AUDIENCE PERCEPTION OF RADIO BROADCASTING AS A TOOL FOR CREATING AWARENESS ON GIRL-CHILD EDUCATION IN KADUNA STATE: A STUDY OF KSMC RADIO'S *A CECE SU.*

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DEPARTMENT OF MASS COMMUNICATION,
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JUNE, 2016.

DECLARATION.

I declare that the work in this thesis entitled: Audience Perception of Radio Broadcasting as a Tool for Creating Awareness on Girl-Child Education in Kaduna State: A Study of K.S.M.C Radio's *A Cece Su* has been carried out by me in the Department of Mass Communication, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma in this or any other institution.

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Name of Student	Signature	Date

CERTIFICATION.

This thesis entitled AUDIENCE PERCEPTION OF RADIO BROADCASTING AS A TOOL FOR CREATING AWARENESS ON GIRL CHILD EDUCATION IN KADUNA STATE: A STUDY OF K.S.M.C RADIO'S *A CECE SU by Onozare ABDUL meets* the regulations governing the award of the degree of Master of Science of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION.

I dedicate this thesis to the Almighty God, the source of all knowledge and to all those who hold that knowledge is a never-ending journey, not a destination.

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ABBREVIATIONS.

The abbreviations below are arranged in the order that they occur in the text.

KSMC Kaduna State Media Corporation

PAI Population Action International

CRC Convention on the Rights of the Child

CEDAW Convention on the Elimination of all forms of Discrimination against Women

EFA Education for All

DHS Demographic and Health Survey

CRID Centre for Regional Integration and Development

OAU Organization of African Unity

AU African Union

FM Frequency Modulation

UBE Universal Basic Education

NDHS National Demographics and Health

FME Federal Ministry of Education

FOMWAN Federation of Muslim Women Associations in Nigeria

UNESCO United Nations Educational, Social and Cultural Organization

SHD Sustainable Human Development

NCWS National Council for Women Societies

SUBEB State Universal Basic Education Board

NBC Nigeria Broadcasting Commission

AAIN Action Aid International Nigeria

EGBENN Enhancing Girls Basic Education in Northern Nigeria

UNICEF United Nations International Children education Fund

UNGEI United Nations Girl-Child Initiative

GEP Girls Education Project

STUMEC Students Tutoring, Mentoring and Counselling programme

BBC British Broadcasting Corporation

ABSTRACT

The major focus of this study is to find out how the audience perceives the radio programme *A Cece Su* (which means Let's Save Them in the Hausa language) as a tool for creating awareness of girl-child developmental issues. The survey method was adopted for the study. A questionnaire containing multiple-choice and written-response questions was administered to three hundred (300) respondents from three randomly selected local government areas of Kaduna state in Northwest Nigeria. Data obtained from copies of the returned questionnaires were analysed using simple percentages and chi-square-based statistics. Analyses reveal that majority of respondents do not see the selected radio broadcast programme as sufficient on its own (in its present form) to bring about increased awareness on issues concerning the girl-child, her education and development. Particular important are concerns by many respondents in their written responses on how broadcast messages could help feed the girl-child and hence their recommendations for functional education that translates to income generation to be a part of the broadcast. Their recommendations are consistent with the Social Responsibility model of the press. Furthermore, chi-square analyses of the results at the 5% level of significance showed some statistically important demographic differences that could inform policy in favour of the girl-child. Particularly, statistically significant ($p<0.001$) and strong (Cramer's V parameter 0.52) differences were found for radio access in favour of the male and for opinions on equal gender opportunities and educational level ($p<0.001$ and Cramer's V of 0.47), with educated respondents showing a bias for equal opportunities. The former could inform a radio drive to provide radios for females while the latter indicates a bias that is consistent with the interaction and social integration aspects of the Uses and Gratification model (one of the audience perception theories).

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study.

Population Action International (PAI) (2012) established that population growth is occurring more rapidly in Africa, and also that the continent is lagging behind in female school enrolment. Northern Nigeria is worse hit by this problem; in particular female literacy is much lower in Nigeria than in countries like South Africa, Kenya, Cameroon and Ghana. The gender ratio of population in Northern Nigeria and the gender enrolment ratio indicates a disproportionate female representation in schools these statistics coupled with the widely held notion that female child survival rates are generally higher than that for the male child (Awogbade, 1990a), gives more urgency to the cause of female child education.

The legally defined rights of the female child are fully articulated in the Convention on the Rights of the Child (CRC) (Hodges, 2001), and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) (Hodges, 2001), which emphasize the need for urgent intervention by all stakeholders.

The role of mass communicators for creating awareness on the need to bring and keep the female child in school, so that she can get at least a functional education, cannot be overemphasized. This is believed to be invaluable in helping to achieve the education for all (EFA) goals that seek to among other things achieve gender equality in education by 2015 (Hodges, 2001).

The radio is considered to be one of the most powerful information dissemination medium available to the mass communicator. It is considered to be one of the most effective for de-

velopment communication purposes especially in the rural areas (Ojebode & Adegbola, 2007). This is because radio waves are easily accessible and the radio is believed to be the cheapest technology in terms of first and maintenance costs.

Daniel Lerner cited in Seers (1997) in his book *The Passing of Traditional Society* which was published in 1958 wrote what is still considered today as one of the most rational arguments for modernization. Along with other scholars like McAnany and Jamison (1987), Lerner viewed mass media, especially radio as the means by which people of the Third World could be influenced. His ideas had several critics who viewed his position as ethnocentric and a ploy by the West to force capitalism on disempowered people of the Third World countries.

This study therefore seeks to examine the role of the radio broadcast programme *A Cece Su* as a tool for creating awareness on developmental issues pertaining to girl child education in Northern Nigeria. This is because development communication scholars believe that several aspects of national development revolve around proper and adequate use of relevant radio broadcast messages (McAnany & Jamison, 1987).

An important consideration here is how the audience perceive and are influenced by the radio messages. It would be important to know what they use the messages for in light of the Uses and Gratification model (a subset of Audience Theory) (Lull, 1990) or if they had a preferred, oppositional or negotiated disposition to the broadcast messages as another Audience Theory, the Reception Model suggests (Hall, 1980).

Radio is the chosen medium because it is relatively cheap and available, there is also an adequate radio broadcasting infrastructure in Nigeria which has existed since the 1940's (Umar 1997) Also, and most importantly, the Northern audience is considered to be essentially a listening audience (Yusuf, 2003)

As a rural- oriented medium, the radio is believed to have a multiplier effect as A tells B what he heard on radio and so on. This is especially true of rural radio which increases the capacity

for knowledge sharing and potentially the rate of development through community involvement.

Mass Communication and Development scholars like Akinfeleye (2008) and Quebral (1973) are of the opinion that, the mass media (in this case radio) constitute both "cause" and "effect" of development where "cause" is the mass media programmes in terms of broadcast media messages and "effects" is the response to the stimuli of messages (Dominick, 2010). In addition to these radio has some unique features which include portability, cheapness, universality and selectivity (Dominick, 2010).

This study is therefore aimed at assessing the effect of radio on listeners' awareness.

1.2 Statement of the Problem:

The mass Media particularly the radio is the most important medium for creating awareness on so many issues such as education (Moemeka, 1981). Radio therefore is an indispensable medium for rural development. Some of the obvious advantages of radio over other mediums of information exchange are that it is portable, cheap, and accessible and the signals can be transmitted over a long distance. In this instance therefore, development experts in the field of education are beginning to realize this advantages and are beginning to utilize them. Radio is a useful medium especially in creating awareness about health. Health communication is no longer kept at the back door but creating awareness on health related matters is gradually gaining momentum. The populace no longer relies on information from health officials for their wellbeing, but they seek information from the media on issues relating to their health. People seek information on so many other issues such as education especially as it pertains to the female gender. Also, the millennium development goal outlines the development of girl-child education as a very important issue and it is on the front burner of all government policies and objectives. Education is a catalyst for growth, but unfortunately, the girl-child educa-

tion in Northern Nigeria has been politicized and given lackadaisical attitude by the government.

The Dakar Framework on Girl-Child education agreed to among other things to eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015. This document sets out what is also known as the Education For All (EFA) goals, with a focus on ensuring that girls get full and equal access to good quality basic education. In view of this and with available statistics which show a wide gender biased margin in primary and secondary school enrolment figures in Kaduna State (NDHS, 2008), Nigeria which is a signatory to the EFA agreement did not achieve the 2005 and may almost certainly fail to achieve the 2015 goal.

Figures made available by the Centre for Regional Integration and Development (CRID) show that the North West has the lowest youth female literacy rates of 48.3% compared to that of the South West and South East (Yusuf, 2010).

The radio is the most popular medium of mass communication in Africa, and at least one set is found in every household irrespective of how remote it is (Best, 1997). The radio is therefore the medium of choice in campaigns that seek to create, promote and sustain awareness. It is not known if the radio has been a useful tool in creating awareness on girl-child education in Kaduna State. This study therefore seeks to establish if the Hausa radio programme "*A Cece Su"* has been able to significantly improve awareness on girl child education or not.

1.3 The Research Questions

The research questions are therefore as follows:

1) To what extent does the target audience listen to the Hausa radio programme "*A Cece Su"* on KSMC (Kaduna State Media Corporation) Kaduna?

2) In what ways has the Hausa radio programme *A Cece Su* helped to improve the extent of awareness creation on girl-child education in Kaduna State?

3) In what ways can the programme be improved upon in order to impact girl-child education in Kaduna state?

4) What are the opinions of the respondents as to the best options for improvement of the programme on girl-child education in Kaduna state?

5) What are the opinions of respondents on the best options for improvement of enrolment and retention rates for the girl-child in Kaduna State?

6) Are there any demographic (e.g. gender and level of formal education) differences in the opinions of the respondents?

1.4 The Objectives of the Study

1) The overall aim of the study is to find out the role of the radio programme *A Cece Su* in girl- child education and it is guided by the following objectives: Determine the frequency of listening to the programme *A Cece Su* by the specific audience.

2) Determine if the messages from *A Cece Su* have been useful for creating awareness on girl-child education and related developmental issues in Kaduna State.

3) Determine if there are significant demographic differences in the opinions of the respondents about girl-child education in Kaduna State.

4) Proffer the best options for improving awareness of girl-child education issues in Kaduna Proffer options for improving enrolment and retention rates for the girl-child in Kaduna State.

1.5 Significance of the Study

The study's significance lies in the fact that it will provide invaluable data for administrators of education to plan for the girl-child education especially in areas such as Northern Nigeria where there is dearth of information on media and girl-child education. Perhaps, programme planners in media houses often misconstrue the fact that their programmes have a wide reach and acceptance, but unfortunately the reverse is the case. Therefore, this study will provide a fish eye view of the problems affecting some programmes in the radio station under study. This will inarguably assist them to plan their programmes better. Besides, this kind of study has rarely being done in Kaduna state especially as it concerns the state itself. Therefore, studying it will provide a fish eye view of the lacuna that exists in the study of this nature such as the media and girl-child education.

Also, this study is rights-based in the sense that it tries to assess the situation of the girl-child in Kaduna State North-West Nigeria as it concerns her education especially when compared with her counterparts in the Southern parts of the country. This assessment is based on the legally defined rights of the girl-child as enshrined in the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) (Hodges, 2001). These rights include equal access to nutrition, education and employment (Hodges, 2001). All these resolutions were adopted by the United Nations General Assembly in 1989 and 1979 respectively; these were reinforced by the African Charter on the Rights and Welfare of the Child adopted by the Organization of African Unity (OAU) (now African Union or AU for short) in 1990 (Hodges, 2001).

In addition certain specialized conventions of the International Labour Organization (ILO) relating to child labour were also approved most importantly Nigeria ratified CEDAW in 1985 and CRC in 1991 (Hodges, 2001).

The study therefore derives its significance from the fact that it aims to find out how relevant the radio is (specifically the radio programme *A Cece Su*) in the creation of awareness on the need to educate the girl-child programme. Increased awareness on this developmental problem is potentially an avenue to help reduce the gap in gender enrolment ratios, which is one of the EFA goals set during the Dakar summit in 2000. Communication scholars like Ebo (1997); Soola (2002) agree that the mass media can make significant contributions to the process of creating public awareness whether the aim of such is to bring about an increase in information or knowledge of the public or target group about a specific issue, bring about a change in their opinions or attitude, or motivate them to action i.e. to change their behaviour and habits (Buchalew & Wulfemayer, 2005), in agreement with these also listed the role of the mass media among others to include: inform, educate, bring about social change and help establish public policies. Therefore, it is believed that policy makers and education administrators at both State and Federal levels will find this study beneficial in helping them fine tune decisions and programmes targeted at girl child development.

1.6 Scope of the Study:

The research primarily focuses on Kaduna State in Northwest Nigeria which is divided into twenty three Local Government Areas and three senatorial zones. The study is limited to assessing audience perception of the radio programme *A Cece Su* as a tool for creating awareness on girl child education in Kaduna State and to probe for significant demographic differences in audience opinions. This is because the radio serves as primary information source for many (Dominick, 2010). In addition, the radio does not require formal literacy for use by beneficiaries.

1.7 Definition of Key Terms

Girl-Child: For the purpose of this work, girl-child means a female child not older than 18 years of age and resident in Kaduna state.

Radio Broadcasting: The radio is a device which has the ability to send and receive messages by electromagnetic waves. Radio broadcasting is a system which relies on these electromagnetic waves to propagate messages to a large, diverse and heterogeneous audience. In this work radio broadcasting refers to broadcasting by KSMC on 90.8 Frequency Modulation (FM) wavelengths.

Education: A process of teaching, training and learning, especially in formal schools or colleges to improve knowledge and develop skills.

Awareness: To bring attention to, and create understanding for issues surrounding a particular subject, in this case, girl-child education in Kaduna state.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter attempts to examine issues associated with media broadcasts and awareness creation from existing literature and is divided into three sections where the focus is on reviewing literature that highlights role of the media in the development process and the objectives of the study. In addition, factors that promote the effectiveness of radio in particular as a tool for awareness, action and change are explored.

Lerner (1996) believes that if people could become literate and if they could benefit from the relatively low cost technology of radio, film or television they could be made more aware of their problems and be inspired to take action to do something about them. The theories and programme chosen for this study are also discussed.

2.2 Broadcast Messages and Creating Awareness for Development Purposes

According to Umar (1997), "In Nigeria and indeed most African states, broadcasting, that is radio and television, are used as tools for promoting development at least in theory''. In practice however entertainment seems to dominate though development is supposedly the major objective with entertainment formats being used for educational purposes (Nwuneli, 1985) cited in Umar (1997):

> "Radio stations seem to devote a high percentage of their airtime to purely entertainment programmes while other informational types of programming are presented in such a way that they appeal only to the educated elite leaving out the majority of the population who are rural based and largely uneducated".

McAnany and Jamison (1987) in their book *Radio for Development Communication* put it this way: ”Radio is and will remain for the next decade or two the single most pervasive means for communication with the majority of the world’s population and second, many countries will use this important national resource to promote development goals’’.

In this regard therefore Biagi (1996) believes that one of the significant theories used to describe media systems is the Development Media Theory also known as the Third World Theory after the countries where it is usually operational and where more of the media is in government hands than in in private hands. According to this theory, the media is used to promote the country’s social and economic goals and also to direct a sense of national purpose for example a developmental media system might be used to promote girl child education. This can also be explained by the agenda building function of the mass media under the Agenda Setting Theory as propounded by Lipmann and Cohen, where the media, government and society can work in harmony to achieve a set objective Defleur and Ball-Rokeach (1989). Consequently it is safe to assume that for development programmes to bring about changes in the desires and aspirations of the people, greater advances must be made at the individual and national level in line with this, Rodney (1972) in defining development stated that “at the level of the individual it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being”. Thus all changes must be seen as raising the living standards and expectations of the people: this is one of the necessary preconditions for development (Erinosho, 2000; Godwin, 2009; Hodges, 2001).

Development studies have over the last five decades proven that no single discipline or approach can explain adequately its complexity. Sociologists, Economists, Social Anthropologists and even Political Scientists have all sought to provide social science students with an overview of major developmental issues emphasizing on social action and social change.

According to Bilkisu (2014):

> "…people-centred development is now the vogue and development is measured based on improvement in development indicators such as poverty level, literacy rate, maternal and infant mortality and morbidity rate. All these determine a country's rating on the Human Development Index scale." (p.57)

Studies in the use of mass media for development or modernization purposes is not new, Daniel Lerner wrote what is considered as one of the most rational arguments and complete methodologies for modernization. Lerner in his book *The Passing of Traditional Society* cited in Inayatullah (1967), viewed the mass media as the means by which people of the third world could be influenced.

His ideas nevertheless stimulated further debates and inquiry and questions like: Who was the media changing? From what, to what, how fast and to what effect, became the order of the day. Consequently, there was a paradigm shift in thinking about the problem of media and development because of the complex nature and size of modern day societies, we get most of the information we need second hand, this is where the power of the media lies for whoever controls the mass media can control the information we get this is also known as the gate keeping function of the mass media.

Rogers cited in Baran and Dennis (2012) observed that even in the days of the dominant paradigm, it was realized that contributions of mass communication was often greatly limited by the social structure and by the unavailability of resource inputs. But there was at least the hope that by raising the people's aspirations for modernization, pressure was created towards changing some of the limiting factors on development.

Broadcast media messages have been known to influence the opinions, attitudes and even behavioural pattern of audiences. Yazidu (1973) has found radio to be very effective in generating awareness about agricultural innovations in rural communities and even for programmes that target the education of the pastoral nomad. Interestingly the word "broadcast" was origi-

nally used in Agricultural terms to mean the spreading forth of seeds, fertilizer, pesticides and other farm input.

Rural radio especially is seen as a valuable tool in increasing knowledge sharing and the rate of development through community involvement (Legwuonu, 2012). The different needs of man in relation to the social and psychological functions of the mass media in this case radio include the following

1. Surveillance which includes acquiring information, knowledge and understanding in other words fulfilling the news and information role of the media. Surveillance maybe instrumental or useful surveillance or beware or warning surveillance (Dominick, 2010).
2. Interpretation, this function of the media allows it to provide information on the meaning and significance of information about events that happen around us.
3. Linkage, joining different elements of society that are not directly linked like bringing sellers and buyers together or the transmission of values which is one of the most subtle but very important functions of the mass media. It is also called the socialization function of the mass media this refers to how an individual can gradually accept the values of a group.

In recognition of these functions of the media, development scholars like Oettinger cited in Bilkisu (2014) concede that the mass media does play a powerful role in the development of any society, she however does not agree that it is an active change agent according to Oettinger the media only acts as a mirror or reflection of the society.

Despite all the fanfare with which the Universal Basic Education (U.B.E) was launched in 1999, the Federal Government's policy on education does not seem to have had any effect on certain trends. For example the proportion of women who have received some secondary education in the South West is ten times higher than either of the Northern Regions: North East and North West (NDHS, 2008). The same survey confirms that radio is the medium that

reaches by far the largest number of women in general radio has a consistently high audience in all regions.

Regional variations in audience reflect the uneven geographical distribution of media organizations and regional literacy rates are critical determinants of the depth of media markets. Rodney (1972) believes that "one limitation of the educational system of colonial Africa which is obscured by statistical averages is the great variation in opportunity between different regions in the same colony." More than fifty years after the end of colonial rule the regional variations still linger and may be with us far into the next century.

Development communication scholars like Lagerwey (1990) believe that despite the fact that education is not free the major problem is that of attitude, or more to the point attitudinal change. Lagerwey (1990) cited in Srinivas (2001) maintains that desire for development must come from within using education as the *key* and communication as the *tool.*

To this end, broadcasting along with other factors should be seen as a major instrument in the national development process, broadcast stations are however forced to think of programmes that will generate revenue first above any other consideration according to Wilson (1997) this does not give hope for the use of the broadcast media for sustainable development.

At the 2010 Annual Conference on *Islam and the Education of the Girl-Child,* most of the speakers expressed concern on the need to reduce poverty in the North in order to fast track development of the Northern region. The conference was organized under the auspices of the Centre for Regional Integration and Development (CRID) and the enrollment and retention statistics provided by most of the speakers were quite discouraging (Yusuf, 2010).

Unfortunately beyond primary school there is an observed increase in the level of drop outs as can be seen in the DHS charts obtained for Kaduna State from the Federal Ministry of Education for the year 1999-2010 (FME, 2009). Additionally, 1998-2008 enrolment rates for girls stood at 26% to 37% for primary schools (FME, 2009).

Table 2.1 Primary Education Charts for the year 2000-2010 in Kaduna State

Year	**% Female**	**Total pupils enrolled**
2000-2001	36.4	192,607
2000-2001	26.5	205,049
2002-2003	44.0	137,144
2003-2004	35.1	131,665
2004-2005	____	158,895
2005-2006	____	171,496
2006-2007	35.1	162,539
2007-2008	41.3	145,981
2008-2009	39.9	149,695
2009-2010	41.5	151,599

Source: D.H.S (2010)

The situation is hardly better for secondary schools as drop-out rates significantly rise as puberty is attained for example in the year 2000-2001 secondary school enrollment rates for girls stood at 28.6% in Kaduna state (see the Table 2.2 below).

Table 2.2 Secondary Education Charts for the year 2000-2010 in Kaduna State

Year	**% Female**	**Total pupils enrolled**
2000-2001	28.6	181,194
2001-2002	26.5	192,607
2002-2003	44.0	137,144
2003-2004	35.1	131,665
2004-2005	____	158,895
2005-2006	____	171,496
2006-2007	35.1	162,539
2007-2008	41.3	145,981
2008-2009	39.9	149,695
2009-2010	41.5	151,599

Source: DHS (2010)

In addition to these, a look at overall literacy rates by zones shows that the Northwest, Kaduna state included, has an overall female literacy rate of only 22% NDHS(2008) the same survey shows that the Northwest has 87.8% of those who had no education whatsoever. .

To address this deficiency and promote girl child education the Federation of Muslim Women Associations in Nigeria (FOMWAN) according to Yusuf (2010) has established more than

150 schools nationwide, most of these schools also have skills acquisition centres primarily aimed at school drop outs.

Education is a basic tool for human development and must be given adequate and much deserved attention both by Government, aid agencies and the general citizenry. If education is indeed a basic tool for development what then is development or how can we comprehensively define the concept of development? For the purpose of this work we are more concerned with how a development communication scholar sees development. Young (1993) cited in Laninhun (2002) asserts that: "development implies a change for the better; the ordering of society and the social and economic process in such a way as to lead to the eradication of gross poverty, ill health and illiteracy and to rising standards of living and increased material comforts for all."

Akinfeleye (2008) opines that "the media working together with other variables can bring about positive development in any society". Quebral cited in Yusuf (2003) goes further to define development journalism as:

> "The art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes for greater social equality and the fulfilment of human needs.

In this regard the agenda setting theory of the mass media (Bittner, 1980), asserts that shaping public opinion and influencing public policy has extended the functions of the mass media further than the traditional roles of informing, educating and entertaining the public. Journalism (especially in developing countries like Nigeria) must therefore become more intellectual and purposeful to keep abreast of contemporary realities where ethno-religious conflicts, poverty and illiteracy are the order of the day.

In his article *De-territorializing Radio: Deregulation and the Continued Triumph of the Corporatist Perspective in the USA,* Fairchild cited in Dominick (2010) emphasizes the differ-

ence between the Corporatist and the Statist paradigm in radio usage where the Statist perspective sees government as the protector of public interest ensuring that the broadest number of people benefit from the medium. This perspective is also in line with the development media theory.

The Latin American school of development which emerged in the 1940's is worth mentioning. In this regard radio *sutatenza* in Colombia and radio *Mineras* in Bolivia were at the fore front of pioneering the use of radio as a tool for participatory and educational purposes, emphasizing rural radio approaches to empower marginalized and underdeveloped societies. Miguel Sabido's "enter-educate" method which emphasized the use of entertaining tele-*novelas* for mobilization purposes also played an important role in the Latin American Development Communication scene. These models (according to development communication scholars) are lacking in underdeveloped nations, and thus their underdevelopment can be largely attributed to this.

Theorists of the West or Modernization apologists believe the drive for achievement is not present in the underdeveloped world while there is an overabundance of it in the developed world. There is also the absence of revolutionary ideas as the underdeveloped world is immersed in its traditional way of doing things. The modernization theorists believe that the mass media should be used to transmit messages of change from old cultural practices and values.

According to Seers (1997): "even if per capita income of a nation doubled without a decline in the level of poverty, unemployment and inequality between the haves and the have not, a country cannot be said to be developed". Ideally therefore development should be preoccupied with two basic things and these are: improving the quality of life and moving the society towards desirable ideals.

According to Tehranian (1984), the modernization school strongly believes that the mass media has helped the processes of development in the area of national integration. It has opened windows of opportunities to international and domestic markets, passed messages that emphasize modern (western) values and way of life and increased domestic consumption (through higher demands) for foreign goods and services. Horizontal rather than the top to down or "trickle down approach" must be adopted, this is imperative as Massiah (1993) cited in Laninhun (2002) asserts:

> Until planners become alert to the different roles of men and women in society and consequently to their differing needs, they will continue to assume that the trickle down approach they adopt will benefit all persons equally. It is by now documented that women around the world have not benefitted equally from development efforts to the same extent as men (p12).

This implies that all development plans should be gender sensitive to avoid marginalizing women. In light of this, Awogbade and Alti-Muazu (2000) cited in Erinosho (2000) "there has been in recent years insistence and demand of parents for the establishment of special schools for women and girls where the curriculum will include Islamic Education and Vocational Training" . The emphasis on vocational training is borne out of the desire for the girl-child to be able to add economic value to her family without too many years of conventional schooling.

It is a fact that female children are denied equal opportunity for access to education and when they get it, it is sometimes "inferior" to that given to boys. The Nigerian overall literacy level of 49% is below the average for sub-Saharan-Africa (57%). A country by country analysis shows that these figures compare unfavourably with countries like South Africa (84%), Kenya (79%), Cameroon (72%) and Ghana (68%). In particular, female literacy level is much lower in Nigeria than in all these countries (UNESCO, 2008).

According to Hodges (2001) , the development of every child, male or female, is anchored around four major rights which are also known as the development indicators:

Survival Rights: High maternal mortality rates especially in the North, preference for baby boys, and marrying out girls when they are still too young and immature. The last issue threatens their health and denies them access to education. Female genital mutilation, also an issue, is still carried out in several parts of Nigeria although Edo State as at the time this study was concluded is the only state in Nigeria that has passed a law proscribing this practice.

Development Rights: Inadequate access to quality education, discriminatory barriers to access to opportunities and resources in addition to these high rates of female illiteracy, low female, and high dropout rates leads to a marked income disparity with men.

Protection Rights: Sexual exploitation, barbaric widowhood rites and customs, wife inheritance, trafficking in girls, using them in phonographic materials and presenting them as objects to be beaten up and sexually abused, increase in crimes like rape and assault, and harassment of women in schools and the workplace.

Participation Rights**:** these include the exclusion and seclusion of girls/ women, some cultures actually prevent/discourage women from taking up paid employment or trading outside the home. Public prejudice against women in leadership positions, and the economic poverty of most women does not allow them to participate meaningfully in politics.

Since the Beijing Conference on Women, Jimada (2006) noted that women's issues have received increased international attention, and governments all over the world cannot afford to continue ignoring women as they are now part of the development agenda.

There has also been a wave of renewed interest in the human dimensions of development especially Sustainable Human Development (SHD) with the publication of the World Bank's World Development Report in 1990 cited in Jimada (2006) which highlighted for the first time the growing problems of poverty especially in developing countries like Nigeria. In a two-year study, Leahy (2012) concluded that " extreme poverty, disease inadequate health

care and lack of educational and economic opportunities particularly for women all pose risks both in terms of human well-being and the security of the nation"

In 1972 the National Council for Women Societies, NCWS (Ojewusi, 1996) launched the "Educate the Northern Girls Programme" this programme was supported by the wives of Late Governors Audu Bako, Hassan Katsina and Joseph Gomwalk. In the words of the then NCWS president Mrs. Kofo Pratt cited in Ojewusi (1996):

> "…it will be a thing of regret if our daughters and sisters are not given the opportunity to gain fully from educational opportunities available in the country". (p.24)

Almost fifty years later her words seem to have come full circle.

There is a wide margin in literacy rates between the South East /South West and North East/North West regions of Nigeria as a whole the difference is more alarming when taken against the backdrop of the fact that the South West and South East have nearly three times the number of literate females as do the North East and North West (NDHS, 2008).

Another chart which also provides information on female education by region, show the Northern regions having a much higher level of uneducated women than the Southern regions and the proportions of women who have received some secondary education in the South-west being almost ten times higher than either of the Northern regions(NDHS, 2008). Despite the large number of radio and television stations in Nigeria, there is the need to consciously decide to use this abundant resource to help fast track development by using the various media, especially radio to facilitate the acquisition of literacy and other forms of education.

Economics, Culture, geography and politics have varying influence on a nation's mass communication system that is uniquely its own. There is a highly centralized control of the media in developing countries like Nigeria, where the primary concern is economic and political advancement. In general, the media in Nigeria is therefore expected to help achieve national goals. This philosophy is encapsulated in the term development journalism.

The relationship between government and the media is firmly anchored around four main theories: Authoritarian, Libertarian, Social responsibility and Developmental. These theories help to explain the relationship between government and the media emphasizing the fact that different types of government will respond differently to the media system in existence (Dominick, 2010).

When Wilbur Schramm's book *Mass Media and National Development: The role of Information In Developing Countries* (Schramm, 1964) was published, it set the stage for various scholarly and protracted debates on the role of the media in national development. In addition the UNESCO Commissioned McBride report: *Many Voices, One World: Communication and Society-Today* (MacBride, 1980) which was published almost two decades later also took a broader look at communication's role in the society as a whole taking into account the disparities in communication resources available among developed and less developed nations.

Schramm believes that "the forms of mass communication and their attendant technologies" newspapers, radios and television sets can be used as indices for measuring national development.

Thus the more radio receivers and newspapers per 1,000 citizens the higher the level of development. Although development communication scholars see Schramm's opinion as too simple to explain the intricate complexities of the role of the media in the development and underdevelopment of a country, his arguments have some degree of validity as the rich or more developed nations of the world have the highest and most efficient inventory of communication systems- newspapers, radio, television and the internet.

Despite the competing and sometimes contradictory perspectives there is still no definitive formula about the role of the media in development. There is only a general agreement that

information and communication technologies are invaluable catalysts in national development.

In 2010 the International Women's day was marked with the theme "equal rights, equal opportunities and progress for all" the focus was on emphasizing the challenges surrounding girl child education, because of its important role in the development of society. North West Nigeria has received special attention in this regard from NGOs like FOMWAN where awareness campaigns have been carried out as well as strategies to empower parents and girls. This has been done in close collaboration with the ministry of education, women affairs,, SUBEB and community leaders, Sarki (2013).

Despite the Federal Governments Universal Basic Education (UBE) programme, the number of girls in school in most Northern states is still quite low. This is even more disheartening when compared with their counterparts in the southern regions. The data shows as low as 25% in states like Jigawa, Yobe, Kebbi and Katsina and as high as 80% in states like Osun, Oyo, Lagos, and Ogun (Hodges, 2001).

According to Godwin (2009) there are several instances where schools have been forced to close due to lack of patronage with the attendant lack of development in such communities here is after all incontrovertible proof that when a community shuns education, progress seems to be slower in coming to such communities. The implication here is that without education there can be no meaningful progress. In addition, an educated girl-child is less likely to make wrong choices and decisions that will impact negatively on her life. In this regard the not-for profit organizations like AAIN which is devoted to poverty alleviation started the Enhancing Girls Basic Education in Northern Nigeria (EGBENN) programme. The programme is currently being pilot tested in Zamfara, Kebbi and Sokoto States, funding partners for the programme include Novib-Oxfam of the Netherlands and UNICEF which is the flagship agency for UNGEI (United Nations Girl-Child Initiative).

Factors identified as major stumbling blocks to the education of the girl child, Csapo (1981) include, cost of education, lack of conducive school environment, government policies and culture.

It is therefore imperative to realize that the gap in school enrolment and retention rates must be bridged to facilitate the attainment of some of the Millennium Development goals which include: achieving universal primary education and eliminating gender inequality in education by 2015. To achieve this, civil society groups in Nigeria like FOMWAN and NCWS have to be in the forefront of advocacy for meaningful participation to increase transparency, responsiveness and accountability in the education system.

To this end some state governments have bowed to pressure and enacted by-laws that prohibit the withdrawal of the girl-child from school there is however the problem of enforcement of such laws, even if there are specific sanctions for violators, no one has ever been punished for the offence of removing a girl child from school (Csapo, 1981). Howbeit, scholars like Adamu (2012) believe that free education is a more effective strategy than threatening to incarcerate erring parents.

ACTIONAID has carried out advocacy and sensitization in Zamfara, Kebbi and Sokoto states and there has been a marked increase in enrolment and retention in the affected communities. The situation analysis carried out before the project and post project in Birnin-Kebbi reports an improvement in retention and completion rates, some of the girls have even gone on to secondary school Sarki (2013).

The reluctance of parents to send the girl child to school may be linked to various factors like poverty, culture, and even on government policies. These explanations are to scholars like Adamu (2012) and Csapo (1981) insufficient. However, in some cases, religion has been cited as an additional reason for this reluctance, Adamu (2012) puts it this way:

> "There is in our society the lingering suspicion of western education as an agent of Christianity. As a result of this suspicion it is difficult to convince a great number of our people on the desirability of sending boys to school let alone girls."

Despite the fact that it has become increasingly obvious that there is no link why does the reluctance continue? Perhaps the answers can be found in the prevalence of *talla* or hawking and the lack of role models in the rural areas. Hawking is unfortunately a product of poverty. The recurrent argument of most parents remain: if you keep the girls in schools, will the schools feed them? Children therefore have to contribute towards their upkeep and in the case of girls, they are married off so that somebody else assumes the responsibility (Erinosho, 2000).

The solution to this problem may lie in the establishment of special schools for women and girls where subjects taught will include Islamic education and vocational training. In other words no parent or guardian wants their daughters to attend mainstream schools, graduate after many years and become a liability to their families.

Thus there is increasing agitation for a functional education system that will ensure that the girls get an education and at the same time become economically independent. This will include raising national awareness on girl child education, increasing political and financial commitment through constant advocacy and sensitization to ensure that policy makers do the right things at all levels of governance (Godwin, 2009).

Involving parents, school authorities, opinion leaders, and religious leaders as well as the girls themselves in the decision making process creating girl friendly environment in schools and ensuring that the schools have the technical capacity to enhance participation of girls and thereby improve learning outcomes. It is also important to work in close collaboration with all levels of government and other stake holders to ensure that school curriculum are gender

sensitive while employing more female teachers to serve as role models and also encouraging mentoring.

In a survey of works on girl child education in Northern Nigeria, Csapo (1981) places emphasis on the religious, social, and economic factors hindering the education of the girl child in Northern Nigeria. Csapo blames politicians for this ugly trend. He says:

> Northern politicians might consider the education of every Nigerian citizen desirable, but they are confronted with the reality of prevalent religious and social practices. In a democratic system the majority rules and until the majority is convinced of the value and the need for changing social practices, a politician seeking election has to be aware and respectful of the feelings of voters. The government can make schooling compulsory for both sexes. ...However this decision will probably have to be postponed until sufficient classrooms are built, teachers are trained and methods of enforcing the law can be found. (p.315)

While studies by Awogbade and Alti-Mu'azu cited in Erinosho (2000) blame poverty for preventing the girl child from going to school, it is also ironic that considering the higher number of female births compared to males, the government does not seem to be making adequate provisions to cater for the greater demand for education by girls in the 1990's and beyond ((PAI), 2012).

The global figure for out-of-school children is estimated at 121 million; of this 65 million are girls and 80% of this number, live in sub-Saharan Africa ((PAI), 2012). Again, PAI (2012) reveals that only about 20% of women in North West Nigeria, Kaduna State inclusive, are literate and have attended any form of schooling in this region the number of children out of school is particularly high and the proportion of girls to boys can be as low as 1 girl to 2 boys (UNICEF., 2002-2007). Also, the North West and North East present a worst case scenario (NDHS, 2008). This is why it is important that more states from this region benefit from the Girls Education Project (GEP), a brainchild of UNICEF. The major goals of GEP include: raising national awareness on girl child education and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels as well as parents,

school authorities, other leaders and most importantly the girls themselves. The development of schools' technical capacity and pedagogical skills to create girl-friendly environment that enhances the participation of girls and improves learning outcomes, establishment of child-friendly school environments as minimum benchmarks for effective schools linked to community empowerment, are imperative.

In addition, the creation of school management committees with community involvement, participation and collaborating with government and other stake holders in reviewing existing curricula and teaching materials for gender sensitivity is critical. Furthermore the employment of more female teachers to serve as role models and to mentor out-of-school girls, aggressive monitoring and evaluation of girl's education programmes and the strengthening of the school inspectorate, cannot be overemphasized. Promotion of synergy between girl's education programmes and poverty alleviation programmes, service delivery on a partnership basis with all stake holders, providing more girls only schools, improved facilities, instructional materials, water and girls only toilets, libraries, etc. for the promotion of quality education. The development of school-based Teacher Development programmes to help build teachers capacities and skills so that the learning outcomes of the pupils will improve, are also important while Students Tutoring, Mentoring and Counselling programme (STUMEC) has been rolled out and is being implemented in the project states to help reduce the failure and dropout rates of girls and also of disadvantaged boys. Women Economic Empowerment initiative is being tried with some registered women groups so that they could start some income generating activities to be able to release their daughters to go to school. To date, over 900 schools are receiving direct support from UNICEF in this regard (Godwin, 2009).

It is however, instructive to note that despite the number of studies done and the various strategies suggested for increasing awareness and bringing more girls to school most scholars have failed to give a particular medium as specifically suitable for a particular campaign. In

addition most studies see the problem of women and the problem of the girl-child as one and the same; this is a major gap in the reviewed literature that should be a subject for rigorous study.

The importance of constructing relevant development messages cannot be over emphasized, regardless of the media through which the information is disseminated. It is important that credible messages which will serve to enable women realize their full potentials and contribute to nation building are disseminated (Moemeka, 1981).

There is also an urgent need to deliver messages that will motivate men to encourage their wives, daughters and sisters to take part in the development of their societies, such messages should stress what needs to be done and not what has not been done. In addition appropriate language that is sensitive to the tradition and religion of the audience must be used as the appropriate choice of words will always drive home a point better.

2.3 Imperatives for Improving Enrolment and Retention Rates

In a June 2009 study of Somali girls' education which was commissioned by UNICEF and the BBC world service (Abdi, 2009), one of the objectives was to understand audience motivation for listening to the educational programme *Radio Teacher*. The study identified five major topics which were beneficial to promoting girls education:

Family Health: Health benefits a family derives from an educated girl.

Equal Rights: Addressing boys and girls equal rights to educational opportunities

Economics: Benefits both immediate and long term of a girl receiving an education.

Children's Health: An educated mother will benefit her future children's health more than one that had not gotten any form of schooling.

Environment: Educated girls will help protect the environment as they are made aware of problems associated with environmental degradation.

The study also identified barriers to girl child education, this barriers are: Cultural, Logistical, Psychological, Religious and Economics.

Cultural: Priority is usually given to sending the boy child to school over educating the girl child.

Logistical: Schools are sometimes located far from the village making it unsafe and tedious to trek long distances, in addition school facilities are often non-existent or inadequate to cope with the population of intending students.

Psychological: Most parents see educating their children as a way of elevating their status in the society. Conversely if other parents are not sending the girls to school, doing so may reduce their standing in that society.

Religious: A few parents interpreted Islam as giving priority to boys.

Economics: Poverty and lack of money to pay fees sometimes prevents a parent from sending the girl child to school.

Similar issues were identified in Zambia (Nkosha, 2013) where the campaign to improve girl child enrolment and retention in Zambian basic schools was started in 1996 after the Beijing conference of 1995 using a multi-faceted approach including radio adverts, counselling and P.T.A meetings to meet the set objectives of the campaign. According to the Zambian ministry of education, figures for enrolment for the 1990 school year stood at 39.2% for boys and 29.4% for girls. In a study which investigated the impact of Girl Child Education campaigns and their impact on enrolment and retention rates the campaigns were seen as successful as there was an observed improvement in girl child enrolment and retention rates by more than 5% during the year 1998-2006. This improvement were attributed to various factors including counselling which reduced the number of drop outs by reducing teenage pregnancy rates and

radio adverts which carried messages of the benefits of educating the girl child, advocacy by NGO's was also a contributory factor to the success recorded.

Back home in Nigeria however the case seems to be quite different. A study conducted by Asemah and co-workers (Asemah, 2013) concluded that the media which are supposed to be agents of social change have failed to create awareness about Girl Child Education and the extent to which girl child education is embraced in Jos, Plateau State of Nigeria is poor. It therefore called for the electronic and print media to pay serious attention to campaigns that will bring and keep the girl child in school by aggressively embarking on media campaigns in partnership with agencies like UNICEF, UNGEI and UNESCO.

2.4 Theoretical Framework

This study is anchored mainly on the Development Media Theory, although some audience perception theories such as the Uses and Gratifications and Reception models are used to explain some of the empirical observations in this work.

2.4.1 Development Media Theory

The Development Media Theory is normative and assumes that the government will use the media for the purpose of furthering national developmental goals which might be economic or social until that nation's economic development is well underway (Baran & Dennis, 2012). This is in recognition of the fact that media in developing countries have greater challenges. A macro analysis of the development media theory as propounded by McQuail (1983) and cited in Baran and Dennis (2012) shows that the media must at all times support an existing political regime and its efforts to bring about a nations development. However, critics of this view hold strongly that it leans towards authoritarianism and so the media should not let go of its role as watch dog of the society and should continue to freely criticize government policies even if such criticism will cause the policy to fail. The authoritarian side of the divide

(towards which the developmental media theory leans) looks with disfavour upon any form of government control while the libertarian approach urges the media not to give up its right to criticize government policies. The basic assumptions of the theory as summarized by McQuail (1983) include the following :

Media should accept and fulfil certain obligations in society; these obligations are mainly to be met by setting high or professional standards of, truth, accuracy, objectivity and balance.

In accepting and applying these obligations, media should be self-regulating within the framework of law and established institutions the media as a whole should be pluralist and reflect the diversity of the society, giving access to various points of view and to rights of reply, Journalists and media professionals should be accountable to society as well as to employers. In brief, the media in developing countries like Nigeria should be actively involved in the task of nation building by helping to create awareness, and mobilizing the citizenry for national development, this is enough justification for using the development media theory in this study.

The development media theory approach believes that the media should not criticize but rather support government and other state institutions and organs of governance. It also has the responsibility of preserving all democratic institutions by keeping the public properly informed and by being responsive to the needs and interests of the society. This means that the media can only do as it pleases as long as what it does is in tandem with the requirements or needs of that particular society, since some of the goals the media is supposed to help achieve include literacy and economic self-sufficiency, the education of the girl child in Kaduna state is one fundamental way to ensure this. The media has for instance perceived that there are too many cases of girl child school drop outs in Kaduna state and that the disparity in enrollment and retention rates are too wide, it has therefore decided to campaign against it using radio or more specifically a radio programme, according to Legwuonu (2012) “rural radio increases

knowledge sharing and the rate of development through community involvement" This is however one of the weaknesses of the theory as it underestimates the profit motive in any media enterprise and assumes that whether they make profit or not the media will only be concerned about the national interest and objectives while in practice journalists see minority groups (for instance) as none newsworthy.

In a 2007 study Ojebode and Adegbola (2007) found that " in a neoliberal environment radio broadcasting in Nigeria takes place in an atmosphere that predisposes stations to jettison development programmes and pursue more fiscally profitable ones".

The government may therefore be involved in the operations of media houses by issuing regulations as is being done by the Nigerian Broadcasting Commission. This calls for government and the media to work together in close partnership to make sure that the media is useful in the planning of developmental programmes that are of benefit to the country. .

The basic thrust of the development media theory is that the developing nations should use the mass media to achieve the following developmental goals: the primacy of the national development task (economic, social, cultural and political), the pursuit of cultural informational autonomy, support for democracy and solidarity with other developing countries (McQuail, 1983). McQuail (1983) believed that the 'four theories of the press' namely Authoritarian, Libertarian, Soviet/Communist and Social responsibility have not been able to adequately explain the media system that exists in the developing nations. Thus the need for another theory (development media theory) that would address the development needs of these nations solely basing the thrust of the theory on the assumption that: the mass media are an integral instrument for achieving development. The issues surrounding media and development versus the theory-practice gap has ensured that scholars with years of field experience have analysed exhaustively the interdependence between media and development but are still divided over the role of the media in the development process.

For without the media, to whom should we ascribe the role of news gathering and dissemination? The media is also saddled with the responsibility of monitoring the process of governance and keeping the government accountable to the people. In addition to all these they also set the agenda for public discuss and provide the avenue for cross fertilization of ideas. The media is indeed an indispensable tool and if properly harnessed has unlimited possibilities. Oettinger cited in Yusuf (2003) concedes that the media plays a powerful role in the society but does not accept the fact that the media can be active agents of change. According to this school of thought the media merely act as a mirror that reflects the society rather than movers of the society.

To media scholars like Siebert, Peterson, and Schramm (1973) however, the social system that operates are the major determinant of whether or not the media can function as change agents. If the media can influence the social system as much as the system influences them then the media can initiate change, promote it, and become change agents. Quebral (1973) and Akinfeleye (2008) concur thus: "the media working simultaneously with other variables can bring about positive development in any society". This is why there is increased agitation for more development news content, as the owners of the media who are also the controllers of the means of production are more interested in news about economics and politics.

The Nigerian broadcast media both Government and Private owned are not development oriented as they give little or no meaningful coverage of development-oriented matters as prescribed by the development media theory.

It is therefore imperative to emphasize the role and importance of the media and what it can do if properly harnessed to bring about achieving national development. Here, national development is seen as consisting of three basic objectives: to promote a civic sense, focus on integrated pattern of development in which economic development and development of social infrastructures are complimentary and supplementary, and a progressive participation of peo-

ple in their own development. There is incontrovertible evidence to suggest that when a community shuns education progress seems to be slow in coming to such communities, the implication here is that without education there can be no progress (Godwin, 2009). In Yemen for instance poverty and high population growth rates along with political instability have brought about high rates of illiteracy and gender inequality especially in education. "The Let Me Learn" campaign by UNGEI and the ministry of education promotes advocacy targeted at parents on the need to educate girls the campaign uses the medium of billboards, posters and text messages. According to Nkosha, Luchembe and Chakufyali in a 2013 study of selected basic schools in Zambia (Nkosha, 2013), enrolment and retention rates showed a modest improvement which could be attributed in part to campaigns on radio.

2.4.2 The Media-Audience Nexus: A Brief Appraisal of Audience Theories

The theories underlying the influence of media on audiences have undergone quite revolutionary changes since the 1920s. These theories seek to address the reasons why audience consume certain media and what happens when they do so.

There are three major theories that were propounded to help explain this audience-media nexus. They are: the Effects or Hypodermic Theory, the Uses and Gratification Theory and the Reception Theory. The Effects or Hypodermic model proposes that media messages are injected drug-like into a passive audience that is impotent to resist the influence (Seiter, Hans, Kreutzner et al., 1989). Basically, the Hypodermic Needle Model suggests that the information from a text passes into the mass consciousness of the audience unmediated, i.e. the experience, intelligence and opinion of an individual are not relevant to the reception of the text. This theory suggests that, as an audience, we are manipulated by the creators of media texts, and that our behaviour and thinking might be easily changed by media-makers. It assumes that the audience are passive and heterogeneous. This theory is still quoted during moral panics by parents, politicians and pressure groups, and is used to explain why certain

groups in society should not be exposed to certain media texts (comics in the 1950s, rap music in the 2000s) for fear that they will watch or read sexual or violent behaviour and will then act them out themselves. However, no statistically significant link has been found between consumption of violent media content and imitation of violence because many people watch violent content and do not copy it. Therefore a better predictive model was required.

The Uses and Gratification model (Lull, 1990) in contrast to the Effects model, treats the audience as active and proposes that the audience is not used by the media but rather the audience uses the media for its own gratifications. Some of these gratifications include escapism, information and pleasure. However, this model suggests that the consumption of violent media messages may be helpful not harmful, and hence audiences may act out their violent impulses through the consumption of media violence but because the audience is active, they have a choice in the matter and so may be less likely to commit violence. These limitations led to an extension of the concept of active audiences in what is called the Reception theory (Hall, 1980).

A lot of work was done on the way individuals received and interpreted a text, and how their individual circumstances (gender, class, age, and ethnicity) affected their reading. The text is encoded by the producer, and decoded by the reader, and there may be major differences between two different readings of the same code. When the decoding audience agrees with the encoder (producer) to a large extent, the audience is said to have a preferred or dominant decoding of the message and an oppositional decoding otherwise. Where the audience accepts, rejects or refines elements of the text in light of previously held views, it is said to have a negotiated decoding.

By using recognised codes and conventions, and by drawing upon audience expectations relating to aspects such as genre and use of stars, the producers can position the audience and thus create a certain amount of agreement on what the code means (preferred decoding).

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the method adopted for this study and herein all decisions made and the reasons for making them are justified and discussed. The chapter includes research design, area of study, study population, sample size and sampling technique. It also includes the validity and reliability of the instrument as well as the method of data analysis.

3.2 Research Design

This study was conducted to assess audience perception of the radio programme *A Cece Su* as a tool for creating awareness on girl child education in Kaduna State. The descriptive survey method was used for the study. The survey method is widely used in communication research and is favoured by those who study the behaviour or characteristics of audiences (Defleur & Ball-Rokeach, 1989). This study in like manner focused on the audiences behaviour towards the selected radio programme using the questionnaire as an instrument. The questionnaire consisted of 16 close-ended and 2 open-ended questions. Some of the close-ended questions had Likert-type responses (Likert, 1932) in order to gauge the degree of the respondent's disposition or attitude towards an issue. A sample size of 300 adult respondents who listen to the specific programme was selected based on a combination of cluster and simple random sampling techniques. The population (Kaduna State) is divided into three sections according to the three senatorial zones containing twenty three Local Government Areas:

1) Zone one comprising Zaria, Igabi, Kubau, Lere, Soba, Ikara, Makarfi and SabonGari.
2) Zone two comprising Birnin Gwari, Kaduna North, Kaduna South, Chukun, Kajuru, Kauru and Giwa.

3) Zone three comprising Kachia, Zangon Kataf, Jaba, Jama'a, Sanga, Kagarko, Kaura and Gwantu.

One local government area was selected based on simple random sampling (balloting) to represent a senatorial district. The local government areas so selected are: Soba representing zone one, Chikun representing zone two and Kachia representing zone three. Maigana, Kujama and Kachia towns were chosen because they are the headquarters of the randomly selected local government areas.

In addition to the survey, an interview was conducted with the Programme Deputy Director in the Ministry of Information Mallam Yayandi Abdullahi, who brought useful insight to bear on the study.

3.3 The Programme *A Cece Su*

A Cece Su is a 30-minute magazine programme produced in Hausa language and developed to potentially help increase school enrollment and retention rates for the girl child in Kaduna state. Working in collaboration the state ministries of education, information and women affairs set out to achieve the task of increasing enrollment and retention rates for the girl child in the state by 15% as directed by the state government. This was to be achieved by the year 2015 and the Kaduna state girl-child education task force was inaugurated in March 2011 to help achieve what is also one of the EFA goals: eliminate gender inequality 2015.

The choice of radio as a medium for creating awareness was due to successes recorded through use of the medium to win over audiences while imparting pro social values but most importantly because the north is predominantly a listening audience.

The programme uses a collaborative approach and focuses on the potential benefits to be derived from sending the girl child to school. *A Cece Su* uses the talk format which requires the listener to pay attention, follow what is being said and even participate through phone in

round table discussions, interviews and advice on issues bordering on income generation, health, water and sanitation. It also introduces role models from within the community who are encouraged to talk about what they had gained from being educated. The programme is aired once a week (Friday at 1:30-2pm) on K.S.M.C radio's 90.90 FM and the signals are received in all the 3 senatorial districts of Kaduna state.

The objectives of conceiving the programme include:

(1) Mobilizing parents and guardians to enrol and retain their female children or wards in school.

(2) Motivating parents to take positive action to solve their economic, educational and social problems.

(3) Encouraging parents to assist the Kaduna state government raise the level of enrolment and retention for the girl-child.

(4) Helping parents realize the importance of education.

This is in line with the development media theory which according to Baran and Dennis (2012) encourages government at all levels to work in synergy with the media to achieve set development objectives of a country, the set objective in this case is to bring about a 15% increase in girl-child enrolment and retention rates in primary and secondary schools of Kaduna state. The programme is funded by the state government in partnership with United Nations Girl Education Initiative, UNGEI and the United Nations Children Education Fund, UNICEF.

3.4 Area of the Study

Like all audiences in the North the people of Kaduna State are essentially a listening audience Haruna, Shariff, and Yusuf (2003). The state has a population of about 6,066.562 as at the 2006 census, a land mass of approximately 42,481.30 square kilometres and is divided

into three senatorial zones, and these zones are further divided into twenty three Local Government Areas.

Kaduna State media corporation (K.S.M.C) broadcasts on 90.9 FM frequency, this signal is received in every part of Kaduna State and beyond and the programme *A Cece Su* is broadcast once a week (Fridays at 1:30-2pm).

The economy of the state revolves around farming at the subsistence level, traditional crafts like dyeing and weaving coupled with retail commercial ventures. There is some mixed agriculture, some industrial complexes, cottage industries and firms.

Many tertiary institutions are also located in the state. These include Federal College of Education Kafanchan and Zaria, Ahmadu Bello University, Kaduna Polytechnic, Kaduna State University and various schools of nursing and midwifery.

3.5 Population of the Study

The listeners to K.S.M.C station in the three selected local government areas are the population of the study. The target sample population was selected based on simple random sampling (balloting) method. The local government areas so selected are: Soba representing zone one, Chikun representing zone two and Kachia representing zone three. Maigana, Kujama and Kachia towns were purposively chosen because they are the headquarters of each of the selected local government areas. Thereafter, 100 adults who listened to the programme were selected from alternate houses in each of the three towns to respond to the questionnaire which was administered on a face-to-face basis.

The National Population Commission NPC puts the total population of Kaduna state at 6,066,562 (six million, sixty six thousand, five hundred and sixty two) from the 2006 census. The researcher however took the liberty of projecting a 2.5% annual increase in the population of Kaduna State (this projection is allowed for the purpose of research) this brings the total population of Kaduna State to approximately 6,976,546 in 2013 when this study was

completed. The choice of 100 respondents per senatorial zone is based on the need to use a sample that is easy to manage and analyse all the respondents were adults and above the age of 18 years.

3.6 Sample Size and Sampling

A sample size of 300 respondents was used for this study. This sample was selected through a combination of purposive and simple random sampling method. One town is purposively selected from each of the three selected local government areas the towns are: Maigana, Kujama and Kachia because they are the headquarters of the various local government areas of Soba, Chikun and Kachia respectively.

Then in every alternate house one respondent in person of the head of the family or the eldest person present in the house is selected from each town to fill in the questionnaire. All respondents are adult male or female who have been in varying degrees exposed to the programme *A Cece Su* or are aware of the existence of such a programme.

The questionnaire contains 15 close ended and 2 open ended questions and was pre- tested on 30 adults at Kasuwar Magani in Kujama and some of the questions were subsequently reframed for the purpose of clarity.

These samples share some basic characteristics with the other members of the universe and this will allow for generalizations to be made. Sampling is relied upon because the population size is large and there is inadequate logistics with which to study the whole universe.

Simple random sampling (balloting) was used to pick one local government area from each senatorial zone. This was done to ensure that they all had equal chances of being picked for the purpose of the study.

Purposive sampling was used when Maigana, Kujama and Kachia towns were picked because they are the headquarters of the randomly selected local government areas.

The respondents included a cross section of traders, farmers, artisans and civil servants who have varying degrees of formal education while some have none as the study is aimed at observing radio listening habits and preferences which does not require literacy.

Ozo et al (1999) cited in Agbonifoh and Yomere (1999) defines the questionnaire as a formalized schedule for obtaining and recording specified and relevant information with a tolerable measure of accuracy which will help to direct the questioning process and promote clear and proper recording.

Considering the geographical spread of respondents and the size of the sample, two enumerators were assigned, one to each senatorial zone while the researcher worked in the third senatorial zone.

Different types of data were collected primarily with the use of questionnaire which was administered on a face to face basis and has the advantage of providing data directly from the field or variables studied. The questionnaire was divided into four (4) segments to elicit sufficient information from all respondents in the following areas:

1. Bio-data: This includes age, gender, occupation and educational status of respondents.
2. Perception of respondents on whether or not *A Cece Su* the specified radio broadcast programme is (in their opinion) a useful tool for creating awareness on girl child education.
3. Perception of respondents on the capacity or otherwise, of K.S.M.C radio to deliver broadcast programmes that recognize their social and cultural needs.
4. Perception of respondents on whether or not relevant policy makers have sufficiently used radio broadcast messages for development purposes.

3.7 Validity and Reliability of Instruments

Validity deals with the degree or extent to which a given research instrument objectively measures obtained data to answer the research questions raised. Construct validity was used

in this work because according to Babbie and Baxter (2003), construct validity is used where a non-observable trait or behaviour whose effect can be measured is involved. The aim of the study is to find out audience perception about a given radio programme. Thirty pilot-tested questionnaires were administered to respondents in Kujama town while another 30 of the corrected version were also administered to respondents in Maigana. In addition, 10 randomly selected respondents from the two groups agreed to answer both questionnaires. Both questionnaires appeared to measure the same underlying construct: analysis suggests that the construct is their preconceived notions about sending the girl child to school and not about the content or quality of the said programme.

3.8 Methods of Data Analyses

Data obtained from the questionnaires were analysed and presented as simple and contingency (cross-tabulated) tables. The tables contain simple counts (frequency) and percentages. In these analyses, descriptive and analytical methods are used.

The descriptive method gives explanations of derived data using prose, tables and statistics, while the analytical methods use simple percentages to present quantitative results as they are. Answers to the research questions are expressed in simple percentages and statistics which allow the researcher draw some inferences and also allows the reader to follow the work.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSES AND INTERPRETATION

4.1 Introduction:

This chapter presents and analyses the data obtained through the administered questionnaire. Out of the 300 copies of the questionnaire administered, 284 were retrieved. This high response rate of 94.7% is good for the study. These retrieved copies were used for the analyses and results presented thereof. The demographic data are presented in one composite table for easy appreciation. This composite table style of data presentation was adopted for the purpose of clarity and easy understanding of related variables.

4.2 Data Presentation and Discussion:

This section presents and discusses the demographic characteristics of the respondents (gender, occupation and educational qualification) and their responses to other questions in the questionnaire.

The respondents were mostly male (over 70%) and they have varying degrees of education ranging from no formal education to above secondary school education. In addition to this is the fact that most of them (94.7%) own a radio and the frequency of listening was quite encouraging (83% for daily listeners), underscoring the fact that one does not have to possess any form of formal schooling to be a beneficiary of the medium of radio.

300 questionnaires were administered to the respondents out of which 284 were returned and found usable thus there was a 94.7% valid response rate. 51.7% of the respondents are traders, 26.4% are engaged in farming, while the remaining respondents are either students or unemployed.

An analysis of the opinion of respondents on their perception about the role of the radio programme '*A Cece Su' in* creating awareness on girl child education in Kaduna State and issues relevant to it: in this case improving the school enrolment and retention rates. The perception of the respondents on the role of the specified radio programme '*A Cece Su'* in creating or enhancing awareness on girl child education in Kaduna State with, a view to achieving one of the Education For All (EFA) goals (gender equality in education by 2015) is also discussed.

Table 4.1. Demographic Distribution of Respondents.

	Gender	
Female	56	19.7%
Male	221	77.8 %
No response	7	2.46 %
Total	284	100.0
	Educational level	
Not gone to school	38	13.38 %
Only Primary	45	15.8 %
Only Secondary	134	47.18 %
Above Secondary	67	23.59 %
Technical school	Nil	0%
C & G	Nil	0%
Total:	284	100.0
	Occupation	
Traders	147	51.76%
Farmers	75	26.40%
Unemployed	17	5.98%
Civil Servants	27	9.50 %
Students	18	6.33 %
Total	284	100 %

Table 4.1 presents the gender, education and occupation of respondents. The topmost rows of Table 4.1 show that more than three quarters of the respondents (77.8%) are male while below one quarter (19.7%) are female. This is because in some locations access to females even by a female enumerator was difficult. This represents a typical example of how women can be denied participation and development rights (Ojewusi, 2006).

The middle rows of Table 4.1 show that most of the respondents had some formal education. This perhaps underscores their belief in the value of education. In response to the open-ended questions, most of respondents especially the women emphasized the need for an educational system that emphasizes functional education such as vocational training so that women can be self-employed and thus have the economic power to make certain life changing decisions. Sarki (2013) also buttresses the point that economic empowerment of women has played a pivotal role in the success achieved by some C.B.Os and Non-Governmental Organizations in their drive to increase girl child enrolment and retention in schools, and also the rehabilitation of school dropouts.

The bottom rows of Table 4.1 show the occupational make-up of the study population. Farmers make up more than a quarter of the total sample population, and the unemployed make up only about 6 %. This gives us an idea of the socio-economic distribution within the sample population. This is important because of the link between the education of the girl-child and socio-economic character of the stakeholders in her education.

Table 4.2. Radio Access, Tuning to KSMC Station and Listening to *A Cece Su.*

VARIABLE	*FREQUENCY*	*PERCENT*
	Radio access	
Regular access	245	86.26 %
Occasional access	24	8.45 %
No access	15	5.28 %
Total	284	100
	Tuning in to KSMC	
Daily	236	83.09 %
Once or twice a week	31	10.91 %
Occasionally	17	5.98 %
Total	284	100.0
	Listening to *A Cece Su*	
Most episodes	183	64.43 %
Some episodes (more than once a month)	75	26.40 %
Occasional episodes(at least once a month)	26	9.15 %
Total	**284**	**100 %**

Table 4.2 presents some characteristics of radio in the study population. Rows 2 and 3 show that almost all the respondents have access to radio sets. Regular access implies ownership while occasional access implies at least access to a neighbour's or a friend's. This response underscores the ubiquitous nature of the radio. According to Achimota (2010), the radio has been used as a catalyst for development in places like the Niger Delta. This implies that access to radio has developmental potential in the target areas.

Rows 6 to 8 of Table 4.2 show that majority of the respondents tune in to the KSMC radio daily. There is therefore a high possibility that they would listen to the programme *A Cece Su* which is aired once a week on Fridays on the K.S.M.C station.

Rows 10 to 12 of the same table show that over half of the respondents listen to most episodes of the programme despite their belief (from their free responses) that the station is not doing enough in terms of developmental news programming. They lament that the station instead devotes most of its 30-minute airtime per week to politics, music, news, entertainment and current affairs. They believe that this air time is grossly inadequate and thus advocate for an increase in airtime for A Cece Su and other programmes with similar development agenda.

Table 4.3. Respondents' Reasons for Listening to A *Cece Su* and Their Views on Whether Increasing Broadcast Frequency will Increase Enrolment.

VARIABLE	FREQUENCY	PERCENTAGE
Reasons for listening to A Cece Su.		
Information/News	156	54.92
Education/ Enlightenment	97	34.15
Entertainment/ Escapism	35	12.32
Total	284	100
Will increasing broadcast increase girl-child enrolment?		
Strongly agree	0	0
Agree	103	36
Disagree	162	57.04
Strongly Disagree	19	7.66
Undecided	0	0
Total	284	100

Table 4.3 presents respondents reasons for listening to A Cece Su and their responses on the question 'Will increasing A Cece Su broadcasts increase girl-child enrolment?'

Rows 3 to 5 shows that they all gave different reasons for accessing the medium. About half of them said they listen to it to stay informed while only a third believes it is educative. However most of the written responses indicate that they believe that the power of the radio is currently underutilized for educational development purpose by the State broadcast stations.

The findings in table 4.3 also reflect the uses and gratification derived from the use of the mass media by individuals this is consistent with the uses and gratification theory as propounded by (Lull, 1990) which posits that the audience more readily use the media for their own needs more than the media influences the audience and that the media competes with other sources of gratification.

Rows 8 to 12 of Table 4.3 show more disagreements than agreements on the correlation between increasing the frequency of *A Cece Su* broadcasts and increased enrolment. Those that disagreed, according to their written responses, believe that other socio-cultural variables such as income and availability scholarship grants affect enrolment rates. This position is buttressed by Akinfeleye (2008) who believes that the media acting with other variables can bring about positive development, such as increased enrolment. Akinfeleye's position is not shared by scholars like Siebert, Peterson, and Schramm (1973) who believe that the press will only take on the coloration and form of the social and political structures within which it operates (i.e. subservient instead of supplementary). In his view the press and other media will reflect only the basic beliefs and assumptions that the society holds. In the western liberal tradition this refers to matters such as freedom, equality before the law, social solidarity and cohesion, cultural diversity, active participation and social responsibilities.

Table 4.4 Culpability for the Girl-Child Being Out of School and Opinions on Gender Equality.

VARIABLE	FREQUENCY	PERCENTAGE
Why is the girl-child out of school?		
Government	63	22.18
Parents	51	17.95
Poverty	170	59.85
Total	284	100
Does every child deserve equal opportunity irrespective of gender?		
Strongly Agree	48	16.90
Agree	0	0
Disagree	103	36.26
Strongly Disagree	73	25.7
Not sure	60	21.08
Total	284	100

Table 4.4 presents responses on the questions 'Why is the girl-child out of school?' and 'Does every child deserve equal opportunity irrespective of gender?'

Rows 3 to 5 show that poverty is perceived to be the major factor militating against the girl-child being sent to school as parents are often forced due to financial constraints to choose and the girl-child always loses out to her male sibling. This, in their opinion, is because education is just too expensive. Adamu (2012) however does not agree with this argument. He believes that resistance to western education exists because there is a lingering suspicion that western education is an agent of Christianity. Csapo (1981) sees this as a problem created entirely by politicians. All these views have their merits and demerits depending on which argument you support, but the fact remains that more girls need to be enrolled and retained in schools.

Rows 8 to 12 of Table 4.4 show that less than a quarter of the respondents agreed that every child deserves equal opportunity irrespective of gender. From their free responses, these respondents also agreed that the girl-child can do as well as the boy child and thus deserves equal opportunity. However, more than half of the respondents are not supportive of equal opportunity for both sexes (strongly disagree, disagree) with some citing cultural and religious reasons in their free responses. Respondents also believed that poverty in the region

was the main reason why parents were sometimes forced to choose who to send to school or to withdraw the girl-child so the boy-child could stay in school. Arguments for and against this view have been raised by Adamu (2012) and Csapo (1981).

Table 4.5. Opinions on Whether Access to Relevant Radio Broadcasts by Parents have Direct Bearing on Girl-Child Education and Motivators for Enrolment and Retention.

VARIABLE	*FREQUENCY*	*PERCENTAGE*
Does access to relevant radio broadcasts by parents directly affect girl-child education?		
Strongly Agree	48	16.90
Agree	73	25.70
Disagree	60	21.13
Strongly Disagree	103	36.27
Total	284	100
Motivator for girl-child enrolment and retention?		
Parents' status.	25	8.80
Parents access to relevant broadcast messages.	15	5.28
Government subsidy on education.	53	18.66
All of the above	192	67.60
None of the above	0	0
Total	284	100

Table 4.5 presents responses to the questions 'Does access to relevant radio broadcasts by parents directly affect girl-child education?' and 'What is the major motivator for girl-child enrolment and retention?'

Rows 3 to 6 show a mixed response. About 43% agree that access to relevant radio broadcasts by parents can directly affect girl-child education while about 57% disagree. This suggests that more of the respondents do not believe that radio programmes like '*A Cece Su'* alone could influence the parent/guardian to send the girl-child to school. This response buttresses the assertion made by McQuail (1983) when he says that "planners of radio programme programmes should understand that radio magazine programmes are not sufficient on their own to create attitudinal changes." However, they have the advantage of being cost effective (Umar 1997). This cost effectiveness is exemplified in a survey by Matanmi cited

in Umar (1997) in which it was found that the radio was the most used source of information by farmers in Gusau area of the then Sokoto state. Therefore it still remains a valid and credible source of information to the generality of the society and thus its influence cannot be downplayed. In addition to this, Omenesa also cited in Umar (1997) holds this view on radio: "it stimulates the listeners desire to know more about several subject matters". However, according to Umar (1997), "institutions must be set up to translate these radio messages into concrete action plans, and broaden the scope to enable them contribute to national development". Oso and Pate (2011) however argue that the commercialization of public broadcasting rather than the narrowness of scope and focus alluded to by Umar (1997) is the real threat. This is because stations are more concerned with income generation programmes at the expense of development-oriented ones.

Row 12 of Table 4.5 above shows that respondents, who believe that the girl-child is not in school because of a combination of the factors stated in the preceding rows, are in the majority. Furthermore, from the free responses, respondents believe that functional education is a means of encouraging more parents to send the girl-child to school since such education is more likely to translate to employment and thus a source of income. Poverty was identified by respondents as the dominant reason why girls are not in school in Table 4.5 and thus the benefits of functional education in ameliorating this problem cannot be overemphasized. Some respondents also believe that government was not serious about the basic education policies and are concerned that the laws compelling parents to keep their children in school are seldom enforced. In view of all these problems besetting female education, the PAI (2012) maintains that considering the higher average birth rate for females, government is not making commensurate provisions for their future functional education. This argument is amplified by Csapo (1981) who believed even back then in the 1980's that even if government

had the political will to improve girl-child education, some decisions will have to be put on hold until sufficient classrooms are built, and teachers trained.

Table 4.6 Respondents' Opinion on the Questions: 1. Can Relevant Radio Broadcasts Catalyse Development? 2. Can Improving the Content and Quality of Radio Broadcast Increase Enrolment?

VARIABLE	FREQUENCY	PERCENTAGE
Can relevant radio broadcasts catalyze development?		
Strongly Agree	201	70.77
Disagree	58	20.42
Agree	7	2.46
Strongly Disagree	10	3.52
Unsure	8	2.81
Total	284	100
Can improving the content and quality of radio broadcast increase enrolment?		
Strongly Agree	153	53.00
Agree	87	30.67
Not Sure	26	9.00
Disagree	18	6.00
Strongly Disagree	Nil	0.00
Total	284	100

Table 4.6 above presents responses to the questions 'Can relevant radio broadcasts catalyse development?' and 'Can improving the content and quality of radio broadcast increase enrolment?'

Rows 3 and 4 of Table 4.6 show that an overwhelming majority of respondents agree that radio broadcast messages can bring about rapid development citing in their free responses examples of agricultural innovations and some health-related campaigns like polio eradication, child spacing, and HIV and malaria eradication campaigns . In addition, some respondents referred to programmes that have been targeted at the pastoral nomads using radio as an outreach medium in states like Plateau, Kaduna ad the former Gongola, states. They recalled that programmes like '*Don Makiyaya a Ruga'* and '*Mu Leka Rugage'* achieved a modest degree of success. According to Awogbade (1990b) these programmes were conceived to among

other objectives " integrate the nomads into the national life by providing them with relevant, functional basic education"

Also, rows 10 and 11 of Table 4.6 shows that majority of respondents (~84%) agree that improving the content and the quality of the broadcast messages will bring more girls to school, although there is consensus from their free responses that it is a process that will only yield appreciable results over a long period of time.

The belief that increasing either the quality of programme or the duration and frequency of episodes will bring/keep the girl child in school is consistent with the Reinforcement Theory postulated by Klapper and cited in Baran and Dennis (2012). This belief is also supported by Umar (1997) as he states that "there is obviously a need for more ample time, space and finances for an increase in the effectiveness of media functions to be made manifest."

Even though Table 4.6 suggests that most of the respondents believe that radio broadcast messages or the lack of it did not directly lead to poor school enrolment/retention rates, about 12% of respondents were however not sure whether access to or lack of were relevant factors in parents responses to enrolment or retention drives. Some of the respondents however blame factors as varied as poverty, level of exposure and even religious convictions for these shortcomings, again validating Csapo's (1981) arguments. Thus students mentoring programmes and women empowerment initiatives being developed by some registered women groups are achieving some degree of success and over 900 schools in Nigeria are receiving direct support from UNICEF and UNGEI towards improving school enrolment and retention rates (Godwin, 2009). Additionally in 2015 Nigeria received a 100 million-dollar grant from the Global Partnership for Education out of a total sum of 260.2 million dollars awarded to provide quality education to children in low income countries. Co-recipients of the grant include Kenya and Democratic Republic of Congo. The grant to Nigeria was specifically to

support the Northern states of Jigawa, Kaduna, Katsina and Sokoto where the country's most educationally disadvantaged children are located.

4.3 Statistical Analyses of Contingency Data

This section presents and discusses statistical analyses of relationships between some respondent demographics and opinions with a view to discerning if there are statistically and practically significant demographic differences in opinion. Since girl-child education is a gender-sensitive issue, it is reasonable to probe for differences in opinion (if any) between male and females. Also, it will be interesting to ascertain if there is educational bias in respondent opinions on gender equality in opportunities, including educational opportunities. The insights gained from this probe will be potentially useful in girl-child education policy formulation.

Cross-tabulation with contingency table and chi-square analyses are used in conjunction with the chi-square-based Cramer's V as a measure of association.

The categorical data collected in this work meet the assumptions required for a chi-square analysis (Wicks, 1998), namely:

1. Random sampling to ensure unbiased data
2. Independent observations where one person's response does not affect the response of another.
3. Mutually exclusive row and column variables that include all the observations. The chi-square test of observation is invalidated if the categories overlap or do not contain all the observations.
4. Large expected frequencies: None of the expected frequencies should be less than one and no more than 20% of the expected frequencies should be less than 5.

5. The data is categorical and so is not normally distributed. Categorical variables are relatively circumscribed compared to continuous variables because the range of categories is limited.
6. Nominal or count data that ignores any information regarding the order of or distance between categories.

The general null hypothesis used here is that there is no statistically significant difference between demography and opinion at the 5% level of significance while the alternative hypothesis is that there is a significant difference between demography and opinion. Expected frequencies calculated from the contingency table are the expected counts if there is no difference (the no-difference count or frequency) in the demography-opinion data while the observed frequencies are the actual count from data collected.

The expected frequency $E_{ij,}$ corresponding to an actual frequency in a particular cell located in the *ith* row and *jth* column of the table is given by the formula:

$$E_{ij} = \frac{T_i \times T_j}{N} \text{ ----------}$$

(1)

Where T_i is the total number of actual counts in the *ith* row, T_j is the total actual number of counts in the *jth* column and N is the total number of actual counts in the table.

The cell chi-square statistic χ_{ij}^2 corresponding to an actual observation O_{ij} and an expected if-no-difference count E_{ij} is given by:

$$\chi_{ij}^{\ 2} = \frac{\left(E_{ij} - O_{ij}\right)^2}{E_{ij}} \text{ ---------- (2)}$$

The table chi-square value is the summation of the individual cell chi-squares:

$$\chi^2 = \sum_{table} \frac{\left(E_{ij} - O_{ij}\right)^2}{E_{ij}} \text{ ---------- (3)}$$

Cramer's V is the statistic used here as a test of association because it accounts for both the table sample size N and table dimensions:

$$V = \frac{\chi^2}{Nt} \text{ ---------- (4)}$$

Where t is the smaller of number of rows r, less 1 or number of columns c, less 1:

$$t = \min(r-1, c-1) \text{ ---------- (5)}$$

Because the maximum value of V is 1, it can be used to compare the strength of relation of the independent and dependent variables across multiple contingency tables. The greater the value of V, the stronger the relationship.

The chi square test is used to probe for the significance or otherwise of relationships between the independent variables in a contingency table using two hypotheses:

The null hypothesis, H_0: This hypothesis states that there is no statistical difference between the independent variables n the contingency table. In other words there is no difference between the observed and expected data. This can be expressed mathematically as:

$$H_0 : O_{ij} = E_{ij} \text{ ..... (6)}$$

The alternative hypothesis, H_1: This hypothesis on the other hand states that there is a statistical difference between the independent variables in the contingency table. In other words, a difference between the observed and expected data:

$$H_1 : O_{ij} \neq E_{ij} \text{ ..... (7)}$$

In the contingency tables below, the significance level, also called the risk of making a type I error (i.e. the risk of rejecting a true null hypothesis) is set at 5%. Therefore, a calculated p value less than 5% indicates that the risk of rejecting the null hypothesis is less than 5% and thus the smaller the p, the more likely that there is a difference. Also, the higher the table χ^2 and Cramer's V values, the stronger the inter-variable relationship.

Tables 4.7 to 4.10 present the contingency tables for the respondent opinions as functions of the demographic variables gender and formal education. Note that in all of the contingency tables below, the corresponding expected frequencies for the case where there are no demographic differences are in parentheses to the right of the observed frequencies.

Table 4.7. Contingency Table Relating Gender to Radio Access, Listening to KSMC, Listening to *A Cece Su* and Reasons for Listening to *A Cece Su*.

Radio access	**Regular**	**Occasional**	**None**
Male	210 (191.5)	10 (16.8)	1 (12.8)
Female	30 (48.5)	11 (4.24)	15 (3.2)
Table $\chi 2$		75.97	
Significance (p)		3.19E-17 (significant)	
Cramer's V		0.52 (strong relationship)	
Tuning in to KSMC	**Daily**	**1or 2X/week**	**Occasional**
Male	200 (187.5)	11 (20.0)	10 (13.6)
Female	35 (47.5)	14 (5.1)	7 (3.4)
Table $\chi 2$		28.6	
Significance (p)		8.8E-08 (significant)	
Cramer's V		0.32 (moderate relationship)	
Listening to *A Cece Su*	**Most**	**Some**	**Occasional**
Male	135 (139.6)	18 (26.3)	68 (55.1)
Female	40 (35.4)	15 (6.7)	1 (14.0)
Table $\chi 2$		28.9	
Significance		5.42E-07 (significant)	
Cramer's V		0.32 (moderate relationship)	
Reasons for listening	**News**	**Education**	**Entertainment**
Male	105 (120.5)	94 (75.8)	22 (24.7)
Female	46 (30.5)	1 (19.2)	15 (6.3)
Table $\chi 2$		32.96	
Significance (p)		6. 98E-07 (significant)	
Cramer's V		0.34 (moderate relationship)	

Table 4.8. Contingency Table for the Questions: 1.Will Broadcast Increase Enrollment? 2. Will Parents' Access to Relevant Broadcast Directly Impact Girl-Child Education?

Will broadcast increase enrollment?	**Agree**	**Disagree**
Male	54 (79.8)	167 (141.2)
Female	46 (20.2)	10 (35.8)
Table $\chi 2$	64.5	
Significance	9.6E-16 (significant)	
Cramer's V	0.48 (strong relationship)	
Will parents' access to relevant broadcast directly impact girl-child education?		
Male	90 (95.7)	131 (125.3)
Female	30 (24.3)	26 (31.7)
Table $\chi 2$	3.00	
Significance (p)	0.083 (insignificant)	
Cramer's V	0.10 (weak relationship)	

Table 4.9. Contingency Table for *A Cece Su* Improvement and Increase in Girl-Child Enrollment by Gender

	Agree	**Disagree**	**Unsure**
Male	185 (187.5)	16 (13.6)	20 (20.0)
Female	50 (47.5)	1 (3.4)	5 (5.1)
Table $\chi 2$	2.33		
Significance	0.31 (insignificant)		
Cramer's V	0.09 (weak relationship)		

Table 4.10. Contingency table for support for equal gender opportunities by the demographic variables Gender and Educational level

Gender	**Agree**	**Disagree**	**Unsure**
Male	160 (167.5)	59 (47.9)	2 (5.6)
Female	50 (42.5)	1 (12.1)	5 (1.4)
Table $\chi 2$	25.90		
Significance	2.42E-06 (significant)		
Cramer's V	0.31 (moderate relationship)		
Educational level			
Primary/Secondary	150 (133.0)	24 (41.0)	5 (5.0)
Above secondary	60 (49.8)	6 (15.3)	1 (1.9)
None	1 (28.2)	35 (8.7)	2 (1.1)
Table $\chi 2$	124		
Significance	7.4E-26 (insignificant)		
Cramer's V	0.47 (strong relationship)		

Table 4.11. Contingency Table for Opinions on the Reason for the Girl-Child Being Out of School and the Best Motivator for Enrolment and Retention of the Girl-Child in School

Reasons for out of school girl-child	**Government**	**Parents**	**Poverty**
Male	45 (47.9)	40 (37.5)	136 (135.6)
Female	15 (12.1)	7 (9.5)	34 (34.4)
Table $\chi 2$		1.68	
Significance		0.43 (insignificant)	
Cramer's V		0.08 (weak relationship)	

Best motivator for girl-child enrollment and retention	**Parent's Status**	**Parents access to broadcast**	**Government Subsidy**	**All these factors**
Male	15 (16.0)	13 (12)	49 (42.3)	144 (150.8)
Female	5 (4.0)	2 (3.0)	4 (10.7)	45 (38.2)
Table $\chi 2$		7.5		
Significance		0.057 (insignificant)		
Cramer's V		0.16 (weak relationship)		

In order to ease the visualization of the trends in the relationships between demography and perception in the contingency tables 4.7-4.11, pertinent statistical data are extracted from these tables and summarized in Table 4.12. For the purpose of this summary, the demographic contingency results are coded as follows:

G1: Radio access by gender

G2: Tuning in to KSMC by gender

G3: *Listening* to A Cece Su by gender

G4: *Reasons* for listening to *A Cece Su* by gender

G5: Will broadcast increase enrolment? by gender

G6: Will parents' access to relevant broadcast directly impact girl-child education? by gender

G7: Will improvement in *A Cece Su* increase enrolment? by gender

G8: Support for equal gender opportunities by gender

G9: Support for equal gender opportunities by formal educational level

G10: Reasons for out-of-school girl-child by gender

G11: Best motivator for girl-child enrolment and retention by gender

Table 4.12. A Summary of Pertinent Statistical Parameters for the Contingency Variables

Contingency variable	Table χ^2	Significance, p	Strength of relationship, Cramer's V
G1	75.97	3.19E-17 (significant)	0.52 (strong)
G5	64.5	9.6E-16 (significant)	0.48 (strong)
G9	124	7.4E-26 (significant)	0.47 (strong)
G4	32.96	6.98E-07 (significant)	0.34 (moderate)
G3	28.9	5.42E-07 (significant)	0.32 (moderate)
G2	28.6	8.8E-08 (significant)	0.32 (moderate)
G8	25.90	2.42E-06 (significant)	0.31 (moderate
G10	7.5	0.057 (insignificant)	0.16 (weak)
G6	3.00	0.083 (insignificant)	0.10 (weak)
G7	2.33	0.31 (insignificant)	0.09 (weak)
G11	1.68	0.43 (insignificant)	0.08 (weak)

The contingency variables in Table 4.12 are arranged in decreasing order of strength of relationship between demographics and opinion, quantified by Cramer's V. A general trend of decrease in chi-square (χ^2) values down the table is observed except for the case of G8. The χ^2 increases for G8 because the sample size for educational demographic (284) is larger than that for the other contingency variables (277), which have gender demographic. The sample size difference is because the sex for 7 of the respondents was indeterminate from their questionnaires (they did not tick either option). However, the Cramer's V shows the correct trend for the relationships because it adjusts for both sample size and table dimensions, which is the reason why it was preferred to other measures of association.

The variables in Table 4.12 that show weak relationship, strong relationship and moderate relationships will be examined in that order.

A further examination of Table 4.12 reveals that there are statistically insignificant and weak relationships between gender and opinions for G10, G6, G7 and G11 as the p values are greater than 5% and the Cramer's V values are less than 20%. Probabilities p greater than the 5% level of significance chosen in this work means that the probability that any difference in

opinion is by chance is greater than 5% and so the null hypothesis of no difference in opinion by gender can be accepted at the 5% level of significance.

For G10, an examination of rows 8 and 9 of Table 4.10 shows that the difference between the actual counts and the expected counts if there is no difference in opinion (the no-difference frequency), for both males and females, are quite similar. This suggests that males and females are in good agreement on the motivators for girl-child enrolment and retention. Males and females are therefore equally likely to push for parents' economic empowerment, relevant radio broadcasts and government subsidy in a bid to improve girl-child education.

For G6 and G7 the p values of 0.083 and 0.31, and the Cramer's V values of .09 and 0.08 respectively suggest that there is no difference in opinion and the relationship between gender and opinion is weak. For G6, an examination of the Table 4.8, rows 8 and 9 shows a mixed response by males and females to the question 'Will parents' access to relevant broadcast directly impact girl-child education?' Males agree less than expected and females agree more than expected by about the same amount (~6), and males disagree more than expected and females disagree less than expected by the same amount (5.7), hence no difference in opinion overall. For G7, an examination of Table 4.9, rows 2 and 3 for responses to the question 'Will improvement of A Cece Su be a stimulant for enrollment?' shows that males agreed less than expected and females more than expected by the same margin (2.5) while males disagreed more than expected and females less than expected by the same margin (2.4). Also, there was no difference between the actual and expected value for the opinion 'Unsure' for both males and females. Hence, no overall statistical difference is observed.

Similarly for G11, it is observed again that males and females are in agreement about why the girl-child is out of school, but this time the agreement is closer. The p value of 0.43 shows that there is a 43% chance that any statistically significant difference is by pure chance! An examination of rows 2 and 3 of Table 4.10 shows that the actual and the no-difference ex-

pected counts for poverty are almost equal. This indicates that there is an especially close agreement between males and females on poverty as a causal factor for the girl-child not being in school. Thus, they are more likely to work together on eradicating this issue.

Perhaps more important than opinions where there are no statistically significant differences are those where differences are strong. For instance, G1 with a p value which shows less than one in a billion chances that the gender differences are by chance indicates a strong relationship between gender and radio access (Cramer's V 0.52). An examination of the corresponding contingency Table 4.7 shows that the number of females who have regular access to radio is less than expected while the number of males is more than expected by the same amount (18.5)! Clearly, something has to be done to reduce this inequality as access to more radio by females would increase access to relevant broadcasts which in turn could aid girl-child education. One way to increase regular access is to launch a radio initiative aimed at providing free radios to females in identified resource-lean communities.

G5 is another opinion where there is a strong significant difference between males and females (p less than 1 in a billion and Cramer's V of 0.48). An examination of the corresponding contingency table (Table 4.8) reveals less than expected male agreement and more than expected female agreement that increasing broadcast will increase enrolment. The opposite is observed with disagreements on this same opinion with females showing less than expected and males more than expected disagreements. The overall trend here is that females are more in support of increasing broadcasts as a way of increasing enrolment. This suggests that females preferentially view the programme as being useful for enrolment purposes a position consistent with the preferred decoding option of the reception theory while males tend towards oppositional decoding (Hall, 1980)

Another marked difference in opinion is found in Table 4.11 for G9. In this case there is also less than one in a billion chances that the statistical differences in the opinions of different

educational levels are by chance so that the null hypothesis (no difference in opinion) can be rejected. The Cramer's V of 0.47 also indicates that there is a strong difference in perception between the educational levels about equal opportunity regardless of gender. An examination of the corresponding contingency table (Table 4.9, rows 8 ad 9) shows that respondents with some formal education ('Primary/Secondary' and 'Above Secondary') agreed more frequently than expected if there was no difference and disagreed less frequently than expected if there was no difference on equal opportunity irrespective of gender. On the other hand, respondents with no formal education *agreed less* frequently than expected and *disagreed more* frequently than expected. This suggests that the educated mind is more likely to think in ways that are more inclusive for developmental purpose. Equal opportunities for the girl-child, especially educationally, are likely to enhance societal development. The slogan "Educate a man, educate an individual, educate a woman, educate a nation" is likely not lost on the educated respondents. A further examination of Table 4.10 shows that the positive difference between actual and expected agreements for the 'Primary/Secondary' level (17) is about 70% higher than that for 'Above Secondary' level (10.2). This suggests that the former may be more amenable to the equal opportunity trend because perhaps they did not have opportunities to further their education. This position is consistent with the 'self-actualization', 'ego' or 'self-esteem', and 'social' levels in Maslow's hierarchy of needs (Kaur, 2013), whereby people who have secondary education and below yearn for higher education and feel their cause is more potent if no gender is excluded, hence their support for equal opportunity irrespective of gender. This position is also consistent with the interaction and social integration aspects of the Uses and Gratification model proposed by Lull (1990). This model suggests that one of the ways that media consumers use media messages is to gain insight into other people's circumstances and identify with them, especially if the circumstances are similar to theirs.

Follow-up questions on why they did not go to the next level of education and why they believe there should be a level playing field for both sexes could provide more clarification.

Some of the perceptions for which the statistical differences are moderate are also worth examining.

For instance, G8 in Table 4.12 (Support for equal gender opportunities by gender) shows moderate statistical difference in the opinions of male and females (about a 1 in half a million chances that the difference is by pure chance and a moderate Cramer's V of 0.31). An examination of the corresponding contingency results in Table 4.10, rows 2 and 3 show that even though both males and females agree more than expected on equal opportunities regardless of gender, the difference between the actual and expected counts for females (12.5) is 67% higher than that for males (7.5). This suggests that females are more likely than expected to support equal opportunities for both sexes. This trend is not unexpected as females are expected to strongly identify with issues in the media that affect their gender (Lull, 1990) even if it means supporting the aspirations of the opposite sex and especially when those aspirations are similar.

Another important instance of moderate relationship strength is G4 found in Table 4.12 (Reasons for listening to A Cece Su by gender) with a probability that the statistical difference is by chance of less than 1 in a billion and a moderate strength quantified by a Cramer's V of 0.34. An examination of the corresponding contingency table (Table 4.7, rows 20 and 21) shows that more females than expected listen to *A Cece Su* for news and entertainment than for education. This trend is also consistent with the uses and gratification model which posits that audiences actively use the media to satisfy needs that are not necessarily in tandem with what the producers of the programme intended as opposed to the effects model which posits that the audience passively succumbs to the media. This trend can also be explained using the reception theory (Hall, 1980), another subset of audience theory. This theory posits

that the audience does not necessarily decode media messages as the producer intended. Sometimes the audience may decode it as the producer intended (preferred or dominant decoding), contrary to what the producer intended (oppositional decoding) or a mix of both (negotiated decoding). The implication here is that the producer's coding of a programme should be such as to reduce ambiguity in audience decoding. This can be done for instance by redesigning the programme *A Cece Su* to air episodes that provide females with gender-relevant functional education using easy to follow narrative.

4.4. Relation of Findings to Research Questions

This section of the research work is used to relate the findings in sections 4.2 and 4.3 to research questions/research objectives in sections 1.3 and 1.4.

Research Question **1: To what extent does the target audience listen to the programme *A Cece Su*?**

From the results in Table 4.2, it is evident that the target audience listens to the programme '*A Cece Su'* to an appreciable degree. About 6 out of 10 respondents said they listened to most episodes and about 1 out of 4 respondents said they listened to it more than once a month. Only about 1 out of every 10 respondents listens to it once a month. Also, rows 14 and 15 of Table 4.7 show a moderate gender difference in listening to A Cece Su. It is observed that more females than expected watched most episodes of the programme while fewer males than expected watched most episodes of said programme.

Research Question **2: To what extent can the radio programme '*A Cece Su'* help *to* improve the extent of awareness created?**

Data from Table 4.3 can be used to at least obliquely answer this question. Rows 10 and 11 of Table 4.3 show that over 60% of respondents disagree that increasing the *A Cece Su* broad-

casts will increase enrolment. This verdict lends credence to the assertion by Adesanoye (1990) that studies and analyses have failed to establish a causal relationship between broadcasting and development in Nigeria. It is believed that broadcasting coupled with other factors does influence awareness and development but it is not sufficient in isolation to cause awareness and stimulate development process. Planners of radio programmes should therefore understand that radio magazine programmes like *A Cece Su* are not sufficient on their own to create attitudinal changes but they have the advantage of being cost-effective supplements.

More important however, is for government to be proactive in the implementation of education policies. The sector needs adequate funding and not lip service as is currently the case. The three tiers of government must be committed to this cause while all resources appropriated for education no matter how small must be judiciously used by all education administrators and managers. The inspectorate department in the education ministry should be given greater powers so that they are able to monitor and ensure policy compliance as the problem does not lie with policy formulation but rather with implementation of such policies.

Also, Table 4.5, rows 5 and 6 shows that over half of the respondents disagree that access to broadcasts by parents have direct impact on girl-child education. However, Table 4.6 row 3 shows that about 70% of respondents agree that relevant broadcasts can catalyse development, and rows 10 and 11 show that over 80% of respondents agree that improvement in quality and content of *A Cece Su* broadcasts will increase enrolment. This view is however not totally in agreement with a policy brief by Population Action International (PAI) (2012) as it says that Nigeria is one of the countries experiencing high population growth rates without commensurate increase in necessary infrastructure. The implication here is that government is not ready with the infrastructure to take care of the increasing number of girls who need to be in school, thus radio broadcast programmes alone will not solve the problem.

In Table 4.5 rows 5 and 6, about half of the respondents disagreed with the proposition that having adequate access to radio broadcast messages had any direct impact enrolment/ retention rates. Rather, the reality is that the enrolment rates are often higher than the retention rates, mainly due to hunger occasioned by poverty. This is why, for instance, the Kano State Government in September 2011 started a feeding programme to encourage retention in primary schools. The Kaduna State Government may deem it fit to embark on a similar programme.

Research question 3: **What are the opinions of the respondents on the best options for improvement of the programme *A Cece Su* and other related programmes on girl-child education in Kaduna state?**

From the written responses, the major options advanced by the respondents are: increase in air time above the current 30 minutes, enriching the content of the programme (including reporting on successes achieved in provision of functional education for the girl-child) and avoiding too many repetitions of the same episodes..

Research Question 4**: What in the opinion of respondents are the best options for improvement of enrolment and retention rates for the girl-child in Kaduna State?**

Clues to the answer to research question 3 are given in Table 4.5. Table 4.5 row 11 shows that 67.60% of respondents see subsidy on education along with a combination of other factors as a better tool for bringing and keeping the girl child in school. Free-response opinions indicate that the respondents believe the state government and by extension the K.S.M.C has not done enough in creating awareness on development generally. State owned Radio stations like K.S.M.C are accused of giving prominence to politics and entertainment rather than mobilization and creation of awareness on issues that affect the development of the people. Development communication scholars like Akinfeleye (2008) suggest that "forms of mass

communication and their attendant technologies" (radio, newspapers, television) can be used as indices for measuring national development.

Other written responses on suggestions to improve enrolment and retention rates were many and varied. They ranged from arguments about subsidy on education to free education and empowering parents economically to reduce poverty. The issue of functional education was also brought up, for parents did not want their children especially the girls to spend many years in mainstream schools and still remain a liability to their parents, thus Islamic education and vocational training were advocated by respondents especially in Soba and Kachia towns. Increased advocacy by religious leaders and faith-based organizations was also suggested as a way forward.

The question of whether or not respondents believed that the Kaduna State Government had done enough to help bring and keep the girl child in school generated so much controversy even during the pilot testing stage of the questionnaire. Some believed that the government had done well by providing cheaper primary and secondary schools, training teachers and taking care of teacher's welfare. The other camp however maintained that government could do more, like providing free feeding as is currently practiced in some schools in Kano state and improving the quality of the government schools which were comparatively cheap but had lower education and infrastructural standards.

It is worth mentioning here that low completion rates were noticed during the pilot testing due to poor understanding by respondents and poor interpretation of the questionnaire by the enumerators. Some questions were subsequently reframed for increased clarity and ease of scoring.

Overall, one of the theories (Development Media Theory) chosen for this study was found to be potent enough to answer this question since it emphasizes what the media *should* be doing in relation to what they *are* doing. The theory is adopted mostly in countries with very strong

European influence because it is a modified version of the Free Press Theory and places greater emphasis on the accountability of the press, especially broadcasting to the society. It has been argued that normative theories are no longer relevant, rather more attention should be focused on actual arrangements connecting media and society with regards to the assessment of relationships between the media system and the political system. This assessment should however be based on a comparative examination of contemporary national societies. In this view there are four variants each with a different implication for the role and obligations of the media in society. These variants according to Dominick (2010) are: authoritarian, libertarian, social responsibility, and development theories. This classification is especially relevant because of changes in the media and the rise of new media forms. The normative theories of mass communication focus on the ideal way for media systems to be structured and operated, and so this study has been guided by the development media theory which belongs to the normative school.

Research question 5: **Are there any demographic (e.g. gender and level of formal education) differences in the opinions of the respondents?**

The answers to this research question are summarized in Tables 4.12 and details provided in Tables 4.7 to 4.11. The discussions of the demographic differences in opinions can be found in the preceding section (section 4.3). Some important demographic differences were found which could drive or inform policy and shed more light on why certain demographics have certain opinions. For instance, there was a very significant difference in radio access between males and females with females having less access. This imbalance could inform a radio drive to provide more radios for females in the affected areas. Another important instance is that of opinion on equal opportunities for both genders as a function of educational level. Overall, educated respondents were in support of equal opportunities while uneducated ones were not. Interestingly, respondents with primary/secondary level were more in support of

equal opportunities than those who had above secondary education. This position is considered to be consistent with the interaction and social integration aspects of the Uses and Gratification model proposed by Lull (1990). This model suggests that one of the ways that media consumers use media messages is to gain insight into other people's circumstances and identify with them, especially if the circumstances are similar to theirs. Perhaps, the primary/secondary respondents were discriminated against at some point in their lives and thus were not able to further their education and so are more amenable to the equal opportunity stance.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

5.1 Introduction:

This chapter is a synopsis of the study. It presents a summary and conclusion of the study, drawing inferences from the survey responses, and making recommendations for a way forward in achieving higher school enrolment and retention figures for the girl-child in Kaduna state and possible measures towards achieving the Education for All (EFA) goals.

5.2 Summary

The primary objective of this study was to determine if the programme '*A Cece Su'* broadcast by K.S.M.C radio station has helped to raise or improve awareness on girl-child education in Kaduna State.

To examine this broad, multidimensional issue, three Local Government Areas were randomly selected for administration of the survey. This was done to ensure that all Senatorial Districts were equally represented and to ensure that a fair representation of the target population is achieved. The following research questions were used to determine the objectives of the study:

1) To what extent does the target audience listen to the programme *A Cece Su*?

2) In what ways have the Hausa radio programme *A Cece Su* helped to improve the extent of awareness creation on girl-child education in Kaduna State?

3) What are the opinions of the respondents as to the best options for improvement of the programme *A Cece Su* and other related programmes on girl-child education in Kaduna state?

4) What are the opinions of respondents on the best options for improvement of enrolment and retention rates for the girl-child in Kaduna State?

5) Are there any demographic (e.g. gender and level of formal education) differences in the opinions of the respondents?

To find answers to these questions, the survey responses were examined and supporting literature reviewed. The reviewed literature revealed that the media especially the radio broadcast media can play a very significant role in development Akinfeleye (2008); Ojebode and Adegbola (2007) however it was also discovered that what the media is doing and what it should be doing are poles apart. A review of extant literature showed that the application of the process of communication to the development process otherwise known as development communication is a viable tool for advancing development Quebral (1973). Goldhaber (1993) believes that "the ultimate aim of communication for development is the facilitation of the exchange of information for increased productivity and development". Furthermore, because this is a perception study, relevant audience theories the reception theory which posits that audiences tend to take positions which may not be in line with the producer's intention (Hall, 1980) and the uses and gratification model which posits that the audience uses media messages and is not necessarily used by the message (Lull, 1990).

Overall, it was however found from survey responses and existing literature that the media in Kaduna state was like the media in all other parts of the country in at least one respect: coverage of development matters in general was inadequate when compared with non-development matters.

A further analysis of the survey responses using simple percentages and more detailed statistics revealed the following:

1. There was a considerable patronage of the radio programme *A Cece Su* with over 60% responding that they watched most episodes of the programme (Table 2, row 13).

2. Strong indications that the selected radio broadcast programme *A Cece Su* has performed below expectations, as a tool for mobilization towards the improvement of enrolment and retention figures for the girl child in Kaduna state. Over 60% of the respondents (see Table 3) disagree that increasing the broadcasts of *A Cece Su* will increase girl-child enrolment. However, about 80% of respondents agree that improving content and quality of the programme will increase girl-child (Table 6, rows 10 and 11). Lerner, (1964) cited in Seers (1997) reasoned that if people could become literate and if they could benefit from the relatively low-cost technology of *radio* and the impact of film and television, then they could be made aware of their problems and inspired to take action to solve them.
3. Poverty was identified by about two-thirds of respondents as the major reason for the girl-child being out of school (Table 4) and some motivational factors for enrolment and retention, including parent's status and government subsidy, were identified (Table 5). Therefore, an improvement in the economy generally will have a beneficial effect on girl-child enrolment and retention in schools.
4. Statistically significant demographic differences in opinions were also revealed. These include a gender difference in access to radio and difference in opinion of different educational levels on equal opportunities regardless of gender.

5.3 Conclusions:

From the above discussions it is obvious that the broadcast media including the one in Kaduna State has an important and strategic role to play in girl-child development. This is especially true if it decides to include coverage of girl child education as a developmental agenda and pursue it vigorously. The dilemma which all third world countries face today include an increase in poverty, illiteracy, unemployment and crime rates. These are all indices for meas-

uring development or more to the point underdevelopment, for an increase in all these key indicators is not desirable for the development process of any society. The Development media theory of mass communication argues that the press in developing nations is "obligated to respond to society's needs and interests' Dominick (2010) they must therefore use the mass media to achieve identified development goals. This is firmly rooted in the functionalist approach to mass communication. The study however found for instance that such programmes (like *A Cece Su*) tailored towards development issues are not given adequate airtime, instead emphasis is laid more on politics, economics, music and entertainment programmes.

Bearing in mind the tremendous amount of power the media wields in the political arena, bringing some of it to bear on the developmental agenda will better the lot of the girl child whose education and development has suffered so much neglect.

The findings of this study have clearly shown that the Kaduna State broadcast media must be more committed to actively fighting the cause of girl child education on all fronts.

This study was concluded in 2013, just two years before the culmination of the deadline on the attainment of the EFA goals. With all available statistics, findings of the study and the literature reviewed, the pace of work seems too slow for the attainment of goals set in Dakar Senegal in the year 2000 as 2015 is already here. In corroboration of this fact Bilkisu (2014) believes that goal 2 of the MDG (which is in tandem with the EFA goal) of providing universal basic education for all will not be met "there has been remarkable improvement in enrolment rates for primary schools but about 10 million children are out of school". Thus pressure groups must take a bold and decisive stance towards influencing policy makers in the desired direction.

5.4 Recommendations

5.4.1 Recommendations for improving awareness on girl-child issues

Based on the findings of this study, it is recommended as follows:

1) Proprietors of radio broadcast stations in the State must begin to lay more emphasis on development rather than entertainment issues in their programme content.
2) Functional education through vocational training should be encouraged from Junior Secondary school for the girl child. This will ensure she not only gets an education but becomes self-reliant as some parents are skeptical about the usefulness of her education.
3) Radio programmes like '*A Cece Su'* should get more airtime as the present half-hour broadcast on a weekly basis is seen by respondents as inadequate.
4) Content of radio programmes must be improved upon and diversified as some respondents complained about too many repetitions of the same episodes or even removal of the programme to another time slot without adequate notice.
5) More schools that are specific to the needs of the girl child should be established, as the state government does not seem to be prepared for the number of girl children who will need functional education.

5.4.2 Recommendations for future study

a) It is recommended that a similar study be done on the print media in order to assess their responsiveness to the development of the girl-child in Northern Nigeria.
b) One major limitation of this study is that it did not do a comparative analysis of how the radio broadcast stations in the other parts of the country where girl-child enrolment figures were higher, covered girl-child education issues among other developmental issues. Thus the findings of this study cannot be generalized. A comparative study of these other broadcast stations is therefore recommended.

c) A comparative study of a privately owned radio station should be done to determine whether they cover girl-child education issues better or give more airtime to development matters than do the government owned media like the K.S.M.C.

d) A thorough comparative study of gender perception of female education issues would be interesting and useful for policy formulation.

The comparative analyses would among other things establish statistical significance and practical importance of the statistical differences via the effect size parameter.

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APPENDICES

Appendix 1: Questionnaire

This questionnaire contains 16 close-ended questions and 2 open-ended questions. It was prepared to get responses on the research topic: *Audience Perception of Radio broadcasting as a tool for creating awareness on girl child education in Kaduna State: A Study of A Cece Su.* The data collected is strictly for academic purposes only. Please tick the appropriate box and comment where applicable.

Thank you.

Question 1: Gender

Male [ ] Female [ ]

Question 2: Which of the following best describes your major occupation? Please tick.

Trader [ ]

Farmer [ ]

Unemployed [ ]

Civil Servant [ ]

Student [ ]

Question 3: Tick the option which best describes your level of education.

None [ ]

Only Primary [ ]

Only Secondary [ ]

Above Secondary [ ]

Technical School [ ]

City & Guild [ ]

Question 4: Do you own a radio? Yes [ ] No [ ]

How often do you have access to the radio?

Regularly access [ ]

Occasional access [ ]

No access [ ]

Question 5: How frequently do you listen to the radio?

Daily [ ]

Once a week [ ]

Occasionally [ ]

Specify others [ ]

Question 6: How often do you listen to K.S.M.C radio?

Daily [ ]

Once or twice a week [ ]

Occasionally [ ]

Question 7: How often do you listen to the programme *A Cece Su?*

Most episodes [ ]

Some episodes (more than once a month) [ ]

Occasional episodes (at least once a month) [ ]

Question 8: Why do you listen to the radio programme *A Cece Su*?

Information/News [ ]

Education/Enlightenment [ ]

Entertainment/Escapism [ ]

Question 9: Do you agree that the programme *A Cece Su* broadcast messages can be a tool for change?

Yes [ ] No [ ] Not sure [ ]

Question 10: Which of the following best describes how much you agree that increasing frequency of *A Cece Su* broadcasts on K.S.M.C will lead to an increase in the number of girls enrolled in schools?

Strongly agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

Please explain your answer in about 3 lines.

_____

_____

_____

_____

Question 11: Who or what in your opinion is responsible for the girl child not being in school*?*

Government [ ]

Parents [ ]

Poverty [ ]

Please explain your choice in about 3 lines.

_____

_____

_____

Question 12: How much do you agree that every child deserves equal opportunity irrespective of gender?

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly disagree [ ]

Not sure [ ]

Question 13: Do you agree that access to relevant radio broadcast messages by parents/guardians has a direct bearing on whether or not a girl child is enrolled in school?

Strongly Agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

Please explain your choice in about 3 lines.

_____

_____

_____

Question 14: Which of these in your opinion is a strong motivational factor in the enrolment and retention of girls in schools?

Parents educational/economic status [ ]

Parents access to radio broadcast messages [ ]

Government subsidy on education [ ]

All of the above [ ]

None of the above [ ]

Please explain your choice in about 3 lines.

_____

_____

_____

Question 15: Do you agree that relevant radio broadcast messages can be a catalyst for the development process?

Strongly agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

Question 16: Do you agree that improving content and quality of specific radio broadcast programmes like *A Cece Su* can bring about an improvement in the educational situation of the girl-child in Kaduna state?

Strongly agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

Please explain your answer in about three (3) lines

_____

_____

_____

_____

Question 17: Do you agree that inadequate access to *A Cece Su* broadcast messages has any correlation with poor and retention rates of the girl child in Kaduna State?

Strongly agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

Please explain your choice in about 3 lines.

_____

_____

_____

_____

Question 18: What in your own opinion will bring about an improvement in girl child enrolment and retention rate in Kaduna state?

_____

_____

_____

_____

Question 19: Do you believe that the Kaduna state Government has done enough to help bring and keep the girl child in school?

_____

_____

_____

_____

Appendix 2: Interview Schedule

DIRECTORS OF THE KADUNA STATE MINISTRIES OF EDUCATION AND INFORMATION.

The interviewer is postgraduate student of the Ahmadu Bello University Zaria Faculty of Social Sciences, Department of Mass Communication. She is trying to gather information about the task force on girl-child education in Kaduna State which was set up to increase enrollment rates by 15% before the end of the year 2015.

The information given in this interview is purely for academic purposes and will only be used for research which is hoped will ultimately help the state government formulate policies that will help achieve the set goals of the task force. As a director in the state ministry of information you are one of those who will be working closely with the task force and your views on the state government's intervention programme will help in no small measure to give an insight into how your ministry in partnership with other stake holders will help realize the set objectives of the task force.

1. What is the name of your organization or ministry?
2. What are your highest educational qualification and your field of specialization?
3. What is your official designation?
4. Who do you report to?
5. What is the nature of your appointment?
6. How long have you been working in your present capacity?
7. Which ministries do you usually work in close collaboration with?
8. What are the present total figures for girl child enrollment in Kaduna state?
9. What are the total figures for boy child enrollment within the same period?
10. What kind of intervention did your ministry embark upon before the setting up of this task force?

11. Can you say previous interventions (if any) were successful? If yes how much success did you achieve? If no what do you think are the reasons for the lack of success?
12. Do you think the goals of the task force are realisable within the time frame given by the state government?
13. How does your ministry intend to collaborate with the other ministries in this task force?
14. What are the basic requirements of your ministry and the other participating ministries to achieve the set objectives?
15. Do you see the state government providing all the necessary funding and logistics for the success of the programme?
16. If not what are other options available to you to achieve set goals?
17. Which agency is charged with the duty of evaluating and monitoring?
18. How will this monitoring be done (Visits? Meetings? Submission of reports at specific intervals?
19. Can you describe the relationship of your ministry with the State Ministry of Education and the state universal basic education board (SUBEB)?
20. Are you expecting additional funds for this programme from the United Nations Girl Education Initiative, UNGEI and the United Nations Children Education Fund, UNICEF?
21. What if any is your relationship with international agencies like UNICEF and UNGEI?
22. Can you suggest areas of increased collaboration with these bodies (UNICEF and UNGEI)?