African National Congress (ANC) in opposition.

Zambia became a one party state in 1973 after Kenneth Kaunda and Harry Mwaanga Nkumbula signed the Choma Declaration. Zambia reverted to the multi party system in December 1990. In 1991 general election the Movement for multi-party Democracy (MMD) became the ruling party.

Zambia is a landlocked Sub-Saharan country covering an area of 752,614 square kilometres and consisting of about 2.5 percent of Africa. It shares borders with Congo DR and Tanzania in the north, Malawi and Mozambique in the east, Zimbabwe and Botswana in the south, Namibia in the south west and Angola in the west. Administratively, Zambia is divided into nine provinces. These are Central, Copperbelt, Eastern, Luapula, Lusaka, and Northern, North-Western, Southern and Western provinces. Each Province is further divided into districts. Zambia has 73 districts. For political administration the country has total of 150 constituencies and 1,286 wards (CSO, 2000).

Zambia sits on the gently undulating plateau which is between 900 and 1,500 metres above the sea level. The plateau is a mixture of woodland and Savannah region interspersed with lakes, rivers, swamps and lush plains.

There are four major rivers and these are Zambezi, Kafue, Luangwa and Chambeshi-Luapula. The country has also four major lakes such as Tanganyika, Mweru, Bangweulu and the man made Kariba. The most stunning geographical feature is the Victoria Falls located on the Southern border with Zimbabwe and is one of the natural wonders of the world.

Zambia has some of nature's best wild life and game reserves and affording the country with abundant tourism potential. The main national parks are the Luangwa and Kafue which have some of the prolific animal populations in Africa. It is also endowed with various mineral and precious stones such as copper, emeralds, zinc, lead and cobalt.

1.2.1 Climate

Zambia lies between the latitude of 8 and 18 degrees south and the longitude of 20 and 35 degrees east. It has a tropical climate and vegetation with three distinct seasons: the cool dry season from May to August, a hot dry season during September and October and a warm wet season from November to April.

The northern part of the country receives the highest rainfall with an annual average ranging from 1,100 mm to over 1,400 mm. The Southern and Eastern parts of the country have less rainfall ranging from 600 to 1,100 mm annually and often result in droughts. Temperatures range from 15- 33 degrees Celsius.

1.2.2 Population

The population of Zambia is estimated at about 11,477,447 million with the annual growth rate of 3.5 per cent. The population by province range from 1.6 million on the Copperbelt to 0.6 million people in North-Western province. Higher growth rates have been recorded in Lusaka (3.4 percent), Luapula (3.2 percent) and Northern (3.1 percent). Copperbelt recorded the lowest population growth of less than one percent. Zambia is highly urbanised with 35 percent of the population living in urban areas along the line of rail.

The average population density for the country has been increasing from 5.4 in 1969, 7.5 in 1980 and 10.3 in 1990 to 13.1 persons per square kilometres in 2000. average density by province ranged from 64 persons per square kilometre in Lusaka province to five persons per square kilometre in North Western province (CSO 2003).

The estimates for this country take into account the effects of mortality due to AIDS and rural urban drift. The results of deaths due AIDS has resulted in lower expectancy rates, higher infant mortality and death rates which lower population and growth rate and changes in the distribution of population by age and sex structure. The movement of people from rural to rural areas was marked after independence.

1.2.3 Economy

Zambia has a mixed economy consisting of modern urban formal and informal sectors and a significant agriculture sector including commercial scale farming of maize, sunflower, cotton and vegetables. However, the majority of rural and urban people earn their livelihood from small-scale agriculture and a variety of informal income generating activities.

Zambia, two decades ago was one of the most prosperous countries in Africa south of the Sahara but today ranks as one of least developed countries with poverty levels as high as 73%. At independence in 1964, Zambia had inherited a strong mining-based economy. This deteriorated in mid 70s following the sharp decline in copper prices compounded by the increase in oil prices. Mining the driving force in Zambia's economy continued to decline into the 1980s, with other sectors that dependent on it also going down.

In an attempt to address the ailing economy, in the 1990s, Zambia started implementation of the first phase of the Structural Adjustment Programme (SAP) with the intention of creating macro economic stability in the economy. Measures that were taken included liberalisation of trade, prices, interest and foreign exchange

rates, removal of subsidies, privatisation, reduction in public expenditure, public sector reforms and the liberalisation of the marketing and pricing of agriculture produce. The privatisation process led to the lifting of price controls on most products. The opening of markets for agriculture inputs and outputs brought in the private sector to enter the economy.

Copper mining is still the country's main economic activity. Efforts are being made to diversify the economy by boosting the agriculture, manufacturing and tourism sectors.

1.2.4 Education

Zambia has a three-tier education system consisting of nine-year basic education, followed by three-year high school education. Post high schooling (Tertiary) is the last stage. Poverty in education sector manifests itself in several ways including the following: low enrolments, low progression and a high dropout rates, poor attendance because Orphans and vulnerable children (OVC) are engaged in income generating activities to supplement family income, attending to sick family members and long distances to school, poor learning environment and lack of appropriate skills for teachers, demotivated teachers etc. There has been an increase in the population attending school from 25.8 percent to 26.7 percent (Education Statistical Bulletin, 2007).

1.2.5 Language and ethnicity

Zambia has many languages. Officially, there are 72 ethnic groups in Zambia with each of them speaking a dialect of the seven language cluster groups. There are seven

vernacular languages that are used besides English for official purposes such as broadcasting (both on radio and television), literacy campaigns and official dissemination of information. These are Bemba, Lozi, Lunda, Luvale, Nyanja and Tonga. Each ethnic group has its own life style, based on fishing, farming and cattle raising.

Christianity is the major religion constituting 80 percent of the population with traditional religions, Islam, Hinduism and Buddhism making up the rest.

1.2.6 Place of Study

The study was carried out in Lusaka urban district of Lusaka province in 10 basic schools and the Education Broadcasting Services.

Lusaka is the Capital City of Zambia, covering some 360 square kilometres with a population of about 1,084,703 people. Initially as a rail siding post, Lusaka was declared a Village Management Board, to a Municipality before attaining City status.

The strategic central location of Lusaka establishes the district as the country's political, administrative, commercial, industrial and distributive centre of Zambia. Owing to the economic decline of the Copperbelt attributed mainly to the government's economic liberalisation and privatisation policies of the 1990s, Lusaka has become not only the seat of Government but also the hub of economic development in the country. The current economic outlook of Lusaka indicates a substantial increase in financial, industrial, agricultural, tourism, manufacturing and commercial activities.

Furthermore, Lusaka is also the centre of national significant social facilities and services such as the University Teaching Hospital (UTH), University of Zambia (UNZA), National Assembly (Parliament) and National Central Government Administration (Cabinet Office). It is also a focal point for international relations housing Embassies and High Commissions for all the countries that are represented in Zambia. Lusaka is a unique district encompassing all ministries and provincial heads, which poses challenges for development planning and coordination.

At the time of the study Lusaka district had 20 High schools, 96 Basic schools, 135 registered private schools, over 250 Community schools, 52 IRI Centres and 1 Teacher training college giving a total of over 554 learning institutions in the district.

At the time of writing, the teacher population working in 116 government schools was 5,085 broken down as 1,628 males and 3,457 females of which (1,102 males and 2,773 females) were Basic school teachers while 1,010 (526 males and 484 females) were High school teachers.

The population of regular pupils at Basic school level stood at 171,207 (83,734 boys and 87,473 girls) while that of high school level was at 17,253 (9,794 boys and 7,459 girls).

Open class's enrolments, mainly grades 8 and 9 stood at 16,079 of which (7,944 boys and 8,135 girls) while the total enrolments for the Academic Production Unit stood at 10,802 of which 5,301 were boys and 5,501 were girls.

Pupil enrolments in Community schools stood at 65,486 of which 31,529 were boys and 33,957 were girls. In Private schools pupil enrolment stood at 23,526 of which 11,607 were boys and 11,919 were girls (Education Statistical Bulletin, 2007).

Although Lusaka's economic activities had generally proved to be resilient over the years, there was a threat with the economic revival of the Copperbelt province and the northward shift of mining activities beyond Solwezi. This northward shift could also shift some of the service provision towards the Copperbelt.

1.2.6.1 Location

Lusaka borders with one Province and shares boundaries with Chibombo District, Chongwe District and Kafue District. Lusaka is the Provincial Headquarters of Lusaka Province.

1.2.6.2 Physical Characteristics

1.2.6.3 Climate

Lusaka enjoys a typical savannah climate with three distinct seasons, namely the warm rainy season (November to April), the cool dry season (May to August) and the hot, dry season (September to October). The district as a whole receives an average annual rainfall of 650 mm. The rainfall distribution is mainly determined by the topography and prevailing winds mainly from the Congo.

The mean annual temperature is between and with the absolute maximum temperatures of 28.9⁰C degrees in October and the absolute minimum temperatures of 9.6⁰C degrees in June and July. The mean humidity rate is at 62.8 % with the

highest in January averaging 84 %. The predominant direction of the prevailing winds is from east to north.

1.2.6.4 Topography

Lusaka falls within the gently sloping central African Plateau with an altitude of 1,280m above sea level. The district is characterized by undulating terrain of less than 10 slopes and is dissected by the rivers and streams, the principle drainage lines to the Chongwe River. Though there are isolated high outcrops at Munali and Ridgeway, the average elevation is 1,280 m above sea level.

1.2.6.5 Geology

The geological conditions of Lusaka are an extension great mid-tertiary peneplain of Central Africa, which stands at 1260m above sea level. Flat-topped hills in the north of Lusaka make a prominent quartzite horizon. The dolomitic limestone of the Chilanga area is an important source of limestone for the cement industry while the Lusaka West area provides good quality marble for brick and tile making.

1.2.6.6 Vegetation

The dominant vegetation type of Lusaka District is “miombo” shrub which is mixed degraded woodland consisting of *branchystegia* spp, *isoberlina* spp, *juibernardia paniculata* and *marguesia* spp. At the time of study there were also isolated areas of planted trees and the preserved natural woodland trees to the east of Lusaka City, stretching all the way through State House into Woodlands Residential area. A small portion of Lusaka South Forest Reserve also fell within Lusaka District.

1.2.6.7 Hydrology

There are several underground sources of water flowing around Lusaka. The Kafue River flows about 50km south, outside the district boundaries. Water is obtained mainly from the Kafue River at an extraction rate of 10,500m³ /day, accounting for 50% of the district water supply, the remainder of the water supply is from underground water and the pumping rate is 110,000 m³ /day.

However, many factors affect the quality of surface water in the district. These are: Stream bank and dambo cultivation and loss of natural vegetation leading to salutation of the riverbeds due to soil erosion, reducing the holding capacities of most streams.

1.2.6.8 General District Administration

There are two parallel administration systems in the district, the Central and Local Government systems.

1. 2.6.9 Central Government system

This is composed of all government departmental heads, under the coordination of the District Commissioner (DC). The District Commissioner co-ordinates all government operations and developmental activities at the District level. To discharge these functions, the District Commissioner heads the District Development Coordinating Committee (DDCC), whose composition encompasses district government departments, the Council Administration, major companies in the district, Community Based Organizations (CBOs), Non-governmental Organizations (NGOs) and many other stakeholders.

1.2.6.10 Local Government system

The Local Government system is composed of the elected officials (Councillors) headed by His Worship the Mayor. The Council has four (4) committees and the council workforce headed by seven (7) chief officers under the headship of the Town Clerk as the Chief Executive of the Council; these collectively constitute Lusaka City Council.

1.2.6.11 Political System and Governance

Lusaka, like all districts in the country operates under a democratic multi-party political system. This entails that the people in wards, through elections, elect political leaders by voting. Only Councillors elect the Mayor and the Deputy Mayor.

Council which is the highest policy making body in the district is composed of thirty (30) Councillors representing thirty (30) wards and four (7) Members of parliament representing four (7) constituencies in the district.

1.2.6.12 Demography of the district

Lusaka District has a population 1,084, 703 (2000 CSO). The density for Lusaka district is 3013.4 persons per square kilometres and is still the most urbanized, and the most densely populated in the country.

Table 1**District Population and Projections**

Category	%				
		2005	2006	2007	2008
Children 0-11 months	4	64,713	67,172	69,725	72,375
Children <5 years	20	323,569	335,164	348,627	361,875
Children 5< 14	28	452,995	469,370	506,625	506,625
Women 15-45 years	22	355,925	368,791	383,489	398063
All Adults 15 years+	52	825,100	856,454	888,999	
Total Males (All ages)	49	792,741	821,397	856,594	886594
Total Females (All ages)	51	62,946	825,100	888,999	922,781
Total Population	100	1,617,843	1,676,321	1,743,136	1,809,375
Expected Pregnancies	5.4	87,364	90,683	94,129	97,706
Expected Deliveries	5.2	84,128	87,325	90,643	94088
Expected live births	4.95	80,083	83,126	86,285	89,564

Source:CSO, 2000 & HMIS, LDHMT

The population of Lusaka is dynamic due to urban migration and being the market centre for the whole country, therefore, it keeps on increasing every day. The dependency ratio for Lusaka is 0.9.

1.2.6.13 Population distribution

Lusaka District has seven (7) Constituencies and Thirty (30) Wards. There are two indigenous ethno-linguistic groups, the Solis and the Lenjes. However, all ethno-linguistic groups of Zambia are represented in Lusaka. Identification of the social development status of the community is considered to be fundamental to any planning process. This section describes the demographic status of Lusaka district.

The population of Lusaka is dynamic due to urban migration and being the market centre for the whole country, therefore, it keeps on increasing every day. The dependency ratio for Lusaka is 0.9. Population density in Lusaka varies between 5

and 1,483 people per hectare, with an average density of 150 people per hectare. The estimations for the population density have been extrapolated for 1999 and indicate that residential areas, lying along a North West South East axis, cater for some 1,300,000 people, into both high-cost residential developments and low-cost housing. This direction of development was imposed by the layout pattern of the new capital (1935) that willed extension towards Ridgeway, and is generally pleasing from a natural point of view.

1.2.6.14 Education Broadcasting Services

Education Broadcasting Services (EBS) was established by an Act of Parliament in the 1960s. The Unit had three district sections, namely: Education Radio Service (ERS), Education Television Services (ETVS) 1967 and Audio-visual Aids services 1967.

From the time of its establishment until the early 1980s Education Broadcasting Services used to produce and transmit education radio and television programmes of supplementary nature to supplement classroom teaching. After the restructuring of the Ministry of Education in 2002, the Directorate of Open and Distance Education was reorganised and Education Broadcasting Services became one of the 3 main units of the Directorate.

The mandate of Education Broadcasting Services is to prepare and produce audio-visual education materials for use by the learners and Educators. The programmes that are produced and developed at Education Broadcasting Services include *Fastele Fastele* radio programme and *Interactive Radio Instructions* (IRI) programme.

CHAPTER 2

2.0 Introduction

This chapter looks at how Education radio provides knowledge and instructions on specific educational issues. At the time of study different kinds of programmes were usually written and prepared by specialists after investigating and assessing the issues in question. Two common radio formats were in use:

1. Lecture or straight talk which are mainly used in the presentation of something or passing on knowledge of something for a short time with a maximum of 15 minutes.
2. Drama was used to generate a high degree of interest so as to keep the attention of the listeners alive for a long time.

This format of the programme adopts the edutainment approach which combines education with entertainment and has been proved to be effective.

2.1 Background of the study

Education radio has been used to a wide variety of audience using different instructional tools or strategies to disseminate the information. It is supported by the use of printed material, by expert discussion groups in some cases among others. It is sometimes designed to allow and encourage the listener to make reactions and comments. Education radio allows the provision for the audience to raise questions and to receive feedback on the impact of the programmes presented.

The Education Broadcasting Services of the Ministry of Education produces radio programme called *Fastele Fastele* targeting basic school teachers in implementing new techniques and practices in their professional development. The programme started in 1999 up to 2003 under the sponsorship of Department for International Development (DFID) and Danish International Development Agency (DANIDA) in collaboration with the Ministry of Education. In 2005 the Ministry of Education in conjunction with Education Development Centre, Quality Education Services Through Technology (EDC/QUEST) Project took over the production of the programme with the support of United States Agency for International Development (USAID).

The programmes were written and recorded by Education Broadcasting Services (EBS) and then broadcast by the national radio, the Zambia National Broadcasting Corporation (ZNBC) on radio 2.

The programme was initiated to enhance professional development and improve teacher skills and support their continuing professional development. The country's Education system has been facing serious deficiencies in the teacher's performance in schools and therefore there was need to develop a programme that would teach the teachers new skills to enhance what they had learned once they graduated from colleges of education. It was noted that the management of classes was often archaic and based on the authoritarian methods. The Zambian schools also lacked basic equipment and learning materials which makes teaching difficult. The implication of these professional deficits in terms of education quality curriculum changes, classroom practice and learner

development were vast. Therefore, much was needed to bridge the gaps in the areas of weakness in the delivery of education. The teacher's radio education programme was initiated to play a role in meeting the professional development needs of teachers.

2.2 Statement of the problem

The country's education system in Zambia was, at the time of study facing deficiencies in the teacher's performance in schools especially at Basic school level. It was noted that the management of classes was often archaic and based on authoritarian methods. Therefore, there was need to develop communication strategies using radio programme that would equip the teachers with new skills to enhance what they had learned once they graduated from colleges of education. Therefore, continuing professional development was seen to enhance teacher's skill and learner's performance using radio as channel of disseminating the messages.

2.3 Purpose of the study

The study aims at looking at the existing communication strategies within the Ministry of Education and how they have

- a) institutionalised two-way flow of information
- b) ensured that communication is provided in appropriate radio formats suiting the teaching fraternity, and,
- c) facilitated participation.

2.4 Objective of the study

The proposed study aims at:

1. Finding out if communication strategies used by the Ministry of Education through radio outreach have enhanced basic school teacher's skills and professional development;
2. Establishing whether or not the communication strategies are adequate to deliver the message; and,
3. Identifying the barriers that may hinder effective communication to the teachers.

2.5 Research questions

1. How much perceived impact are the communication strategies perceived to have had on Basic school teachers in Lusaka district?
2. What are the perceived problems to efforts and strategies used in designing radio out reach programmes?
3. What strategies are thought to have yielded more behavioural change?
4. What are the barriers that hinder effective communication to teachers?

2.6 Significance of the study

1. The study was to benefit the Ministry of Education and EDC/QUEST project because the research would determine whether the communication strategies being used have been successful and appreciated by the teachers.
2. Findings were to be used by the MOE especially Teacher Education and Specialised Services to improve on the present performance.
3. The dissemination of findings was to benefit stakeholders such as government organisations and the Private sector.

2.7 Definition of terms

The operational definitions of key word and concepts that have been used in the study are made as follows:

- a) **Communication** is the interactive process characterised by exchange of ideas, information, points of view and experience between persons and groups. This involves mass communication where the print and visual media can be used to disseminate the information.
- b) **Strategy** can be defined as a systematic well planned series of action, combining different methods, techniques and tools to achieve an intended change or objective utilising the available resource within a specific time frame.
- c) **Communication strategies** are a well planned series of action aimed at achieving certain objectives through the use of communication methods, techniques and approaches. The communication strategy is the framework that combines the communication interventions which are considered as necessary for achieving the specific changes in knowledge, attitude and behaviour on the part of relevant individuals or groups. A communication strategy operates within a time frame, taking into account available material and human resource.
- d) **Radio broadcast** is the transmission of music, voice and other information on radio carrier waves that can be received by the general public.
- e) **Basic School teacher** is an officer teaching in government school running from Grade 1 to 9.
- f) **Learner** is a school boy or girl enrolled in an education institution or school. The term is used synonymously with pupil or student.

- g) Teaching skills** are those skills that would enable a teacher teach effectively.
- h) Continuing professional development** can be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a persons working life. It is a commitment to being professional, keeping up-to-date and continuously seeking to improve. It is the key to optimising a person's career opportunities, both today and for the future.

2.8 Limitations

The study was limited to Lusaka urban due to logistical limitations such as transport and financial constraints. It would have been helpful to sample basic school teachers in rural areas and therefore the findings cannot be generalised.

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology the researcher used to investigate how radio broadcast communication by the Ministry of Education have impacted on enhancing Basic school teachers professional development. The quantitative survey was used to gather data from a representative sample of teachers and qualitative methods to gather varying opinions from respondents. Specific issues that have been considered are: aim of the study, design of the study, target population, sampling procedures and means of data analysis.

3.2 Aim of study

In order to investigate the impact of the outreach radio broadcast specific research questions were answered such as:

1. How much impact are the radio communication strategies perceived to have had on basic school teachers in Lusaka District?
2. What are the perceived problems with regard to efforts and strategies used in designing radio outreach programmes?
3. What strategies are thought to have yielded more behavioural change?
4. What are the barriers that hinder effective communication to teachers?

3.3 Research methods

The researcher used two methods in order to gather data representative of the situation:

- a) The quantitative survey method was used in this study where questionnaires were administered to collect data.
- b) An in depth interview was also used through asking of questions and points of discussion for staff at Education Broadcasting Services and officials from the Ministry of Education.

The main way in which information was collected was through asking questions and the answers solicited from the Headteachers and teachers in Basic schools. The data was collected from a sample rather than from all the members of the teacher population in Lusaka district. Data collection through questionnaires was intended to evaluate strategies that are in use and how effective they are.

3.4 Target population

In the study the researcher focused on a single group of interest in order to make appropriate sampling decisions. The target group was 100 teachers in Lusaka district.

3.5 Sample size

The sample size in this study was 100 teachers selected randomly from 10 schools in Lusaka.

3.6 Sampling procedure

In this study a sample of 100 teachers from 10 selected schools constituted a sample. The teachers were selected randomly from 10 schools in the district out of the 96 Basic schools in the district. Using random sampling gave a probability

that allowed each elementary unit of the population to have an equal chance of being chosen.

3.7 Research instruments

Questionnaires were distributed to schools and then 100 were teachers selected. Qualitative data was collected using in- depth interviews with the people the researcher identified as having rich information about the issues under investigation. These people include officers form the Ministry of Education, Education Broadcasting Services and EDC/QUEST project.

3.8 Data collection procedure

Data collection was carried out during a three months period (April, May and June).The collection of data was done systematically by first seeking permission from relevant authorities to facilitate school visits and then selecting schools where to administer the questionnaires. Secondly questionnaires to teachers were administered and data collected .This was then followed by conducting in-depth interviews.

The writer sought permission from Ministry of Education through the District Education Board Secretary which formally allowed him to visit the identified schools and interview officers in relation to the research.

In this study a sample of 100 teachers from 10 selected schools constituted a sample. The teachers were selected randomly from 10 schools in the district from the 96 Basic schools in the district. All the names of the schools were written on

small pieces of paper and these were folded and placed in a box. The box was shaken thoroughly and then 10 pieces of paper were picked and these became the schools where questionnaires were to be administered. Using this simple random method made an allowance that the known probability of each elementary unit of the population would have an equal chance of being chosen.

At school the similar procedures were done to pick teachers who took part in answering the questionnaire. Meetings were arranged with Headteachers of the schools and the identified members of staff where the writer explained the purposes of carrying out the research. The Headteachers provided the rooms and other logistics for the teachers to fill in the questionnaires in a serene atmosphere.

The teacher questionnaires were administered and collected during the three months of data collection. Teachers were asked to complete a 26 item questionnaire (See appendix 1). This questionnaire was used to find out the impact of radio broadcast outreach programmes for teachers on Continuing professional development and their views of the same programme.

In-depth interviews were mainly for officers at the Education Broadcasting Services, District Resource Centre and EDC/ QUEST project. The researcher targeted the officers who are involved in the production of the education radio programme and those who are implementers.

3.9 Data analysis

After collecting all the data the next task was to breakdown the data into constituent parts to answer the research question. The analysis of the data was inevitable because the writer had to reduce the data into meaningful form which could be interpreted. The data was interpreted using computer based Statistical Package for Social Sciences (SPSS) programme.

CHAPTER 4

4.0 CONCEPTUAL AND THEORETICAL FRAMEWORK

4.1 Introduction

This section focuses on conceptual and theoretical framework as used and applied in this research study of communication strategies relevant to teachers continuing professional development. Besides, it states the main theories and how they apply to the study of this kind. The theories explain why some communication strategies used in education radio need to be used in particular situations to bring about positive change and also shows why communication strategies used in education radio fail or succeed.

A conceptual framework is the definition of a concept by a set of other concepts. A conceptual definition simply states the distinctive characteristics of which is being defined.

4.2 CONCEPTUAL AND OPERATIONAL DEFINITIONS

4.2.1 Communication

Communication in this study is used as a process of sharing of ideas, information and opinions through the use of a radio as a channel of communication. It is a sharing process where a source shares messages with a receiver through channel in order to influence the receiver's thoughts and actions. Elkamel (1986). stated that people engage in the communication process for a variety of purposes, for example, to obtain information, education training, advice, rewards to express feelings and emotions or participate in entertainment.

Communication is used increasingly as an object of strategic planning and it's important that it is comprehensive and inclusive. Through information sharing, through advocacy and social mobilisation communication strategies assists in providing support for education policies and their implementation among the civil society groups, media and teachers.

4.2.2 Mass Communication

This communication process refers to the form of communication that takes place among large heterogeneous and physically scattered numbers of individuals using technological means. The communication that occurs between two persons or among a homogenous and physically small group is called interpersonal, or person to person, or face to face or personal or direct communication Elkamel (1986).

In this type of communication, print and electronic media are used in form of brochures, posters, radio, television and theatre to disseminate messages for continuing professional development for teachers.

4.2.3 Participatory communication

In this study the term participatory communication is used to apply to the active involvement of a community or a group in using or group communication to engage the audience in critical reception. The goal of participation is to empower communities to determine their objective and take action to achieve them. Participatory communication aims at facilitating the expression of people's needs and priorities through effective communication.

According to Servus et al (1996) people's participation has historically been the ideological basis for democratic society. Participatory communication is not new but has been practised for many years in different fields. It has been used considerably in adult education, communication development and development communication. In Continuing professional development participation of communities or groups in various fields by the use of the media messages enhances the spread of new ideas and skills.

4.2.4 Communication for development

In this study the term has been used to apply to media and approaches especially the use of the radio. Communication for development is centred on dialogue which allows the promotions of stakeholders' participation. This participation is necessary to understand stakeholders' perception, perspectives, values, attitudes and practices so that they can be incorporated in the design of education radio programmes on continuing professional development.

4.2.5 Inter personal Communication

This is face to face communication between two or more individuals. This takes the form of exchange of information amongst them. An interpersonal communication provides for two way interaction and feed back is more effective especially when the goal of communication is persuasion. Interpersonal communication is likely to cause attitude change (Melkote, 1991:29).

4.2.6 Development

Development is creating the conditions for the realisation of Human personality. It is a normative concept which is synonymous with improvement. The enhancement of teachers teaching skills is a professional development concern of our time.

Rodney (1972) defines development as increase in skill and capacity, greater freedom, self discipline, responsibility and material well-being. We can state that development is the improvement of people's lifestyles through improved education, skills development and employment. In this case what ever is improved helps the teacher to perform better in school. It is therefore difficult to precisely measure development because it is qualitative in nature rather than quantitative.

4.2.7 Communication Strategy

In this study, this refers to well-planned series of action aimed at achieving certain objectives through the use of communication methods, techniques and approaches. They should be effective to make the best use of the available resources in order to achieve the set objectives and targets. A communication strategy addresses and solves problems using communication methods techniques and media.

4.2.8 Formal Education

There are three types of education. These types of education provide learning opportunities for the learners in different settings and situations.

Formal education is associated with schools. Coombs (1973) defined it as “the hierarchical structured chronologically graded education system running from primary school through the university”. This includes additional general academic studies of specialised programmes and institution for full time technical and professional training.

4.2.9 Non Formal Education

Non formal education is defined as any intentional and systematic education enterprise (usually outside of traditional schooling) in which the content is adapted to the needs of students (Kleis, 1973).

Non formal education is learner centred and learners have the choice to stop learning when they are not motivated. Non formal education tends to emphasise on cafeteria curriculum (optional choices) rather than the prescribed sequential curriculum found in school. In Non formal education the relationship of teachers and learners is informal. Non formal education focuses on practical skills and knowledge while schools focus on information which may have delayed application.

4.2.10 Informal Education

Informal education is a general term for education outside of standard school setting. This may refer to different forms of alternative education such as in schooling or home schooling (self teaching).

Kleis (1973) concluded that informal education is less structured and deals with every day experiences which are not planned or organised (accidental learning). He further said that when these experiences are interpreted or explained by elders or peers then this constituted informal education.

The mass media is a good example that offers informal education when different audiences listen to edutainment programmes on radio or television.

4.3 Why communication?

Teachers, Parents, Learners, Ministry of Education and Government programme Managers are all interested in the quality of education delivery. They have a role to play and have vested responsibilities and interests in the education of the learners.

Communication is an inevitable ingredient of the relationship among and between Ministry of Education and teachers. Therefore, communication shapes the tones and outcomes of relationships. Communication can be used as an essential tool for teacher's professional development. By using different forms of radio communication strategies, rapport can be created successfully among teachers and other stakeholders.

4.4 Purposes of communication in Education

Communication is about people creating and learning and exchanging meaning of new ideas. In the Ministry of Education one of the goals of communication has been to assist the teachers to know their roles and responsibilities while

promoting professional development to improve their skills and knowledge of new trends in different subject areas.

Communication in the Ministry of Education serves many functions among them:

4.4.1 Information: providing factual statements and explanation about the educational statistics and how the various stake holders relate to it. The Ministry of Education produces the Education Statistical Bulletin (ESB) using the Education Management Information System (EMIS). The Bulletin provides statistics that guide policy decision making for the implementation of interventions in the education sector. For example; the trends in key education indicators such as Education provision, Access and participation, Efficiency, Quality and Equity. Such information is necessary to promote dialogue and see areas of improvement in the education sector.

4.4.2 Dialogue and confidence-building: This is done by ensuring that all various points of view are expressed, providing clarification and addressing any hesitation about various issues related to education provision. The communication strategies therefore, provides for group meeting, person to person discussion, workshops, seminars, newsletters, radio programmes etc. to tackle issues pertaining to the improvement of teachers professional development.

4.4.3 Consensus: The teachers are informed of all the developments in the teaching field and have a chance to express their views and worries which are addressed adequately. The communication strategy has sought ways of effectively managing the many issues. It keeps track through monitoring

feedback of evolution of understandings and the achievement of commonly-decided objectives.

4.4.4 Advocacy: Conservative teachers and institutions may be unwilling to change habits of thinking and reacting and may be inclined to block new ideas if they consider them threatening or undesirable. Communication is used as a means of engaging teachers and others to encourage them to change with times and lend their influence to progressive directions. There are special communication approaches for advocacy and enhancing the support of teachers and other groups for proposed changes in the teaching skills.

4.4.5 Social Mobilisation: Communication campaigns and structured radio outreach programmes are used by involving teachers at all levels in decisions about new teaching skills.

4.5 Channels and modes of communication

From the uses of communication it can be noted that the teachers can initiate communication and can be recipients in the communication situation. The Ministry of Education feels that it is their responsibility and role to initiate new ideas and programmes about various education programmes.

Participatory communication has proved to be effective in building confidence and ownership and this involves frequent interchange of issues and ideas among teachers in communication situation. There is a mode of communicating in which

all initiate discussions and respond freely when addressed with issues, rather than being passive of other peoples monologue and commands.

4.6 MAIN THEORIES

4.6.1 Introduction

In communication it is important to ensure that the right information on any given issue is correctly transmitted by the use of a channel.

According to Infante et al. (1977) communication is important because it assists us to create cooperation and interaction with one another, promotes democracy, acquire information and entertain ourselves. He further added that communication is important because without it, development would not take place.

4.6.2 Diffusion of Innovation theory

One of the greatest pains to the nature of human beings is the introduction of a new idea. One has to ponder whether the notions may be wrong and firmest beliefs ill founded. Naturally human beings hate a new idea and are disposed to ill treat the originator of the idea.

Rogers (1995) defined diffusion as a process by which all innovations are communicated through certain channels over time amongst members of the social system. The Diffusion theory explains how ideas are spread among groups of people and looks at factors that increase the likelihood that members of a given

culture will adopt new ideas, products or practice. There four factors that influence adoption of an innovation .These include;

- a) the innovation itself
- b) the communication channel used to spread information about the innovation
- c) time and
- d) the nature of the society to whom it is introduced (Rodgers,1995).

Rodgers (1995) defined a communication channel as “the means by which messages get from one individual to another”. The nature of the relationship between individuals determines how successful an innovation would be transmitted from the source to the one receiving. Rogers (1995) explained that mass media channels are the most rapid and efficient means of communication to a large number of adopters, but inter personal communication is more effective in persuading potential adopters to adopt new ones.

The nature of society influences the diffusion of an innovation. The “society” is also known as a social system. Rodgers (1995) defined the social system as a set of interrelated units that are engaged in joint problem-solving to accomplish a common goal. Individuals, Informal groups or organisation are regarded to be members of a social system. Basic school teachers are members of a social system working together to enhance literacy level in society.

4.2.3 Persuasion Theory

Persuasion is a process by which people use messages to influence others. While persuasion typically uses information, the emphasis in a persuasive message is on

influencing the receiver. Persuasion attempts to change minds or get people to act on a message.

This theory was developed in the 1960s by Social psychologists. The study of persuasion uses common terms to analyse situations and these allow for effectiveness in designing messages. The terms commonly used in the theory are belief, value, motive, attitude and behaviour.

An attitude is defined as how favourably people evaluate something. This is represented by feelings such as good versus bad, right versus wrong, nice versus awful, valuable versus worthless. These feelings represent values. If a persuader wants to influence a specific behaviour he or she must use messages to create favourable attitude. Belief in persuasion theory refers to what people think is true or false. Persuasion involves presenting a message which will help a person to form beliefs in support of the message. Behaviour means intentional action. The intention can be verbal or physical and it involves doing something.

Frequently, the ultimate goal of persuasion is to gain behaviour from the receiver using persuasive messages. By persuading a person to favour a new idea, a persuader provides justification for the receiver to choose to behave in a particular manner. In order to have persuasion and not some other type of influence, the receiver must be free and not be constrained to choose. Therefore, perceived choice is the distinguishing characteristic of persuasion.

There are different approaches used in the Persuasion theory. Research and experiments have used the effects of different variables relating to source (communicator), message, channel and receiver.

The communicator or source is more or less believable. The source credibility influences attitude or change of the receiver of new ideas.

Message in persuasion exist in three categories. These are message structure, message appeals and the language. The message structure investigated variables such as to whether the strongest argument in a message should be place first (anti climatic arrangement) last (climatic) or in the middle of the message pyramidal (Gulley & Berlo 1956), whether two sided message are more persuasive than one sided messages (Hovland, 1957) whether the oppositions argument should be refuted before or after presenting ones case.

The channel in persuasion considered tape recorded and written messages and television and radio to be powerful and effective for different persuasive messages. Television was often considered especially powerful because it incorporated sound and vision in the delivery of messages while radio targeted more people. There is no clear evidence as to which medium is more effective than the other.

According to Hovland (1957) receiver in Persuasion theory involve variables such as age, sex, personality and group norms. The receiver attitude to the subject

matter and the extent of personal involvement is never known to the Communicator.

Age is an important variable. It has been proved that people reach maximum persuasion around the age of nine. For example, Hitler's Youth and East Germany's Young pioneers were recruited from the age of nine.

Sex appears to be of less significance in the Persuasion theory. Women apparently are likely to be persuaded more than men. However, this research was conducted in the fifties when women looked at themselves and their roles differently and this may well have changed now.

The personality variable involves self esteem anxiety and depression which have an influence on persuasion. Janis (1957) research suggested that people with low esteem are likely to be easily persuaded. The norms of a group serve to protect members from outside influence. The more important group members consider membership of the group to be less likely to be persuaded by the messages which undermine group norms. The persuasive impact of message can be increased if it is anchored in the system of beliefs and values of the receiver.

The messages on the education radio programme assists in persuading teachers to adopt the new skills and innovations in the profession.

4.6.4 Agenda -setting theory

Agenda setting theory describes how powerful the influence of the media in its ability to tell issues that is important. According to Mc Comb and Shaw (1972), “the media is not always successful at letting us what to think but they are successful at telling us to think about issues that are important”.

This theory is good at explaining why people with similar media exposure place importance on the same issues they are exposed to. Although different people might feel differently about the issue at hand, most people feel the same issues are important.

According to Chaffee and Berger’s (1977) criteria for scientific theories the Agenda Setting theory is good because of the following reasons:

- a) It has explanatory power because it explains why most people prioritise the same issues as important
- b) It has predictive power because it predicts that if people are exposed to the same media they will feel the issues are important
- c) It is parsimonious because it isn’t complex and easy to understand
- d) It can be proven false if people are not exposed to the same media, they wont feel the same issues are important
- e) It has organisation power because it helps organise existing knowledge of media effects.

For example, in the United States the media played a big role to portray the actions that surrounded O.J Simpson and Clinton scandals. The placement of full

colour pictures and page articles and broadcasting made people to believe the stories while others thought otherwise. The media wasn't successful in telling the Americans what to think about the two issues but most Americans believed that the issues were both important for along time to come.

The exposure to the media of the teachers brings about interest in the content of the messages and how they regard issues discussed as important to them.

The three communication theories were used by the researcher to measure the contexts within which the education radio programme operate in relation to informal education. The researcher tried to observe the extent to which the three theories relate to continuing professional development for teachers.

CHAPTER 5

5.0 Literature Review

According to Alfonso Dagon “the main elements that characterise participatory communication are related to its capacity to involve the human subjects of social change in the process of communicating”. Dagon numerated nine issues that distinguish participatory communication from other development communication strategies. Among these are horizontal versus vertical, process versus campaign, long-term versus short term, collective versus individual, with versus for, specific versus massive, peoples needs versus donors, ownership versus access, conscious versus persuasion. These bi-polar opposite terms each describes various ways of communication, the first in each pair being more favourable to participatory communication.

Each communication effort uses mass media: press releases, news-bulletins programmes, announcements on radio and television etc.

The most frequently used mode of communication for the mass media is radio and television. Other communication modes involve group and interpersonal communication through meetings, workshops, and seminars. Some communication modalities may also include institutional channels such political /administrative, the school /education system, development networks and NGOs.

Also used increasingly are traditional or socio-cultural channels of communications involving local opinion leaders, informal groups, indigenous groups and popular media such as theatre and festivals. This also includes places

and events where people gather regularly like markets, worksites and marriage ceremonies. The most recent channels for mass communication are provided by Information Communication Technologies (ICT) through the use of e-mail, websites, electronic for distance learning and computer based applications.

Mass media tend to reach large undifferentiated audiences and are useful for information that is of general relevance. Radio is used as the mass medium of choice by the Ministry of Education in Zambia where radio broadcast communication strategies are used in enhancing teachers' skills and continuous professional development.

Radio has been used widely in many developing countries as an education medium. This is evident from what has been published to show how education radio programmes using different communication strategies are used in a wide range of subject areas. Education radio broadcasts has been used in:

- a) Thailand, to teach mathematics to school children (Galda, 1984) and for teacher training and other curricula (Faulder, 1984)
- b) India for rural development (Long,1984)
- c) Swaziland, for public health purposes (Bryam & Kidd,,1983)
- d) Mali for literacy training (Ouane,1982)
- e) Mexico, for literacy training and other programmes (Ginsburg & Arias-Giding,1982)
- f) Nigeria, for management courses in for the agriculture sector (Shears,1984)
- g) Kenya, in support of correspondence courses (Kinyanjui,1973)

- h) Nicaragua, for health education (Cooke & Romweber,1977)
- i) The Philippines, for nutrition education (Cooke & Romweber,1977)
- j) Guatemala, to promote changes in farming practices and improving production (Ray,1978)
- k) Sri Lanka, for Family planning and Health (Academy for Education Development),1980)
- l) South Korea, in support of family planning (Park, 1978)
- m) Botswana for civic education (Byram, Kaute & Matenge,1980)
- n) The dominion Republic in support of Primary education (White,1976)
- o) Paraguay, to offer primary school instructions (Academy for education development,1979)

Education radio broadcasts has been used by applying diverse instructional designs. In some cases it is supported by use of printed materials and by local discussion groups. At time's education radio is designed to allow and encourage listeners to react and comment about radio programmes. Under education radio, there is also a provision for the audience to raise questions and receive feedback.

The most dominant and widespread examples of the use of education radio is called "Farm Radio Forum". It began in Canada in 1941 as a radio discussion programme. The lessons that were learned from Canada with the use of forums, multimedia, two way communication and various production techniques (drama, interview, panel discussion) were then replicated in India in 1956 and in Ghana in 1964. The radio programmes for rural forums have been concerned with the problems of agriculture, rural development, rural education, innovations, self

government and literacy. These forums have now been introduced in many developing countries in Africa, Asia and South America.

By 1968 a total of about 15,000 radio programme for different forums was reported (Nyirenda, 1981; Wanieswicz, 1972)

Paul Neureth (1959, 1960) studied the effects of a Farm radio forum project at Poona on India. He compared 145 forum villages with non forum villages. The forums were held for ten weeks with a total of twenty programmes. Each forum had twenty group members who met twice a week to listen to thirty minute radio programme on subjects such as agriculture, health and literacy. Forum members were interviewed before and after the project just like the adults who were to be sampled from each of the control villages. Each forum was visited four times. It was concluded that forum members learned much more about the topics under discussion than did adults without forums. According to Neureth (1959):

Radio farm forum as an agent for transmission of knowledge has proved to be a success beyond expectation. Increase in knowledge in the forum villages between pre and post broadcast was spectacular, where as in non-forum village it was negligible. Villages which had listened to radio programmes gained more knowledge than those in non forum villages.

Another research was conducted in Eastern Ghana by Abell (1969) who looked into the effects of group listening to radio forums. Abell in his study looked at sixty experimental forums that were set up in forty villages and another forty villages were designated as controls. Twenty programmes were broadcast once per week for five months. The programmes were centred on agriculture

programmes while others looked at problems of family living, national policy and relationships with government. Each forum met on the day of the broadcast and exchanged ideas on programme topics and themes then listened to the broadcast and discussed it. Forum members were interviewed as well as the control group on what they had learned from the broadcast. The results when compared showed that forum members learned more than non forum members.

Jain (1969) conducted the study of rural radio forums. The study was done in a number of villages in India. The groups listened to a twenty five (25) minute radio broadcast on a topic of current rural interest. It was followed up with group discussions or decision making or both. Others were only expected to listen and take no further action. The groups were given tests after the broadcasts. The results showed that group listening followed by group discussion was more influential in changing beliefs and attitudes towards innovation than was group listening without discussion. Group decision making was found to be an important factor as well. This is so because it enabled farmers to approach their problems in a more informed way and to work together towards the solutions.

In the Benin Republic, radio was used to educate rural peasant farmers in the 1960's. Small listening groups called 'radio clubs' were organised. Group discussions were carried out after listening to the broadcasts and reports on group discussion provided. After one year of study, a research was carried out to collect the reactions of the peasant farmers. As a result of the research, the administration of radio programmes and organisation of radio clubs was reformed. A national committee was formed to assume the responsibility of

planning the agricultural broadcast calendar. Topics on rural life and on general motivation were developed for the programmes. Messages from the radio clubs, questions and answers of interest to the development of agriculture formed important themes for radio programmes. A national seminar was organised to evaluate the achievement of agricultural radio. The results of the evaluation established that rural radio is an effective instrument of information and education among rural peasants. Anyanwu (1978).

Punasiri and Griffin (1976) looked at the farm radio forum pilot project in Thailand. The purpose of the project was to strengthen existing agriculture service and to obtain qualitative data on the value of radio farm forums in facilitating communication between the farmer audience and extension service. The programmes included interviews with specialists, interviews from listening groups, announcements and answering questions from the groups. The evaluation found that the two way flow of information between the farmer and the extension farm workers had improved. The frequency of contact with the extension agents as farmers felt that the agents were providing information directly relevant to their perceived needs. Retention of information and overall learning were greatly improved because of interest in the content and the reinforcement of messages by radio.

The evaluations of these communication programmes and projects have repeatedly indicated that radio can teach and present new concepts and information (Galda & Seale, 1980; White, 1976, 1977 Leslie, 1978; Bryam, Kaute & Matenge 1980 Hall & Dodd, 1977; McAnany, 1976).

In this regard, Sweeney and Parlato (1982) concluded that radio plays an effective role either as sole medium or in conjunction with print to support communicating of messages effectively.

For example, in a project for teaching mathematics by radio to school children in primary grades in Nicaragua, Students who were taught through radio lessons achieved significantly higher scores in the final evaluation than those taught through regular, face to face, classroom instructions. Rural students, tested against rural control groups benefited more than urban students tested against urban control groups (Galda & Searle, 1980). The project evaluators hypothesised that radio lessons were particularly effective in raising the level of knowledge of those who knew least, which in this case were the rural students.

Using a design which combines entertainment, humour and instructions, Kenya's national weekly radio programme, "Giving Birth and Caring for your Children" was seen to be effective in educating the audience about modern child care practices (Jamison & McAnany, 1978). The result indicated that more than one half of those interviewed listened for the entertainment. The survey showed a general recognition of the major theme (child care) and a high recall on topics covered by the programme.

A Civic education project was organised in Botswana by a community college to provide with basic information about government and its procedures about citizens rights and responsibilities. The radio programmes were heard and discussed by listening groups. Pre- and post- broadcasts surveys revealed a

definite increase in people's knowledge and awareness of government and of ways people can participate in the development process (Byram, Kaute & Matenge, 1980).

The potential of radio to motivate listeners to take action, modify behaviour and under take activities is evident in the literature review indicated above. In some cases radio has been used effectively to advise populations of new government policies and to encourage discussion and eventual support. Radio has also been used to promote community development, innovations and other programmes in which self help and community participation are essential (Bryam, Kaute & Matenge 1980).

Radio is used in an innovative and interactive way. Teachers respond to radio instructions through telephones, e-mail when instructions are given during the broadcasts. The radio broadcast outreach programmes are based on the principle of learning small portions of a given theme of the teaching skills than concentrating on large areas of the subject matter.

To keep the teachers well informed on the teaching skills, the producers of the radio programmes alternate teaching styles. The radio broadcasts involve radio drama were issues are identified to generate a high degree of interest so that the listeners are kept alive for a long period, Informative interviews based on the topic of the drama and teaching tips.

5.1 Why a Communication strategy?

Communication tends to focus on channels and messages that are visible, most controllable and generally perceived as the source of problems. But channels and messages only constitute two elements of communication. Communication involves many sources and a receiver by using various channels to convey the various messages to achieve the results. It is this interaction among the elements that matters in the final outcome to the communicator.

A communication strategy attempts to deliberately and consciously use what is known about the various key elements of the communication process in a system in order to achieve the communication objectives

5.2 Continuing Professional Development for Teachers

Good teachers form the foundation of good schools and improving teacher's skills and knowledge is one of the most important investments in education. There are a variety of professional development options which are available for enhancing teacher's skills.

Research on professional development has been done in many subject areas, with the focus ranging from classroom process and structures to teachers personal traits Richardson (1999).

This study is limited to finding if continuing professional development for basic school teachers through radio broadcast outreach is appreciated and has been successful at improving teacher's skills. Research on the links between

continuing professional development and learner achievement can be divided into two parts. The first period is related to the 1960s which focussed on “generic” teaching skills such as allocating class time, providing clear classroom demonstrations, and assessing the learners’ comprehension in class, maintaining attention and grouping learners.

The studies showed small to moderate positive effects on the learners’ basic skills such as phonetic decoding and arithmetic operations in a few cases reasoning skills also improved Brophy, J.E. and Good, T.L. (1986). For example, in an experimental study of fourth grade mathematics learners in urban schools serving primary low income families, learners’ achievement was greater when teachers emphasised active whole class instructions by giving information, questioning learners and providing feedback with more frequent reviews among other measures. Learner’s achievement was also enhanced when teachers learned to follow the presentation of new material with “guided practice” by asking questions and supervising exercises. Good, T, L and Grows, D (1979).

The second period of research in the 1990s looked deeper into student learning, focussing on learners reasoning and problem solving potentials rather than only basic skills. During this period it was suggested that professional development can influence teachers’ classroom practices significantly and improved student achievement when it focuses on the following areas:

- (1) How student learn particular subject
- (2) Instructional practices that are specifically related to the to the subject matter and how students understand it and

(3) Strengthening teacher's knowledge on specific matter by undergoing continuous professional development.

In a study conducted by Thomas Carpenter and his colleagues (1989), he randomly placed grade one teachers in a month long workshop that familiarised them with research on how student understand subtraction and addition, word problems or in professional development using radio programmes that focused on mathematical problem solving strategies but not on how students learn.

Teachers who participated in workshops more often asked difficult questions to students, listened to the processes students used in getting answers to questions and encouraged them to use different methods of finding answers. By contrast, teachers who were not in the workshops or listened to radio outreach programmes emphasised basic facts of recall, getting answers quickly and working alone rather than in groups.

Learner's achievement was consistently higher and showed advanced reasoning and problem solving skills was greatest when the professional development focused on how students learn and how to gauge that learning effectively. This suggests that professional development that concentrates on student learning can have an impact on student achievement.

In another study, Paul Cobb and his colleagues provided opportunities for teachers to examine the new curriculum materials, solve mathematical problems that they would teach to students and then study student learning. It was

established that these teachers did better on conceptual understanding and maintained their basic skills.

Deborah Mc Cutchen et al (2002) studied two groups of kindergarten and grade one teachers in reading. One group received professional development that improved their knowledge of word sounds and structure while the other group had no additional training. After tracking their performances for a year, the teachers who received professional development skills spent more time teaching explicitly blocks of words and language and their students did better on tests of word reading, spelling and comprehension.

To be effective, professional development provides teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instructions and improved student learning when the teachers use what they learn and connects to the curriculum.

David Cohen and Heather Hill found that teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in professional development. These teachers embraced new curriculum materials when supported by training and in some cases workshops about the new requirements for students' examinations.

In another study Michael Garet et al (2001) and his colleagues surveyed a representative sample of teachers in the 1990s in the professional development which emphasised on mathematics and science. The Study found that teachers

are more likely to change their instructional practices and gained greater subject knowledge and improved teaching skills when their professional development is linked directly to daily classroom experience and aligned with standards and examinations.

Studies suggest that the more time teachers spend on professional development, the more significantly they change their practises. Borko, H, Putnam R.T (1995) and Parsad et al (2000). Adequate time for professional development is also necessary to guarantee success. Since the sessions focuses on the subject matter and content, then duration of learning is important to consider in order to change old practices by conservative teachers who need to learn new things.

5.3 Conclusion

The studies have revealed that once teachers gain new knowledge through continuing professional development they improve their teaching skills. Continuing professional development improves teachers knowledge of the subject matter that they are teaching and this is enhanced by their understanding of student thinking in that subject matter. The studies shows that the time teachers spend in professional development process makes a difference as well if the activities focus on changing their own practices. The changes teachers make to improve their skills entail that they are learning new techniques in their different subject areas.

Therefore, professional development is effective if good strategies are used and if it is sustained overtime.



CHAPTER 6

FINDINGS OF THE STUDY

6.0 Introduction

In this chapter, the researcher discusses the critical findings of the research. Analysis has been given on the findings in line with the objectives and research questions.

An attempt was made to find out the impact of *Fastele Fastele* radio programme and its relevance to teachers for improving their teaching skills. As a consequence, it was important to gauge the teacher's views and concerns regarding the programme and application of the communication strategies on teacher's knowledge, attitude and skills.

6.1 CATEGORIES OF DATA ANALYSIS AND FINDINGS

The findings have been presented in two parts:

- a) **Part One: Quantitative survey**
- b) **Part Two: Qualitative findings**

6.2 PART ONE: QUANTITATIVE SURVEY

Figure 1

Sex distribution of respondent

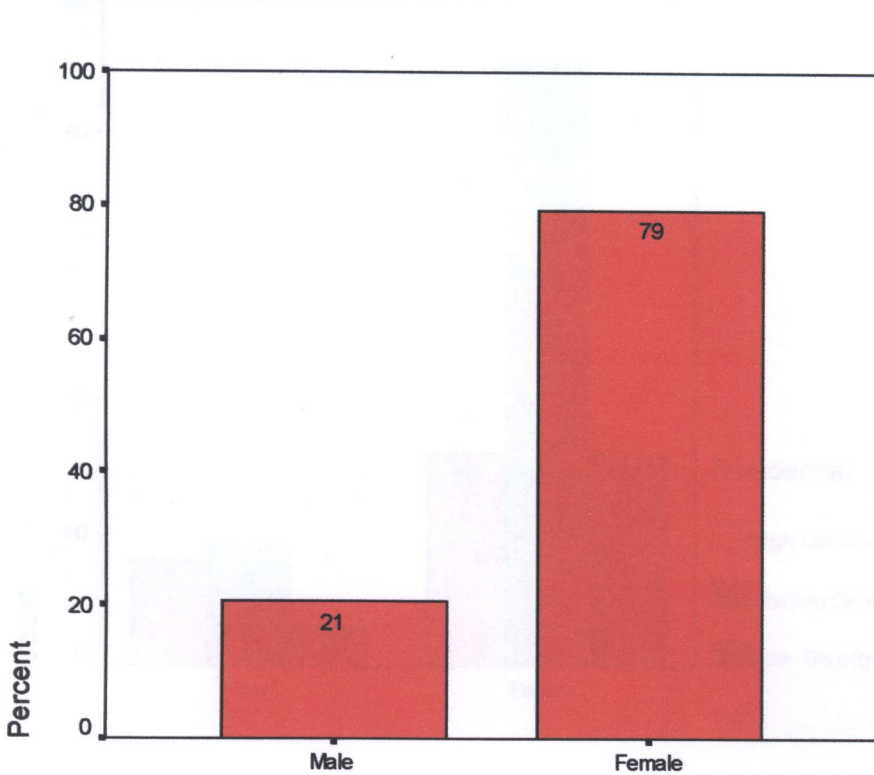


Figure 1 above revealed that 21 percent of the respondents were male and 79 percent were female who participated in the study. There was one percent non response. All the teachers who participated in the study were from government schools with more than half being female. Lusaka district has the teacher population in Basic school standing at 1,102 males and 2,773 females (EMIS 2007). The above illustration indicates that there were more female teachers. This is due to the fact that most teachers teaching in basic schools are female married to residents of the city and cannot be posted elsewhere.

Figure 2

Comparison of residential areas and gender

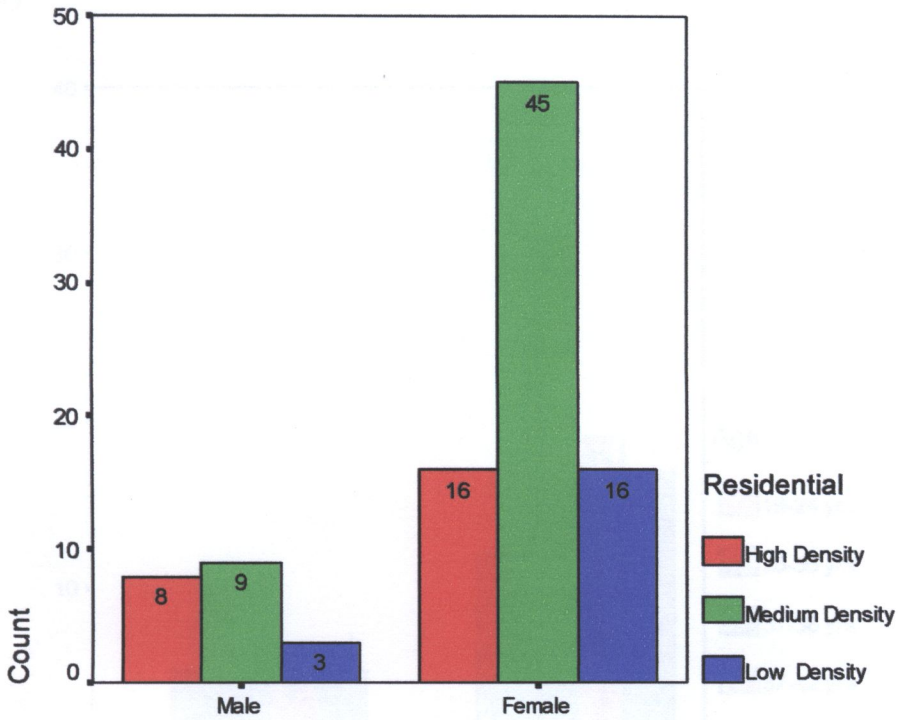
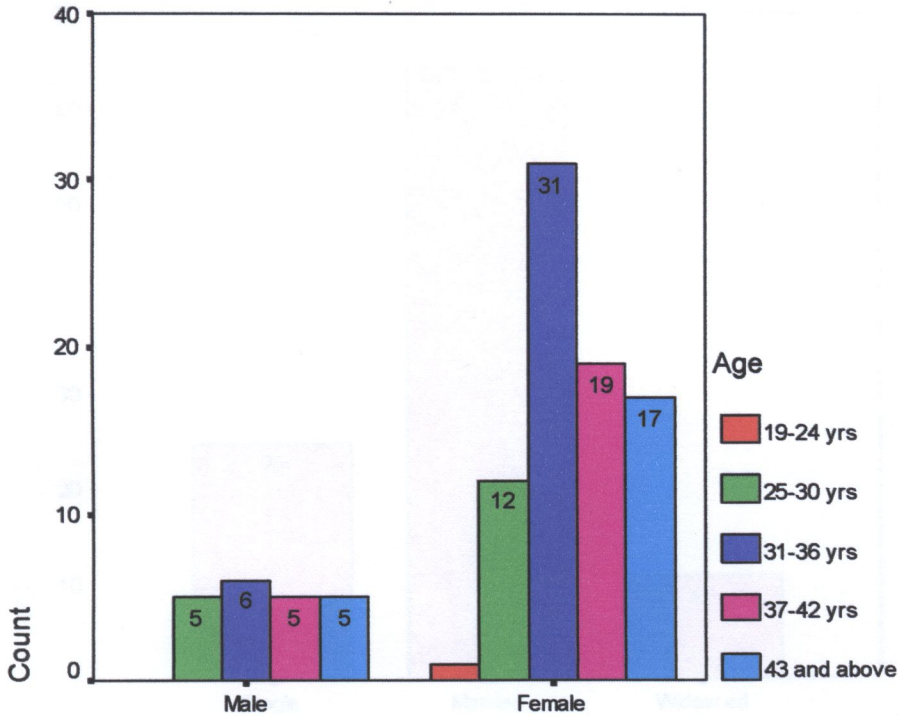


Figure 2 indicate that of male respondents, 9 percent male live medium density areas, 8 percent in High density areas and 3 percent in low density areas. The female respondents indicated that 45 percent live in Medium density areas, 16 percent of in High density areas and another 16 percent live in low density areas. 54 percent of the total respondents live in medium density areas.

Figure 3

Relationship between the average age of male and female participants in the study



The data on the average age indicates that there were more respondents in the age group between 31 and 36 years for both male and female constituting 37 percent. The respondents in the age group 43 and above for both sex was 22 percent. 24 percent of the respondents are in the age group 37 to 42 years, 17 percent of respondents in age group 25 to 30 and only one percent for the age group 19 to 24.

Figure 4

Marital status of respondents

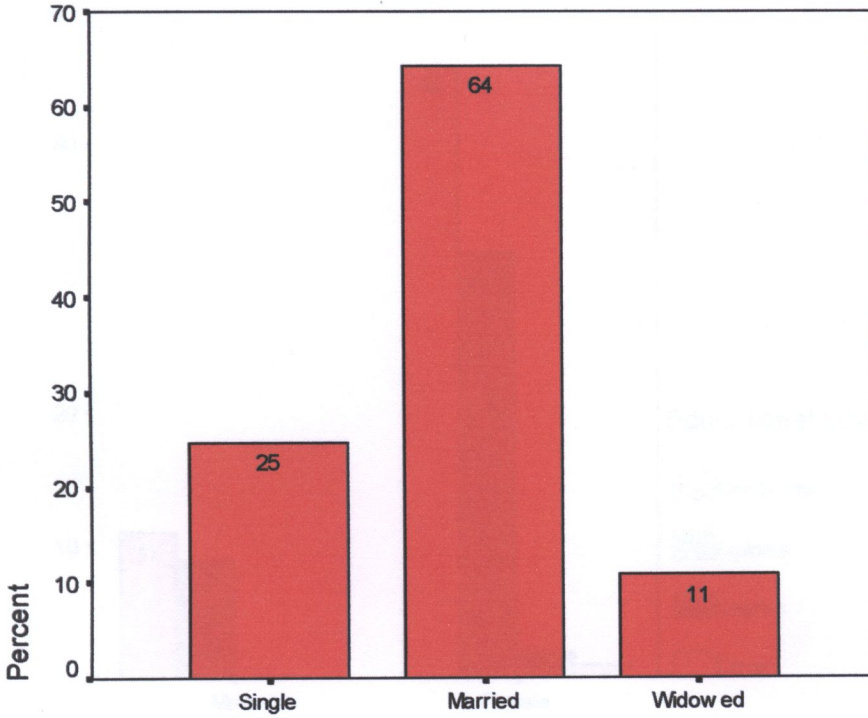
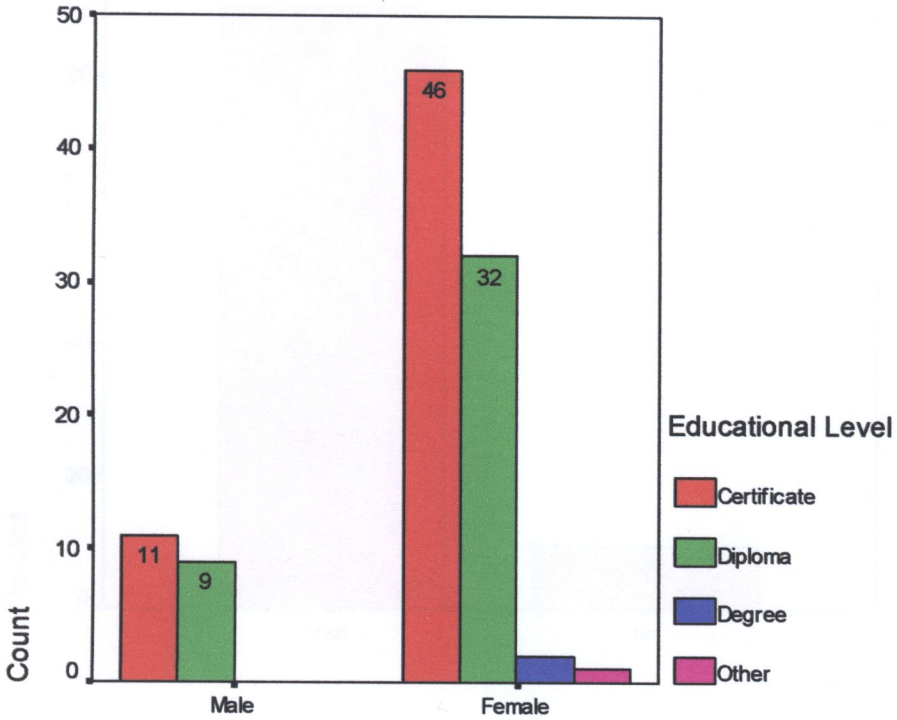


Figure 4 indicate that 25 percent of the respondents are single, 64 percent are married and 11 percent are widowed. Married female teachers are a majority in Lusaka city because of what was explained in figure 1.

Figure 5

Relationship between Sex and education level



The relationship between gender and education level in figure 4 indicate that 46 percent of females are certificate holders and 11 percent are males, 32 percent of females and 9 percent of males are Diploma holders and 2 percent of the females are degree holders and 1 female with other qualification.

Figure 6

Radio ownership at home

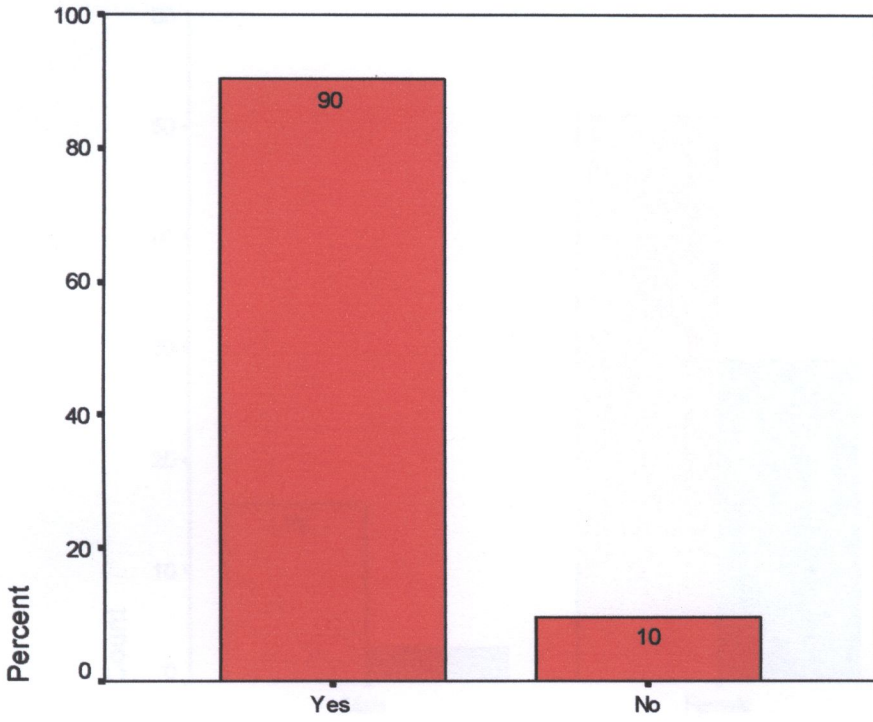


Figure 5 indicates that 90 percent of the respondents have radios at home while 10 percent answered that they had none.

Figure 7

Radio ownership at work

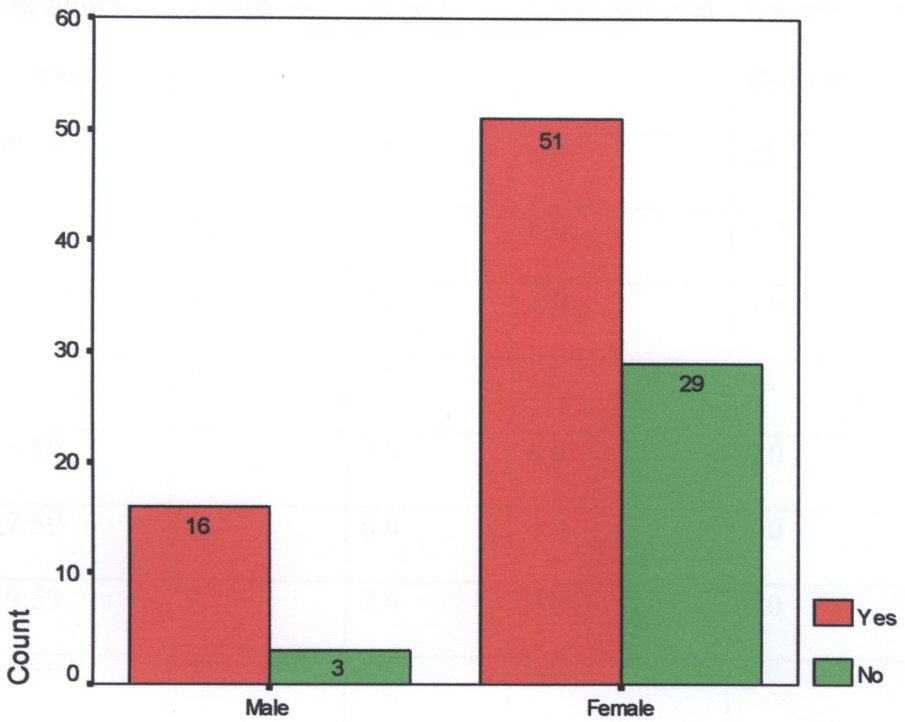


Figure 7 indicate that 51 percent of female and 16 percent male respondent revealed that they have radios the working place and 29 percent of female and 3 percent of males revealed that the work place had no radios.

Table 2**Listening hours to radio for respondents**

Listening hours	Frequency	Percent	Valid percent	Cumulative
Valid Yes				Percent
06:00-07:59	28	27	25	25
0800-09:59	5	7.0	6.0	6.0
10:00-:11:59	4	3.0	5.0	5.0
12:00:13:59	12	11	12	12
14:00-15:59	5	7.0	6.0	6.0
16:00-17:59	6	6.0	4.0	4.0
18:00-19:59	9	7.0	9.0	9.0
20:00-21:59	24	23	26	26
22:00- 23:59	4.0	5.0	4.0	4.0
24:00-01:59	1.0	1.0	1.0	1.0
02:00-03:59	0	0	0	0
04:00-05:59	2	3.0	2.0	2.0
Total	100	100	100	100

Table 1 indicate that the majority of the respondents listen to the radio in the morning between 06:00 hours and 7:00 hours and between 20:00 hours and 21:59 at night. The researcher concluded that this is so because teachers would want to listen to the news in the morning when they are preparing to go for work. The listening hours at night show that the teachers are out of school and would be relaxing after work.

Figure 8

Source of information for improving teaching skills

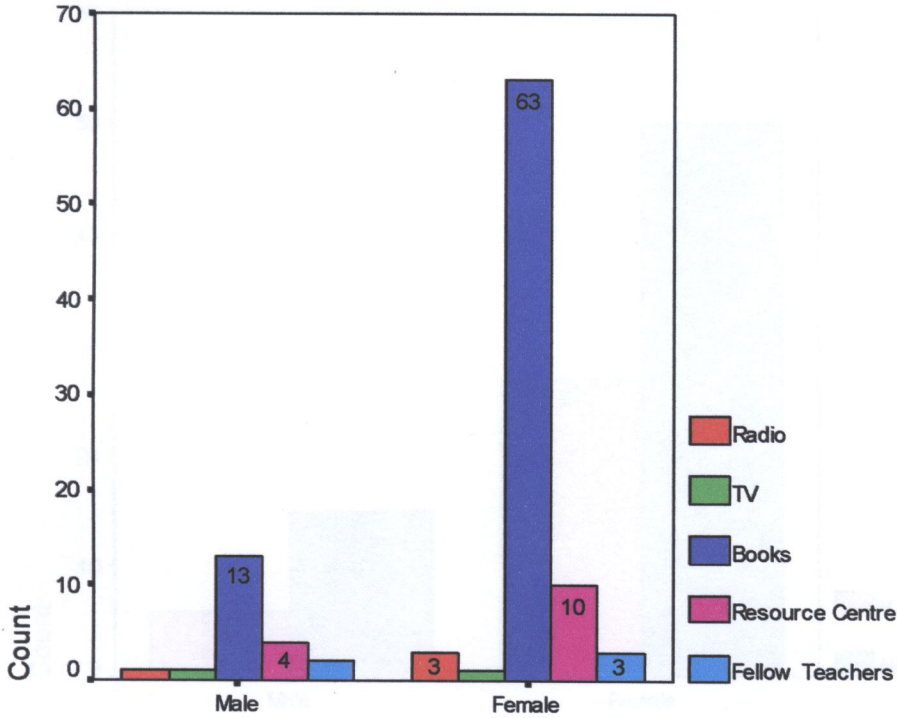


Figure 8 shows that the source of information for 76% of teachers is from the books while 14 % indicated the teacher resource centre and 4 % from radio. As the graph show above beyond text books other sources of information of information are used but the frequency varies for different reasons.

The data implies that though radio has been used as a strategy of disseminating information by the Ministry of Education to enhance teaching skills, the majority of teachers do not use the radio as a source of information on improving their skill through Continuing Professional Development. This is proved by the number of responses who stated “NO” on whether they listen to *Fastele Fastele* radio programme on either Thursday or Friday.

Figure 9

Do you visit the District resource centre to get information on teaching skills?

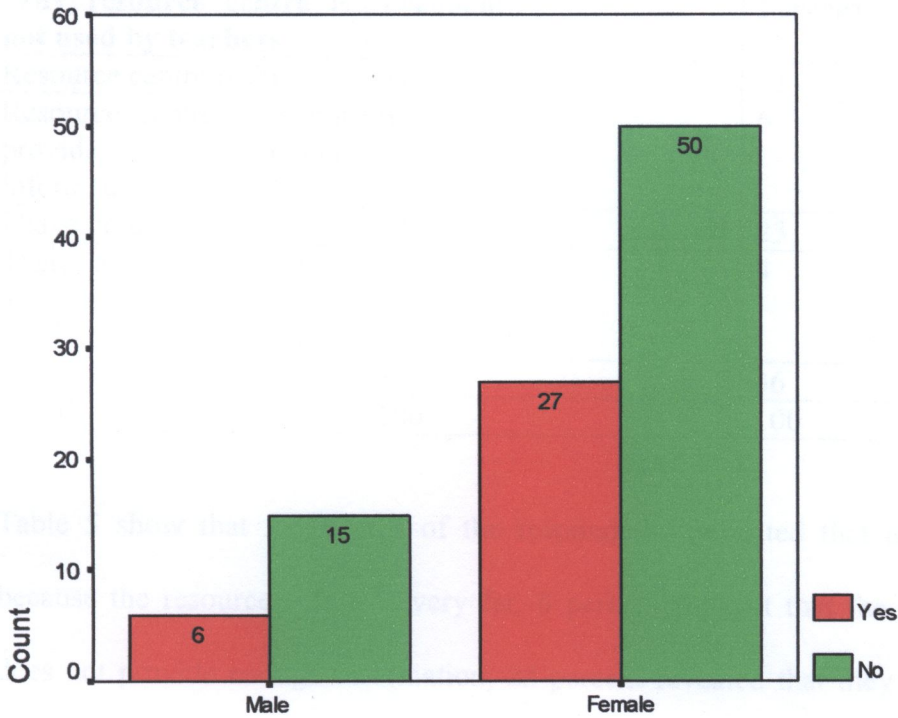


Figure 8 above shows that 6 percent of male and 27 percent of female giving a total of 33 percent visit the resource centre to get information on new teaching skills. 65 percent (15 percent male and 50 percent female) indicated that they don't visit the resource centre to can get knowledge on continuing professional development. 2 percent of the respondents could not give a definite answer.

Table: 3**Reasons why teachers rarely visit the District Resource centre**

Why resource centre is not used by teachers	Frequency	Percent
Resource centre is far	31	31
Resource centre does not provide enough information	6	6
I have no time	24	23
There are no materials available on new teaching skills at Resource centre	6	4
No response	33	36
Total	100	100

Table 5 show that 31 percent of the respondents indicated that they rarely visit because the resource centre is very far, 6 percent thought that the resource centre does not provide enough information, 23 percent revealed that they had no time, 6 percent stated that there are no reading materials available on new teaching skills and 35 percent did not give any response.

Table 4

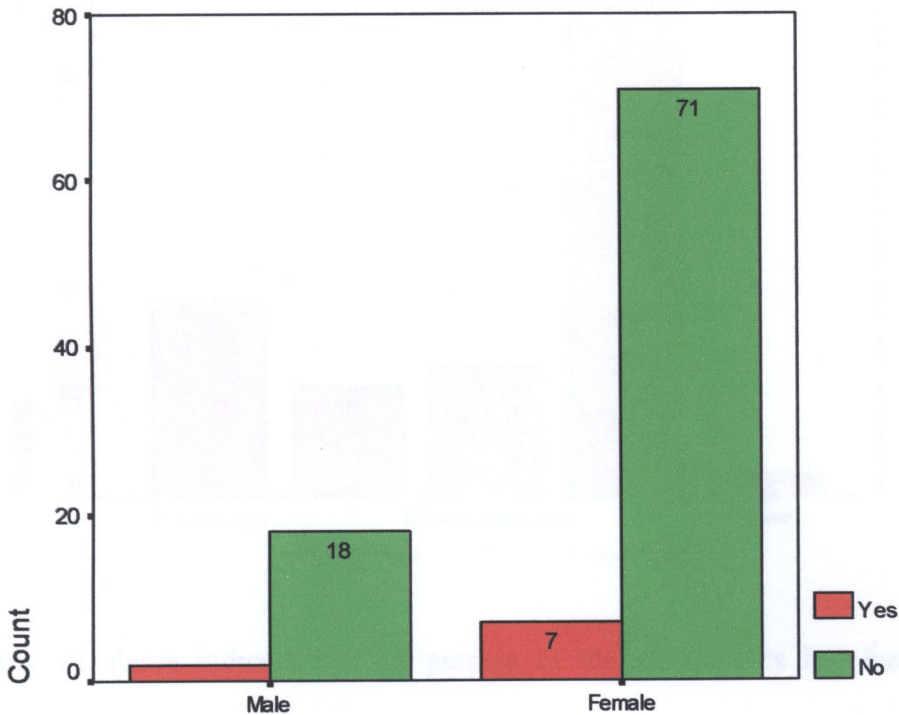
Comparison of radio listenership of *Fastele Fastele* radio programme broadcasts

Percentage listenership to <i>Fastele Fastele</i> radio broadcasts on Thursday			Percentage listenership to <i>Fastele Fastele</i> radio broadcasts on Sunday		
Yes	No	Percent	Yes	No	Percent
12	88	100	20	80	100

Table 2 shows that the percentage of listeners who do not listen to the radio programme on Thursday is 88 percent and on Sunday at 80 percent. Only 12 percent of the respondents said they listen to the programme on Thursday and 20 percent on Sunday respectively.

Figure 10

Have you been consistently following the *Fastele Fastele* radio programmes on radio 2?



The graph clearly demonstrates 89 % of respondents (18 percent male and 81 percent female) do not follow the radio programme. Only 13 percent of respondents indicated that they follow the programmes.

There are many reasons that can be attributed to this scenario. With 33 percent teachers indicated that they do not listen to ZNBC radio in preference to private stations. About 37 percent of the respondents indicated the programme has not been advertised widely. 30 percent of the participants indicated that they do not follow the programme because it is not advertised frequently on radio to remind the teachers of the schedules of broadcast times of the radio programme.

Figure 11

When did you last listen to the *Fastele Fastele* Programme?

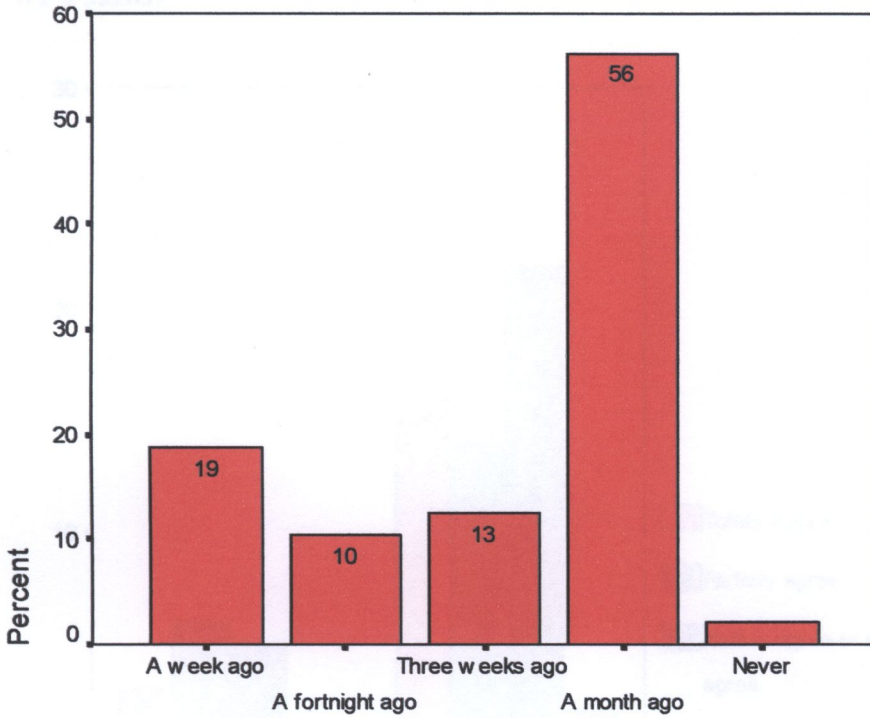
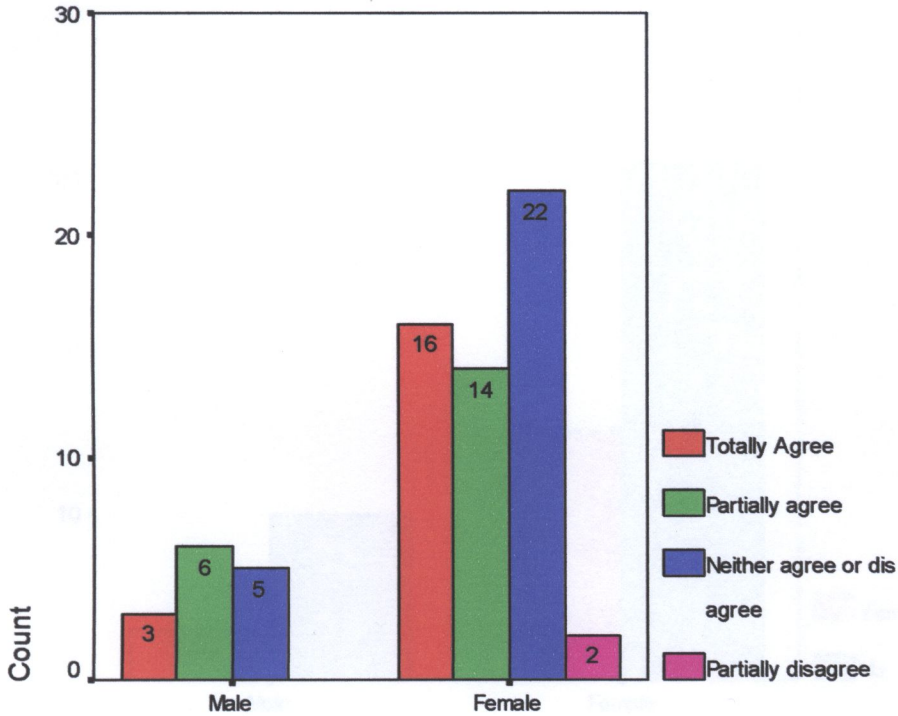


Figure 11 above indicate that 56 percent of the respondents last listened to the programme on a month before the interview, 19 percent a week before, 10 percent a fortnight before, 13 percent three weeks before and 1 percent never listened to the programme.

Figure 12

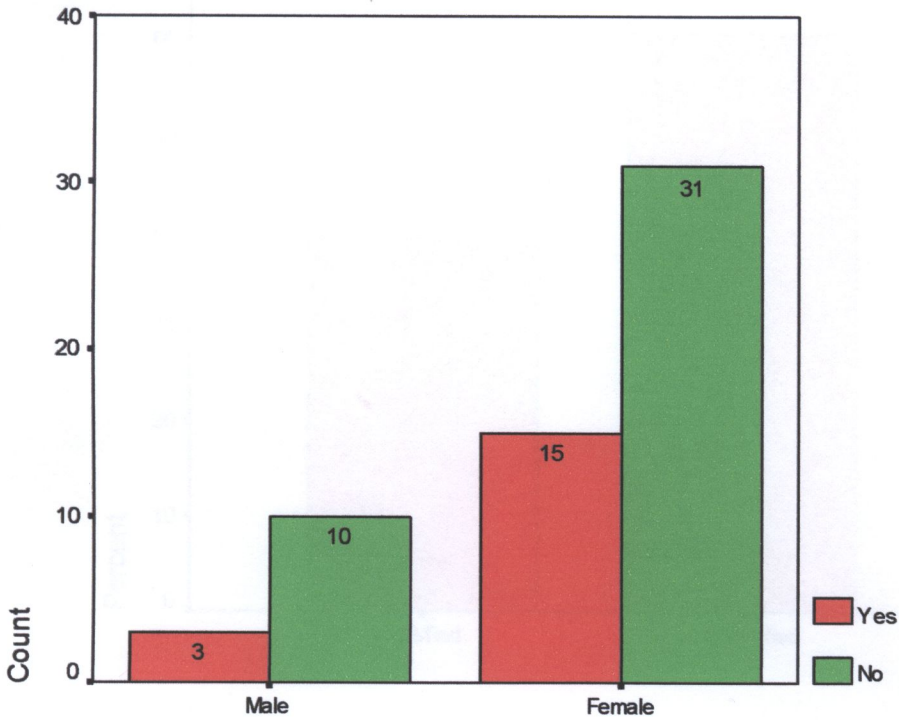
Do you agree that the programme contents of *Fastele Fastele* can enhance teacher's skills?



On the question of whether the respondents agree with programme content of *Fastele Fastele* radio programme 25 percent of the respondents totally agreed (5 percent male 22 percent female), 19 percent partially agreed (3 percent male and 16 percent female), 27 percent of the respondents neither agreed or disagreed (5 percent male, 22 percent female), 2 percent of respondents partially disagreed. 27 percent of the respondents could not give any response.

Figure 14

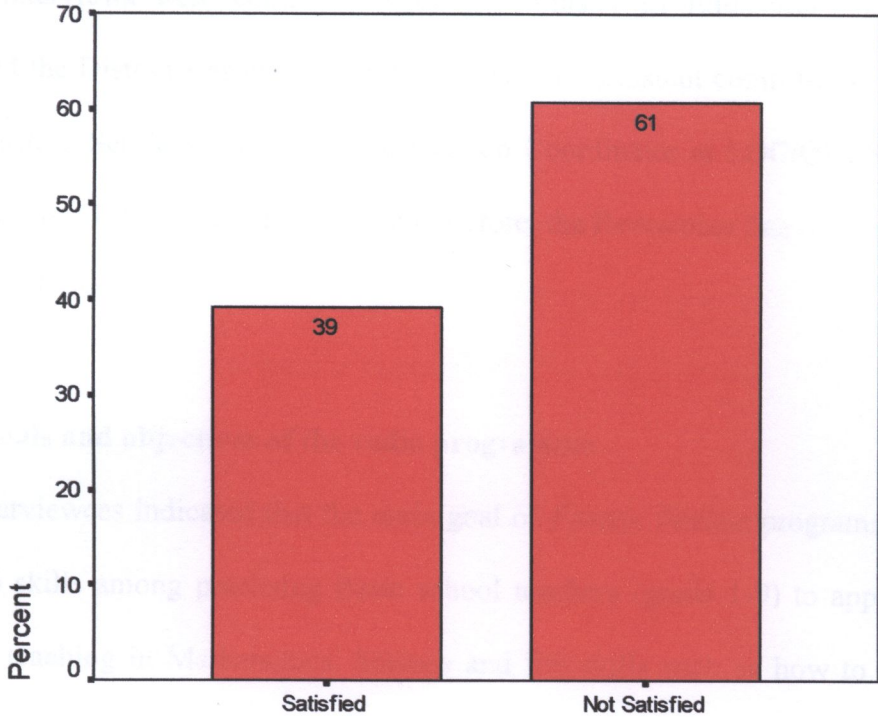
Do you use the information you learn on *Fastele Fastele* radio programme in class?



The table above shows that 18 percent of the teachers use the information they learn from the programme for teaching purposes. 41 percent of teachers indicated that they do not use the information from the radio programme. This shows that respondents lack interest in listening to the programme due to lack of appreciation of the programme.

Figure 15

Are you satisfied with the name of the radio programme?



The graph above show that most respondents are not satisfied with the name used for the radio programme. In fact 61 percent of the respondents wanted the name changed.

6.2.1 If you are not satisfied with the name suggest the most suitable name for the programme?

58 percent of respondents proposed “Teachers Teaching Forum”, 15 percent proposed “Education Teaching Tips”, another 12 percent “Education Tit bits” while 8 percent wanted to change the name to “Education Issues”, 5 percent to “Teachers Education Corner” and 2 percent to “Teachers Forum respectively”.

6.3. PART TWO: QUALITATIVE FINDINGS

6.3.1 Introduction

Three interviews were conducted with the Ministry of Education officials who included the District Resource Centre Coordinator, Assistant controller at Education Broadcasting Services and Teacher Education Coordinator at EDC/QUEST project. The questions asked were uniform and therefore, the Researcher has only highlighted important issues.

6.3.2 Goals and objectives of the radio programme

The interviewees indicated that the main goal of *Fastele Fastele* programme was to develop skills among practising Basic school teachers (grade 1-9) to apply learner centred teaching in Mathematics, Science and life skills such as how to deal with HIV/AIDS. The programme was initiated to provide an important link between Ministry of Education and teachers. The programme was started to enhance teacher's skills and support their continuing professional development.

6.3.3 Communication Strategies

The officials revealed that radio programme broadcasts on Thursdays and Fridays are used in reaching out to teachers. The use of radio is far much better because it reaches all parts of Zambia. Every broadcast has three parts such as Radio drama, Interviews based on the topic of the drama, and sharing of teaching tips. Materials covered under the radio programme include the areas of weakness in normal education delivery and the new skills in Mathematics, Science and HIV/AIDS. Apart from radio other strategies include the production of brochures and recorded episodes on CDs for use at Teachers Resource Centres.

6.3.4 Strengths of *Fastele Fastele* radio programme

1. All the staff interviewed stated that the strengths lie in the use of the radio which is accessed through out Zambia
2. Teachers can easily afford to own radios.

6.3.5 Weaknesses of *Fastele Fastele* radio programme

1. The broadcasts are done only twice a week is major weakness due to financial constraints. Therefore, once the teacher misses the episodes he has to look for the CDs
2. Inability to produce enough brochures to distribute to all teachers

6.3.6 Assessment of Knowledge, Attitude and Skills

On this question the officers observed that teachers who listen to the programme acquire more knowledge, latest updates in education and new skills discussed by officers during the radio broadcasts in the Ministry of Education.

6.3.7 Benefits of the programme

The interviewees highlighted some of the benefits of the radio outreach programme as follows:

- a) Pertinent topics based on 12 pedagogical skills are discussed.
- b) Helps teachers understand through examples practical examples and teaching tips.
- c) Answers frequently asked teacher questions.
- d) Gives information about Ministry of Education professional matters.
- e) Topics can be used during teacher group meetings.

- f) Complements other Ministry of Education professional initiatives.
- g) Available to both urban and rural teachers in the broadcast catchment area.
- h) Teachers are able to get feed back by sending mail, through SMS and e-mail.

6.3.8 Challenges

The officers interviewed listed some of the challenges as follows:

- 1) The time when the programmes are aired does not meet all the targeted audience.
- 2) There is also the perception by most teachers that they cannot get information related to continuing professional development at the Resource centre which is specifically meant for teacher's professional development.
- 3) Lack of periodic evaluation of the programme.

6.3.9 Continuing professional development

On the question of professional development the interviewees stated that continuing professional development is important to teachers and other educators for enhancing and improving their professions. They said that since teaching was a complex task, there were always new methods and ideas that come on board that needed to be tested, assessed of their effects and then there was need to adjust to new strategies and approaches. To ensure that teachers learn the new skills in teaching, communication was a necessity.

CHAPTER 7

7.0 CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The present study was designed to investigate the impact of radio broadcast communication by the Ministry of Education for basic school teacher's professional development. It also sought to establish whether or not the communication strategies used were adequate to deliver the messages to intended target. Additionally, the researcher wanted to identify the barriers that might hinder effective communication to the teachers.

7.2 Conclusion

The study brings in a lot of questions as to whether using the *Fastele Fastele* radio programme as a communication strategy is fulfilling its intended goals and target.

Firstly, the general indication is that averages of 84 percent of teacher's in the survey do not listen to the Education radio broadcasts. This shows that quite a number of teachers might have not heard of the existence of radio programme called *Fastele Fastele*. 61 percent of respondents indicated that the name of the programme was not attractive.

Additionally, the broadcast time slots of the broadcasts were not convenient to the intended target. The study revealed that most respondents spent more time listening to the radio at night. Going by this the ideal time to broadcast the programme should be between 20:00 hours and 22:00 hours. The night time was most preferred because most people were free and were out of the work places.

The programme has not been advertised widely to teachers and sensitised on the importance of the programme. Although the programme design was satisfactory it was concluded that there was need for evaluation of the programme to be carried out regularly.

The research further indicated that the respondents were satisfied with the design of the Communication strategies. It could be concluded that the strategies used by the Ministry of Education reaches the intended target. Another conclusion drawn was that strategies were not evaluated regularly.

A critical look at the data presented and the literature review of this study showed that radio broadcast outreach programmes can teach new innovations in relation to continuing professional development for teachers. Education radio worked well if it was structured properly to the expectation of the intended target or listeners.

Finally, it should be mentioned that it is hard to make any firm stance stating whether radio broadcast outreach programmes have not performed to expectations. One has to be cautious regarding the sample size and the setting that was used. In this study only a sample of 100 teachers in an urban setting was involved and therefore the question of generalisation cannot arise. For this reason it hard to generalise the findings of the study because teachers in rural areas were not covered in the study.

7.3 Recommendations

A look at the present study shows that there are several issues which need to be addressed if the communication strategies are to be successful. In the light of the above observation the following recommendations are made:

1. An evaluation study should be carried out to make definite decisions in the design, development, and revision of materials in order to find the impact of the communication strategies.
2. Since the results of the study show that 84 percent teachers from the survey do not listen to the programme due to limitations on the days and time when it is broadcast there is need to have repeat broadcasts and need to advertise the programme widely.
3. The night time was most preferred to broadcast the programme because most people were free and were out of the work places. The ideal time to broadcast the programme should be between 20:00 hours and 22:00 hours.
4. Sensitisation of teachers should be ongoing by holding workshops, seminars and teacher group meetings on the need to listen to the programme. There should be production of brochures for publicising the programme.
5. Considering that most teachers were not in favour of the name given to the programme there is need to change the name of the programme to either “Teachers Teaching Forum” or “Education Teaching Tips” or “Education Tit Bits” or “Education Issues” or “Teachers Education Corner” as proposed by teachers in the survey.

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Appendices

Appendix 1

QUESTIONNAIRE FOR TEACHERS

Your answers on this questionnaire are strictly for academic purposes and will be treated as confidence. To protect your identity, please do not write your name on it. Please ✓ tick the answer which apply

SECTION A

1. School name -----
2. Sex 1 male 2 female
3. Age
 1. 19-24yrs 2. 25-30yrs 3.31-36yrs 4.37-42yrs 5 .43 and above
4. Residential area 1 high density 2 medium density 3.low density
5. Marital status 1 single 2 married 3 widowed
6. Educational level 1 certificate 2 Diploma 3.degree 4 other

SECTION B

7. Do you have a radio set home?
 1 Yes 2 No
8. Do you have a radio at your work place?
 1 Yes 2 No
9. What are your listening hours to radio?

1. 06:00-07:59 hours	7. 18:00-19:59 hours
2. 08:00-09:59 hours	8. 20:00-21:59 hours
3. 10:00-11:59 hours	9. 22:00-23:59 hours
4. 12:00-13:59 hours	10.24:00-01:59 hours
5. 14:00-15:59 hours	11.02:00-03:59 hours
6. 16:00-17:59 hours	12.04:00-05:59 hours

10. What is your source of information on improving your teaching skills?

1 Radio 2 T.V 3 Books 4 Resource centre 5 Fellow teachers

11. Do you visit the District Resource centre to get information on new teaching skills?

1 Yes 2 No

12. If you answered No to question 11 above, why?

1 Resource centre is far

2 Resource centre does not provide enough information

3 I have no time

4 There are no materials on new teaching skills at the resource centre

13. Do you listen to the *Fastele Fastele* radio programme broadcast on ZNBC radio 2 on Thursday's 19:45 hrs and Sundays at 18:30 hrs?

Thursday 1 Yes 2 No

Sundays 1 Yes 2 No

14. Have you been consistently following the *Fastele Fastele* radio programme?

1 Yes 2 No

15. If you answered No to questions 12 and 13 above, why?

1. I don't know of its existence

2. There are no benefits from the programme

3. It has not been advertised widely

4. I have no time

5.Other (specify) -----

16. When did you last listen to the programme?

1 A week ago 2 A fortnight ago 3 Three weeks ago 4 A month ago

17. Do you agree with the programme contents on *Fastele Fastele* radio programme that they can enhance teacher's skills?

- 1. Totally agree
- 2. Partially agree
- 3. Neither agree or disagree
- 4. Partially disagree
- 5. Totally disagree

18. What are your levels of satisfaction with the instructional designs used in the *Fastele Fastele* radio broadcasts?

- 1 Very satisfactory
- 2 Satisfactory
- 3 Un satisfactory
- 4 Totally unsatisfactory

19. Do you use the information you learn on *Fastele fastele* radio programme in class?

- 1 Yes
- 2 No

20. If yes, how have you used the information above?

Specify-----

21. Which teaching skills have you applied most in your teaching in class from *Fastele Fastele* radio programme?

- 1. Planning lessons
- 2. Planning the use of the Chalk board
- 3. Organising group work
- 4. Making or using teaching aids
- 5. Encouraging communication
- 6. Questioning for teaching and learning
- 7. Reflecting
- 8. Expoliting text books

- 9. Using the local environment
- 10. Testing for teaching and learning
- 11. Drawing and using songs
- 12. Games and rhymes

22. What are the main benefits of the *Fastele Fastele* radio programme?

- 1. Pertinent topics based on the 12 skills are broadcast
- 2. Gives information about Ministry of Education professional matters
- 3. Topics can be used in teacher group meetings
- 4. Episodes are available on CD at Resource centres
- 5. Helps teachers understand practical examples and teaching tips
- 6. Specify other benefits-----

23. What improvements would you like to see to the *Fastele Fastele* radio programme?

24. What advice would you give to the producers of the programme in order to offer better educational programmes for teachers?

25. Are you satisfied with the name *Fastele Fastele* radio programme?

- 1. Satisfied
- 2. Not satisfied

26. If you are not satisfied with the name, suggest the most suitable name for the programme? -----

IN DEPTH INTERVIEW GUIDE

My name is Oliver Kangulu a Post graduate student doing Masters in Communication for development. I am researching on radio broadcast communication strategies used by the Ministry of Education in enhancing Basic school teacher's skills and professional development.

Please be frank in your responses as all the interviews are in confidence and none of the responses would be attributed to any respondent.

1. Can you say something on the goals and objectives of *Fastele Fastele* radio programme?
2. Did you play any role in writing communication strategies in the Radio Broadcast of *Fastele Fastele*?
3. What type of materials is used by Educational Broadcasting Services?
4. Who are your target group?
5. How do you convey the communication messages to your target group? (Ask more questions)
6. Who develops the materials used in the radio broadcasts?
7. Do you identify what the teachers know about the subject area covered by the materials?
8. Do you have a way of assessing the knowledge, attitude and skills (KAS) for the teachers?
9. How has the programme improved the Knowledge, Attitude and Skills (KAS) of teachers?
10. Have you ever done any evaluation of the programme? Specify the challenges?
11. What are the future plans on *Fastele Fastele* radio programme?
12. How was the name *Fastele Fastele* coined?

Fastele Fastele Broadcast Schedule: January/June 2007

Date	Topic
January 25& 28	Lesson planning
February 1& 4	Questioning Techniques
February 8& 11	Problem Solving: Activities for Learners
February 15& 18	Reflective Practices
February 22& 25	Counselling Skills
March 1& 4	Lesson Planning
March 8& 11	Leadership Skills for Learners
March 15& 18	Field trips for Learners
March 22& 25	Helping slow learners
March 29& April 1	Discovery Method of Teaching
April 5 & 8	Using Teaching Aids
April 12 & 15	Referral Skills
April 19& 22	Using song to Teach
April 26 & 29	Using Real –life Information
May 3 & 6	Constructive Criticism
May 10& 13	Leadership skills for Learners
May 17 & 20	Counselling and Confidentiality
May 24 & 27	Field trips for Learners
May 31 & June 3	Mathematics Rainbow Kit (MARK)
June 7 & 10	Using Real Life Information in Mathematics
June 14& 17	Problem Solving
June 21 & 24	Counselling Skills
June 28 & July 1	Resolving conflicts in Schools
July 5 & 8	Professional Conduct
July 12 & 15	Professional Conduct
July 19& 22	Professional Conduct
July 26 & 29	Professional Conduct