

Community-Based Radio towards Effective Girl-Child Education in Kumbungu District



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ABSTRACT: Girl-child is a biological female offspring from birth to eighteen (18) years of (Offorma, 2009). Girls' education is also about ensuring that girls learn and feel safe while in school; complete all levels of education with the skills to effectively compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives and contribute to their communities and the world (Tembon & Fort, 2008).

Community radio is a radio of the people by the people and for the people which need to broadcast developmental programs. Community radio should be able to broadcast educational related programs like youth speak up, especially with respect to Girl-child education. This will help change the perception of the local people about educating the girl-child. It is within this perspective that, community radio can be used as a tool towards enhancing Girl-child education towards an ameliorated national development within Kumbungu District using the Mixed Method Approach (Quantitative and Qualitative methods), and informants' interviews and; Semi-structured questionnaires for household interviews to assess how community-based radio can be used to bring about effective Girl-Child education. The study also used both secondary and primary data with the help of self-administered questionnaire. 150 respondents were interviewed within 5 communities in the study area using both simple random and purposive sampling. It was realized that, there was least participation of members in programing within the study area. It was also found that factors such as age, marital status, and community radio influence, perception of Girl-Child education and program influenced were independent variables that influenced effective radio programs listening towards Girl-Child education.

KEYWORDS: Girl Child, Education, Community radio, Socio-emotional, People

INTRODUCTION

Nearly a billion people cannot read and write and 300 million of our school-aged children are not in school. Two-thirds of those who cannot read and write are women, 60% of children not in are girls (World Bank 1990 school). Brigham Young (1850) once said, "If you educate a man, you educate a man but when you educate a woman you educate a generation".

In Ghana, females represent a greater proportion of the country's population at 51.2% while male are 48.8% and the percentage of males that are enrolled in school to the tertiary level is 10.8% and 7.5% for females. Female education or Girl-child education is one of the topical issues of discussion in recent times as it has attracted the concern of policy analyst, government, non-governmental organizations and other bodies playing diverse role in promoting Girl child education in Ghana. Many policies, strategies, plans of action to support girl-child education in Ghana had been and are being implemented.

In an attempt for Ghana to narrow the gender gaps and increase access to education, the Ministry of Education eliminated school fees nationwide, partnerships for girls' education since 1997 has established Girls' education Unit with the Ghana Education Service (GES) under the Ministry of Education with every region and district having Girl Education officer).

There has also been scholarship made specifically for girls in Ghana and this is a component of a wider intervention. Integrated Social Development Centre (ISODEC) in 2005 report has spent USD 150,000 per annum which 1,173 girls benefited from the scholarship in five districts within the Ashanti and Brong-Ahafo regions likewise Campaign for Female Education (CAMFED) which also provide scholarship with a holistic approach to tackling obstacles to girls' enrolment, progression and achievement (Education, 2016). Despite all these interventions, Girl child education still remains an issue worth dissenting especially in the Northern region of Ghana where factors such as poverty, cultural beliefs, inadequate modern infrastructure, religious misconceptions, rural-urban migration and absence of friendly infrastructure for females in schools and other public institutions have become an obstacle that hinders girls from accessing formal education. The area of study, Kumbungu district is not an exception since it comprised of about 39,341 population as at 2010 with males constituting 50% of the population as well as 50% for females and literacy rate of 32.9% for males which is higher than that of females 19.3% (PHC, 2013).

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In view of the above discussion, this study seeks to assess the impact of community-based radio towards effective girl-child education in the Kumbungu District of the Northern Region.

LITERATURE REVIEW

Concept of Community Radio

Radio was considered as a kind of disembodied newspaper since newspaper had the potential to reach a larger audience but radio had the potential to reach everyone. According to the African Charter on Broadcasting (2001) "Community broadcasting is broadcasting which is for, by and about the community, whose ownership and management is representative of the community, which pursues a social development agenda, and which is nonprofit. Community-based radio started in 1947, in Latin America (Bolivia) by a group of Miners who came up with their own radio station known as Radio Sutatenza-their main aim was to help alleviate poverty and to fight social injustice; and later in Asia Tambuli (Philippines) in 1991, and then to Mali and Benin in 1992 and subsequently the Upper West region of Ghana (Radio Progress).

Broadcasting was introduced in Ghana around the 1935 with the aim of bringing news, music, and entertainment to the home of all and sundry in order to leap the barriers of isolation and illiteracy (Hodson, 1935). Radio broadcasting is the most affordable electronic medium for broadcasting and receiving messages. Until 1995, Ghana had only one radio voice- that of the state (Rivears).

Concept of Education

Education has been conceived differently by different people; whilst it has originated from a latin word 'educare' and Educere meaning 'to raise' or 'to bring up', 'to lead forth' or 'to come out or bring to light respectively, it has varied understanding across individuals. From the meaning of its origin, one would realize that education seeks to train and prepare one to be a responsible thinker and problem solver in the society (Jyaishtha, 2014).

Girl-Child Education

Kofi Annan the UN general secretary said "literacy is a bridge from misery to hope. It is a tool for daily life in modern society. The opportunity for girls to acquire formal education is a way to the improvement and growth of a nation hence necessary to talk about Girl Child education.

Dr. Radhakrishnan said, "A civilization is not built of bricks, steel and machinery, it is built with men, their quality and character" (Jyaishtha, 2014). Education should aim at developing the body, soul with all the beauty and all perfection of which they are capable (Mohanty, J. 1982: Jyaishtha., 2014). The quote by Dr. Aggrey (1999) "If you educate a man, you educate an individual, but if you educate a woman, you educate a family (nation)" was a pioneer in its time recognizing the need for girl's education when men pre-dominated the education opportunities (Suen, 2013). Dr. James Emma kwegyie Aggrey was one of the pioneer members of girl-child education and he delivered a lecture that persuaded governor Guggisberg to make Achimota College co-education (Adugyamfi, 2017).

Community radio is a radio service offering an alternative model of radio broadcasting in addition to commercial and public broadcasting. It helps Community members to take control of their lives and affairs by encouraging participatory democracy, as well as empowering grass root level for rural development which characterizes the names Alternative radio, Voluntary radio, Radical radio, Educational-radio, Citizen radio among others. Radio is the prime electronic medium of the poor because it leaps barriers of isolation and illiteracy, and it is the most affordable electronic medium to broadcast and receive. It also encourages sharing of information and innovation.

The main source of news and information in the Northern region of Ghana is through radio, which reaches more than 80 percent of the population while only about 15 percent of the population are reading newspapers (YSU, 2017). The Youth Speak Up project, a project that uses the radio as a powerful conduit in educating the masses and also to bring about positive behavior change; they do that in the form of educational radio programs, targeting four districts within the Northern Region (Saboba, Karaga, Kumbungu, and Savelugu) to tackle many societal problems like early marriage, illiteracy, poverty, girl-child education among others. In broadcasting of educational programs, listeners are given the opportunity to give their feedbacks in the form of phone-ins to these programs (since it uses a bottom-up approach) noting that freedom of expression includes the right to communicate and access to means of communication.

The impact of community-based radio on Girl-Child Education Since its inception in 1947, in Latin America, Community-based radio has been used as an essential ideological apparatus to champion community empowerment and grassroots level development – "Radio used as an Apparatus of communication" as stated by Bretch (2003) in his essay. According to him, "Radio has been used in education ever since it became available." Pennycuick (1993) of the Centre for International education at the University of Sussex, states a bit more specifically that Interactive Radio Instruction (IRI) is characterized by highly coordinated instructional materials and delivery strategies, and includes elements of active participation on the parts of the students.

METHODOLOGY

Research Design

The main motive of the research was to assess community base radio towards effective girl-child education – to find out whether the programs aired are capable of shaping the perceptions and responses of the indigenes on issues of Girl child education in order to improve on the social well-being of the people (pro-social). The intensity of attitude and behavioral changes was based on the following key characteristics: Source Credibility; Attractiveness; Similarity; Authority and Expertise (Ajzen, 2014).

Nel-Kotze, Gerber-Nel and Cant (2003), also stated categorically that “research needs to be conducted in a chronological and objective way to ensure that the data obtained is unbiased. The study used the Mixed Method Approach (Quantitative and Qualitative methods) using Key informants’ interviews and; Semi-structured questionnaires for household interviews to assess how community-based radio can be used to bring about effective Girl-Child education.

As stated by Babbie (1990), the rationale behind the use of this design provides a quantitative or numeric description of the trends, attitudes, or opinions of a population by studying a sample of that population. In that respect, both the semi-structured questionnaires and interviews was developed by the group so as to obtain requisite information on the topic under study from the respondents and the indigenes within the district. According to Briken (1998) sampling refers to systematic selection of representative case from a larger population.

The population of kumbungu district as at 2010 population and housing census is 39,341 with male constituting 50% and 50% for females (Ghana statistical service 2014). In calculating the sample size, this study adopted the mathematical formula for sample size N Determination by Calderon (2003) which is $n = \frac{N}{1 + \frac{N \cdot e^2}{39341}}$

Where n is the sample size, N is the total population and e is the allowable error that is determined by the researcher. In this study, the allowable error is 5% with 95% confident interval with the reason that, the study is concern with people whose personal biases might have an influence on the level of accuracy. Using the formula, $N= 39,341$ and $e = 0.05$

$$n = \frac{39341}{1 + 39341(0.05)^2}$$
$$n = \frac{39341}{99.35} = 395.98$$

$n = 396$

The sample size base on the formula used is 396 but due to limited time and resource the study considered 150 respondents who were randomly selected. These respondents included parents and household members, and some key people like managers of the community radio and opinion leaders. Purposive and Simple Random Sampling were used by the group after carefully looking at the population statistics of the study area, it was realized that though there are 50% of males and 50% of females, there is inequality in the access to education where the males’ educational statistic far outweighs that of the females which is 32.9% and 19.3% respectively as at 2010. Both primary and secondary was used to obtained in-depth data and information from respondent concerning the views about community radio and the type of programs that are being broadcast by the station. Opened-ended questions and Semi-structured questionnaire were used to gather information from leaders of the community and management of the radio station concerning programs via the community radio and its effectiveness. Statistical Package for Social Sciences (SPSS) and Microsoft Excel (2010) was used to help in the analysis of the data.

DISCUSSIONS OF RESULTS AND FINDINGS

This paper's discussion was guided by the following set of questions: What is the impact of Community Radio on Girl- Child education? What are the various educational programs on community-based radio stations in the Kumbungu District? What are the factors influencing radio program listening towards Girl-child education? What is the appropriateness (language, content and time) of community base radio programs towards Girl-child education?

Profile of Study Area: Kumbungu is the subject of the investigation. It is the District Capital situated in the Northern Region of Ghana. It comprised of many communities, however not all the communities were covered but simple random sampling was used to select five communities making the result representative. Also, there was language problem especially with regards to data collection which was overcome by acquiring assistance from colleagues and community members. The study was much of quantitative therefore difficult for make 100% predictions and this was dealt with by allowing 5% margin of error to cater for uncertain circumstances and increase the level of confidence to 95%.

Demographic Characteristics

The Gender Distribution of Respondents

The gender distribution of respondents in the field of inquiry was an integral aspect of the social demographic variable as it relates to the roles and subject of discourse. The findings of the study revealed that, majority (64%) were males whereas 54 were Female (36%). Men were regarded as the heads of the house who are responsible for decision making and this confirms the report by

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(PHC, 2010) which indicated about 92.2% of males being household head in the Tolon-Kumbungu district. They sometimes determine who go to school or not considering the available resource and knowledge.

On the age of respondents in the study area, the findings of the study revealed the following age range 31- 40 were (36.7%), followed by 21-30 (30.7%), 41-50 (17.3%) and 50 and above 15.3%. Age is an important demographic variable that aids in determining the active labor force and dependent population in a given economy. It helps determine the economic active group in Kumbungu district. The findings of the study further pointed out that, majority of the respondents fall within the active working age in Ghana. This is in agreement with the Kumbungu District Analytical report (GSS, 2014) that, the active working age falls between 15 - 65 years.

On religion, the findings of the study showed that, about 97% of the respondents were Muslims as compared to the remaining 3% who were Christians. Religion plays an important role in how people view the world around them. The beliefs and teachings of the respondents has the ability to shape their perception concerning Girl- child education and their ability to listen to programs related to that. Moslem dominated areas were reported to record the highest level of dropout and low level of school enrolment (MOFA, 2010).

Considering the Educational level, 67.33 % were illiterate and the remaining 32.67% received Non-formal, Primary, JHS/MSLC, SHS or Vocational/Technical, and Tertiary education.

The level of education of respondents would contribute to the intensity of listening to Girl-Child educational programs. The findings revealed that many were illiterate and might not educate their wards. This is in line with the findings of Nii Lantei (2010) who pointed out that, illiterate parents are not able to assess the benefits of educating their children especially daughters and are therefore less inclined to send their children to school (Alexander, 2010).

The findings of the study revealed that, children below 14 years were 581 with 46.47% been females and 53.5% been males. The figure below illustrates the distribution by gender.

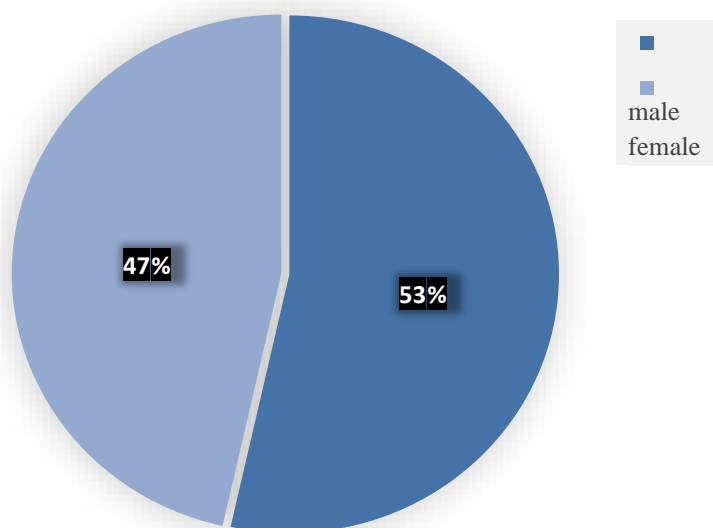


Figure 4. 2: Gender distribution of members below 14 years

Source: Field Survey, 2018.

Age Distribution

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Educational Background

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Figure 4.3: showed the educational distribution of house hold member below 14 years who have attained some sort of education. About 43% males were in school whereas 10.5% males were not in school and 20.2% of females were in school whilst 27% of females were not in school.

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The data generated above seeks to affirm the report that “Northern Region has the lowest level of school attendance of children of primary and the lowest female literacy rate in the country (UNICEF). The level of education of female in Kumbungu District may look encouraging but a lot has to be done. Building up good foundation has an influence of one’s entire life. Children especially Girl Child needs to have good education to help in future development of the nation.

A report by Giovanna indicates that, “girls’ education yields some of the highest returns of all development investments” hence the need for Girls to be educated (Olmos, 2011).

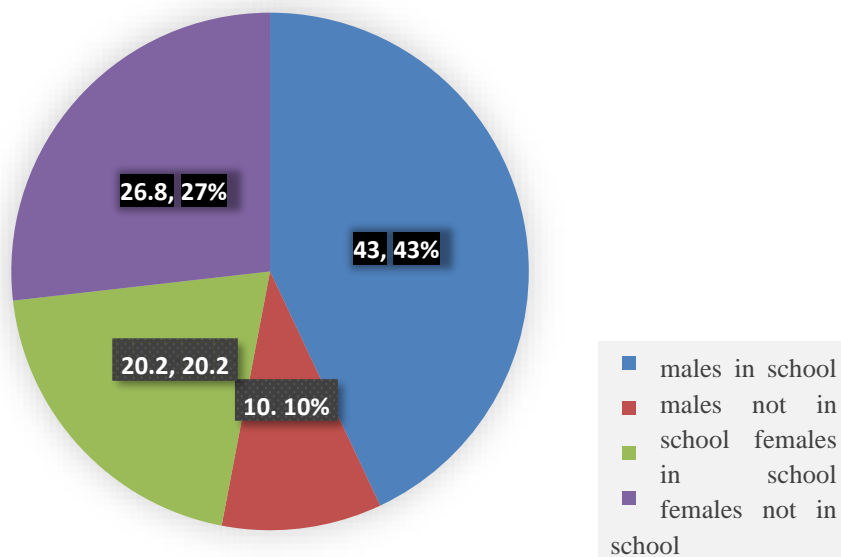


Figure 4. 3: Educational Distribution of Household members below 14 years

Source: Field Survey, 2018.

Ethnicity and Sex

Ethnicity of respondents pointed that, 98.67% of the respondents were Dagombas, 1.33% were Asante and Frafra. Ethnicity has the ability to influence one’s mode of educating their wards as well as their listenership to an educational program. In a pure patriarchal society like Northern Ghana, females are at disadvantaged since men are considered to be more valuable as revealed in the studies of (FAWE 2001: Alexander, 2010) which said, the people of northern Ghana have much preference for boys’ education which is normally considered more prestigious to Girls’ education.

Religious Background

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Marital Status

Marital status of respondents showed that (87.33%) were married, 7.33% were Single, 0.67% was separated, 2% were divorced and 4 (2.67%) widowed.

Married couple are likely to listen to educational programs so as to be able to cater well for their children. The study showed, there is likelihood for parents to be well informed on the benefit of educating the Girl Child when they listen to programs about Girl Child and this would be impacted unto the children. This confirms the study by Giovanna that, an empowered and informed woman will send their female wards to go to school (Olmos, 2011)

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Table 4. 1. Demographic Characteristics

DEMORGRAPHIC CHARACTERISTICS		Percentage%
Gender	female	36.0
	Male	64.0
Age	21-30years	30.7
	31-40years	36.7
	41-50years	17.3
	51-above	15.3
Religion	Islam	96.7
	Christianity	3.3
Ethnic group	Dagomba	98.7
	Asante	0.7
	Frafra	0.7
Educational attainment	None	67.3
	Non formal educational	5.3
	Primary	7.3
	JHS/MSLC	4.7
	SHS/vocational/technical	10.7
Marital status	Tertiary	4.7
	Single	7.3
	Married	87.3
	Separated	0.7
	Divorced	2.0
	Widowed	2.7
Total		100.0

Source: field Survey, 2018.

Occupation of Respondents in Kumbungu District

Figure 4.1 showed 49.53% were farmers, 21.33% were traders, 7.33% were housewives; among other occupations taking the remaining percentage (21.81%).

Farming contributed immensely to household income in the study area and also influenced the decision to listen to Girl Child educational programs or not. The findings therefore suggest that since most people are working, they might be able to afford to a radio set and listen to educational programs which would motivate them educate their wards including the female.

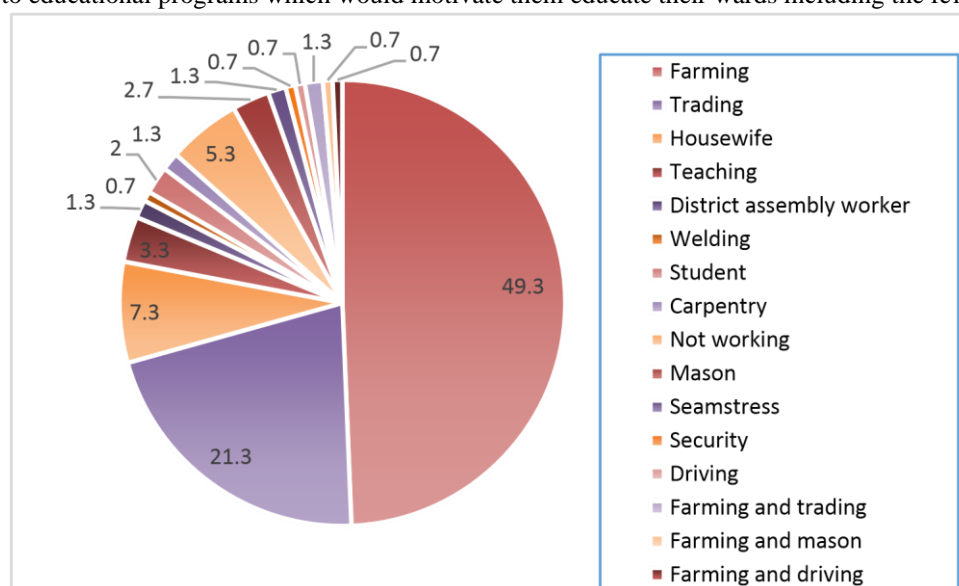


Figure 4. 1: Occupational level of respondents

Source: Field Survey, 2018.

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THE IMPACT OF COMMUNITY RADIO ON GIRL-CHILD EDUCATION

This section shows the analysis concerning the impact of community-based radio on Girl Child education.

GENDER RELATION OF HOUSEHOLD MEMBERS BELOW 14 YEARS

The findings of the study revealed that, children below 14 years were 581 with 46.47% been females and 53.5% been males. The figure below illustrate the distribution by gender.

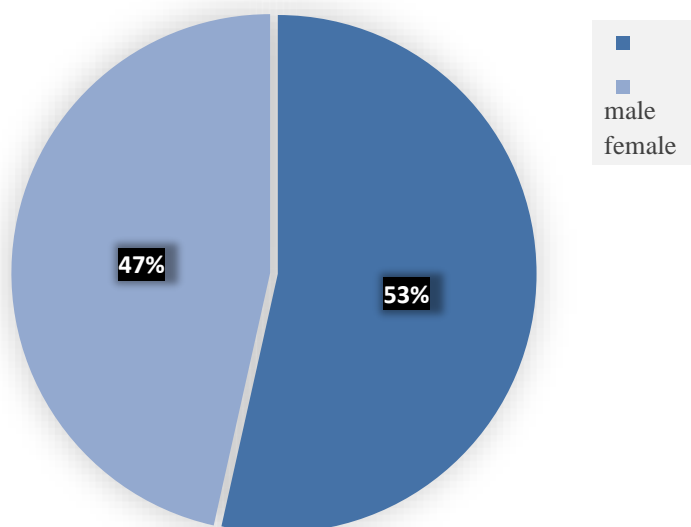


Figure 4. 2: Gender distribution of members below 14 years

Source: Field Survey, 2018.

EDUCATIONAL DISTRIBUTION OF HOUSEHOLD MEMBERS BELOW 14 YEARS

Figure 4.3: showed the educational distribution of house hold member below 14 years who have attained some sort of education. About 43% males were in school whereas 10.5% males were not in school and 20.2% of females were in school whilst 27% of females were not in school.

The data generated above seeks to affirm the report that “Northern Region has the lowest level of school attendance of children of primary and the lowest female literacy rate in the country (UNICEF). The level of education of female in Kumbungu District may look encouraging but a lot has to be done. Building up good foundation has an influence of one’s entire life. Children especially Girl Child needs to have good education to help in future development of the nation. A report by Giovanna indicates that, “girls’ education yields some of the highest returns of all development investments” hence the need for Girls to be educated (Olmos, 2011).

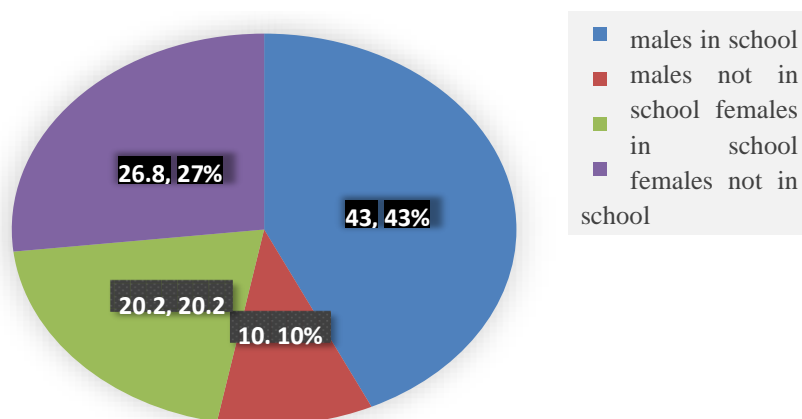


Figure 4. 3: Educational Distribution of Household members below 14 years

Source: Field Survey, 2018.

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Table 4.2: showed 41% of respondents said their wards are not in school due to limited resources

Table 4.2: Reasons Why Children Are in School

Reasons	Percent%
Limited resource	41
Limited knowledge about Girl child education	17.9
Lack of support from family and friends	8.6
Below school going age	17.2
Long distance to school	1.6
Limited resource and knowledge	2.5
Limited resource and lack of support	9.6
Limited resource, knowledge and support from friends	1.6
Total	100.0

Source: Field Survey, 2018.

MOTIVATION TO SEND CHILDREN TO SCHOOL

The findings of the study pointed that, electronic media motivated respondents to send their wards to school (10.7%), whereas majority of respondents (59%) send their wards to school in order to exit the poverty trap, 10% of respondents were motivated by resource availability and the remaining 20.3% respondents were motivated by electronic media, family and friends.

Table 4.3: Motivation to Send Children to School

Response	Percent %
Electronic media	10.7
Family and friends	10
Resource availability	10
To help exit poverty trap	59
Electronic media, family and friends	2.5
Electronic media and to help exit poverty trap	0.8
Family and friends and resource availability	1.4
Family and friends and help exit poverty trap	3.6
Family and friends, help exit poverty trap and resource availability	2.0
Total	100.0

Source: Field Survey 2018.

RANKING THE IMPACT OF COMMUNITY RADIO IN THE STUDY AREA

From the survey, community radio fulfils the function of broadcasting educational programs was ranked as the highest with a mean score of 2.14. which means community radio broadcast those programs that are educative this is in agreement with what a respondent said they have never gone to school but they have found one in the radio programs being broadcasted (Field survey, 2018).

Community radio can change people's perception towards educating the Girl child was ranked second with a mean score of 2.76. This means that community radio has been able to change their perception about Girl Child education. Parents are often encouraged to send their wards to school through community radio was ranked third with a mean score of 2.96.

Community radio plays a role in influencing people was also ranked fourth with a mean score of 4.55. The research conducted by many researchers indicated that radio has the ability to influence and help change the behavior of people. This is in line with the study finding of Mhagama (2015) which indicated that, community media has been used to influence and change behavior on health and other related issues. Likewise, a participant of a study also gave account on how community radio has been influential by saying they have changed through some radio programs such as Pa Dooko. They didn't have peace of mind in their houses but since they started listening to community radio station, they have peace of mind (Mhagama, 2015).

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RADIO LISTENERSHIP BY GENDER.

From table 4.6: 94.4% of female listen to radio out of 54 female respondents and 80.2% of males listen to radio out of 96 male respondents. The findings of the study revealed that, women listen to radio more than men. This may be due to the fact that, most women were always home carrying out their various house chores. This finding confirms the study carried out by (Raija, 1994) where women respondents said, they prefer to listen to radio because, they can do other things alongside listening to it (Sarkkinen, 1994). Most women work from home which was further confirmed by the audience research by (Raija, 1994) that in the olden days, women were always home, they listen to radio ten time that of men on average (Sarkkinen, 1994).

Table 4.6. Radio Listenership by Gender

		Radio Listenership		
		Yes	No	Total
Gender	Female	51	3	54
	Male	77	19	96
Total		128	22	150

Source: Field Survey, 2018.

THE RADIO STATION LISTENS TO BY RESPONDENTS

Figure 4.4: presents the various stations listened to by respondents. Many of respondents (48% listen to Simili radio which is a community radio accessible to the people of Kumbungu District. 10.7% of respondents listen to both Simili and Zaa radio whilst 8.0% listen to simili, zaa, mighty and savannah radio. Simili radio (community radio) dominated the responses from respondents. This show how the people enjoy and love what is for them, what talks about them and what shows them what to do.

RADIO STATION LISTENERSHIP

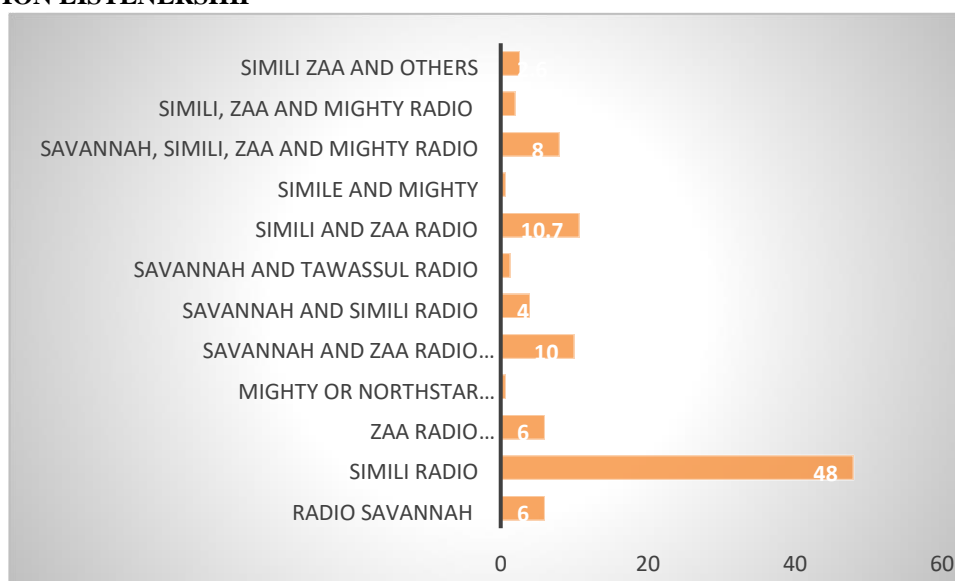


Figure 4. 4: Radio station listen to by respondents

Source: Field Survey, 2018.

The study revealed the responses of respondents concerning whether or not they listen to Community Development Programs. The key informant carried out revealed that, there is a community development program carried out by most community radio which covers all areas of human lives. The findings show that, 99% of the respondents listen to the program and 1% do not. This is to say the program is effective since many listen to it and understand it as well. It is the responsibility of community-based radio to design quality and effective programs with a social mission that will bring development.

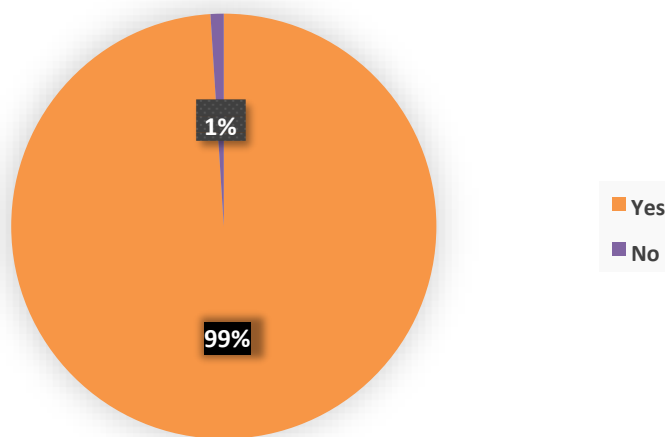


Figure 4. 5:Community members’ listenership to Community Development Programs (CDP)

Source: Field Survey, 2018

THE CATEGORY OF PROGRAMS LISTEN TO BY THE COMMUNITY MEMBERS

Table 4.8: illustrated the different kinds of programs that is entail in CDP. Majority of respondents (48.7%) listen to all categories of programs that is health, education, culture, roads, agriculture part of the program whereas the remaining respondents listen to the other categories like roads, culture, and agriculture. The findings is in agreement with the findings of Nyakairu, (2013) that “Community media cover diverse topics, but often embrace what can be called a social mission.

Table 4. 8. The Category of Programs Listen to by the Community Members

Programs	Percentages
Health	4.7
Education	6.7
Agriculture	2.0
Roads	0.7
Culture	1.3
All programs	48.7
Health and education	3.3
Health and roads	0.7
Health and culture	2.7
Education and roads	1.3
Education and culture	1.3
Health, education and agriculture	12.0
Health, education and roads	3.3
Combination of others	11.5
Total	100.0

Source, field Survey, 2018.

Table 4.9. Presents A Cross Tabulation of Gender and Listenership to Educational Programs.

From the table, it was realised that, out of 54 female respondents, 85% listen to educational programs on community-based radio whilst 15% do not. Likewise, out of 96 male respondents, 92% listen to educational programs whilst 8% do not. The study revealed that, more men listen to educational programs compared to females. This is due to the fact that they sometimes do not understand the educational programs discussed. The finding is in line with the findings of Myer (2009) which revealed that, women considered their own illiteracy and lack of schooling as weakness to understanding and making the best use of radio programs, even when those programs were designed for them and were about progressive issues (State & Kaugama, 2012).

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Table 4. 9. Listenership to Educational Programs by Gender

	Educational programs by gender		Total
	Yes	No	
Gender female	46	8	54
Male	89	7	96
Total	135	15	150

Source: Field Survey, 2018.

DETERMINING THE FACTORS INFLUENCING EFFECTIVE RADIO PROGRAM LISTENING TOWARDS GIRL-CHILD EDUCATION

Analysis of factors influencing effective radio program listening actually towards Girl-Child education promotion was done with the use Probit Regression model depending on factors like Gender, Age, Marital Status, Community radio influence, Perception of girl-child education cultural norm contradiction, and the Frequency of the programs aired.

Age square was revealed to be significant at 5% and negative. The negative significance means that when age increases by one year, people are less likely to listen to radio programs towards girl child education all other things being equal or older people are less likely to listen to radio programs towards girl child education compared to their younger counterparts.

Marital status was also found to be significant at 5% and positive. The variable was dummy with 1 if married and 0 if otherwise. This implies that, married people are more likely to listen to radio programs towards girl child education compared to non-married people *ceteris paribus*. Marital status of respondents is also important, in that, listening to educational programs via community-based radio is of priority to married couples because there is a likelihood, they will be bringing up offspring who they will need to educate – as education (universal primary education) being an inalienable right for all children irrespective of their gender, which is more of a priority to the woman/mother in a household.

Community radio influence was identified to be negative and significant at 1%. This means that, people who are influenced by community radio are less likely to listen to radio programs concerning Girl Child education all other things being constant. This finding does not meet priory expectation. This is to say people might not listen to radio programs concerning girl child education though they might listen to community radio when they are influenced. It was also revealed from the responses generated from respondents that, most people listen to radio however, the percentage of those listening to culture, roads, health and agriculture was 12.1% which exceeds that of education which was 6.7%.

Perception of girl-child education was revealed to be negative and significant at 1%. The variable was dummy with 1 if non supportive and 0 if otherwise. This means that, those who do not support Girl Child Education are less likely to listen to radio programs concerning Girl-Child Education if all other things being equal.

This is to say people with bad perception about educating the Girl child are least expected listen to Girl Child education related programs. This is because due to their perception, they might resent the whole idea of it whereas those supporting the concept will always be influence to listen to the programs concerning Girl Child education. The negative perception about Girl-Child education on the part of parents influenced their ability listen to radio programs concerning Girl Child education and this affirms the finding by Nii Lantei, (2010) that some parents view of education as inducing bad behavior in girls and because of that, respondents do not buy in to that concept (Alexander, 2010).

Program influence was found to be significant at 1% and negative. The variable was a dummy that is 1, no and 0 otherwise. This implies that, those who are less influenced by community radio program are less likely to listen to programs concerning Girl child education and otherwise. This may be due to the reason that, people are always moved by

BARRIERS TO LISTENING TO THE COMMUNITY RADIO

Table 4.21: Shows the response of respondents concerning some barriers that prevents them from listening to radio. 72% of the respondents said there are no barriers whilst 28% said there are some barriers. From the above statistics, it is realized that, radio has less barrier and can be listen almost everywhere.

Table 4.21: Barriers to Listening to the Community Ratio

Response	Percent
Yes	
28.0	
No	72.0

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Total 100.0

Source: Field Survey, 2018.

FACTORS PREVENTING THEM FROM LISTENING TO THE RADIO

Below is the presentation of some barriers that prevent respondents from effectively listening to radio. 3.2% of respondents do not have time for listening to radio, 2.5% said family distractions limits their radio listenership, 2.7% said time and cost of battery prevents them from listening to radio

Table 4.22: Factors Preventing Them from Listening to the Radio

Factors	Percent
No time	3.2
Family distractions	2.5
Cost of radio or battery	5.7
Reception	5.3
No time and cost of battery	2.7
No time and reception	1.3
No time, unstable power supply, cost of battery and reception	7.3
Total	28.0

Source: Field Survey, 2018.

THE LEVEL OF TRUST TO COMMUNITY RADIO PROGRAMS

The above table shows responses on the level of authenticity of community radio. 48% of respondents believe strongly in whatever is said in community radio, 44% are ok with the message presented and 6.7% are not satisfied.

Community radio holds authenticity in high esteem and this has been confirmed by the respondents from the survey. This supports the saying of Andy Kershaw “community radio has in bucket loads of authenticity and it expresses it in different ways” (Ofcom, 2013)

Table 4.23: The Level of Trust to Community Radio Programs

Response	Percentage (%)
No response	0.7%
Very satisfied	48%
Satisfied	44%
Not satisfied	6.7%
Total	100.0%

Source: Field Survey, 2018.

CONCLUSION

From the study, it was realized that there were more male respondents compared to female respondents as well as people within the working class which was 67.4%. The dominant religion in the study area was Islam (96.7%) and Dagomba was the main ethnic group of the people. The major occupation is farming with others involved in other works. Most people in the study area were married (87.3%) as per the survey.

From the statistics drawn out from the survey, it was realized that, community radio to some extent has contributed to knowledge generation and it has to some extent also failed in sharing knowledge. There were more males (53%) than females (47%). From a total of 270 females 20% are in school whilst 26% are not in school.

It was found that, though limited resource (32%) prevented many from sending their wards to school however the next higher factor was lack of knowledge about girl child (14%). On the other hand, respondents send their wards to school to help exit the poverty trap (54%) which was followed by the fact that they had knowledge about Girl Child education (10%).

The study revealed that, community radio fulfils the function of broadcasting educational programs. This was the highest rank (2.14) mean by respondents after employing the Likert type question. It was followed with community radio can help change

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people's perception towards educating the Girl Child and also community radio plays a role in influencing people and the least agreed one which was community radio plays a role in influencing people (5.73).

It was also found from the survey that, respondents within the study area listen to community radio which was mostly due to the fact that it broadcasted programs which were education related like health, good sanitation, formal education and Girl Child education, culture and many others. The study further revealed that, 48% of respondents listen to all category of programs aired on community radio. It was found that, most respondents do not know the title and names of programs aired concerning Girl child education.

From the survey, it was found that factors such as age, marital status, and community radio influence, perception of Girl Child education and program influenced were independent variables that influenced effective radio programs listening towards Girl Child education which was a dependent variable.

Important factors such as the number of time a particular program is aired via a particular media, in this context community-based radio, the timing of programming, the language used in information dissemination, and how the information was packaged to the target audience/listeners had a direct socio-psychological effect – hence the significant alteration of their behavioral patterns concerning a particular subject matter over a sustained period of time.

It was found out that most programs were broadcast in local language; Dagbani (79.3%). The language was also simple and ideal for audience to understand messages being aired. The timing of the program was convenient to most of the respondents (80%) and there is higher satisfaction of information presented through community radio.

From the study it was concluded that Community radio is an influential tool used to enhance and enforce several social changes in our communities. The findings from the survey attest to this, whereas community radio can be a motivator, it can also be a disruption tool if not well and efficiently utilized.

Community radio played a role in motivating parents to send their wards to school especially Girl Child since it helped in sharing knowledge for members to be aware of the benefits of educating their female wards. Understanding of whatever is being broadcast was key and from the survey community radio programs were understandable by most of the respondents since it uses local and simple language. This had help members to comprehensively understand Girl Child Educational programs there by taking action accordingly.

Community radio aired programs that would benefit the members of the community as well as the nation in general. Idealness, indigenous, authenticity is hold in high esteem in community broadcast, likewise age, marital status, and perception of Girl Child had influence on radio program listenership towards effective Girl Child education. Though from the survey, community radio has an impact on the promotion of education, but a lot needs to be done especially concerning the Girl Child.

From the findings, the following recommendations were made:

- The leadership of the district in consultation with the members should establish a well listeners' club that will help to further disseminate Girl Child Educational programs to members who due to certain reasons may not be able to listen to community radio.
- Community members should be allowed to take part in every aspect of the operation of the radio through various representative of communities within the district.
- The topic and name of a program should be clearly spelt out before a program begins and members should also be continuously remembered about the title of such program especially Girl Child Educational programs.
- NGOS and other bodies who shares information concerning Girl Child Education should be made to understand the financial difficulty of the members so as to come to their aid in other to ensure females enjoy their stay in School.
- Stake holders' need to ensure that, educational programs are frequently aired and all communities under the district should be involve in assessing the impact of those programs.

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