

## ABSTRACT

The Introduction of Free Primary Education (FPE) in Kenya in 2003 as a measure to attainment of the Millennium Development Goals of Education (MDGs) posed a challenge to education quality especially on teacher capacity to handle the 'swelling' classes (Odera, 2005). The use of radio programmes was seen as a remedy and supplement to the inadequate number of teachers and learning resources. This study was carried out to find out the challenges pupils and teachers encounter while using radio broadcast in schools. The study focused on clarity of radio sound, language used by the radio teacher, the speed of the radio teacher and the subject differentials in teaching the radio lessons. The study further explored the challenges faced by subject teachers in the implementation of the radio programme.

The study used ten (10) percent of the population, which were six (6) randomly sampled public primary schools in Tharaka North Division. Through purposive sampling, twelve (12) class teachers were sampled for the study. The study purposively sampled classes seven (7) and eight (8) for the study. Information from respondents was collected using questionnaires and interview guides. Data was analyzed by use of descriptive statistics. Results indicated that radio sound was clear and posed little challenge to the students. The Language used by the radio teacher and the speed of the radio program were found to be a challenge to pupils in the division and thus a hindrance to the effectiveness of the program. The study recorded different proportions in terms of subject utilization of the radio programme. A large proportion (74.5%) of learners reported to have been taught Kiswahili using radio programme as opposed to mathematics' (45.1%). Lack of lesson support materials and hence scheming for the radio program by teachers were found to be a real challenge with a few teachers (36.0%) scheming while some teachers (38.7 %) confessed of not receiving the support materials necessary for scheming for the radio lessons. Inadequate learning space and lack of support from school administration were identified as other challenges.