AN ASSESSMENT OF EDUCATIONAL TELEVISION IN PROMOTING TEACHING - LEARNING IN SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

(GRADUATE PROGRAM)

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AN ASSESSMENT OF EDUCATIONAL TELEVISION IN PROMOTING TEACHING - LEARNING IN SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

By

Solomon Desta

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ABSTRACT

The ultimate purpose of this study was to investigate some of the factors that facilitate or impede Educational Television programs in promoting teaching-learning with particular reference to secondary schools of Addis Ababa. Keeping in view the nature and requirement of the present study, "descriptive survey method" was adopted to explore and assess the educational television programs watched and its effect in the teaching and learning process in the selected secondary schools of Addis Ababa. Accordingly, to collect the necessary data related literature was collected, reviewed and discussed. Pilot study was carried out to help improve the validity and reliability of students' questionnaire. Subsequently, students' and teachers' questionnaires, principals and educational media personnel interview and classroom observation were designed and administered as the instrument of the study. To this effect, 300 students, 100 teachers, five school principals and five media personnel were randomly selected from the randomly selected 8 secondary schools and Department of ICT so as to give their responses on designed questionnaires and interview. Questionnaire was the main instrument used to collect data, on the other hand interview and classroom observation were administered as second instruments for the study. The responses were tabulated, discussed and analyzed by employing percentage frequency distribution and were advanced using different data analyzing tools like mean, graphs, histogram etc. This research appraised the interest as well as attitude of students and teachers towards Television education, on top of this it reviewed factors that facilitate or impede television education and factor that trim down teacher's role in television classroom. Furthermore it appraised the differences in motivation and achievement of television users and nonusers in public and private schools. From the findings Pace of the television program presenters, problem in understanding the lesson and Language problems were considered major hindering factors for the follow up of students as evident. From the study it was concluded that pace and language problem abridged the means for effective communication and transcription, students were not fully interested in educational television programs. The understandability of the plasma television is questioned. Limited share of classroom teacher's time did not allow playing the roles and techniques employed in plasma television teaching-learning. The recommendations given were that the television programs have to be revised to meet the pace; relevance and language level of the students. Language development at early level and early English television programs are required to assist students to follow the Education Television programs.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Among the different mechanisms of learning, television is one of the oldest and widely used media, which motivates the learners by seizing their attention and it further helps to develop their interest in the learning process.

Awareness in educational television was expressed early and educators envisioned television's potential as an instructional tool and sought recognition. In the reflection of the Global Educational Series -9 cited in Sharma, (1994) television is most effective in the perceptual phases of learning, in providing sensory experiences, pointing up significant cue, and more broadly, orienting student, informing him, and perhaps inspiring him to carry his learning further.

Sharing the same viewpoint Hizal (1983) and Walker (1995) enumerates various functions of television in delivering education, like supporting and enhancing teaching; instructing; explaining, clarifying, motivation and encouragement, imposing study speed (determining rate of study), presenting a reference to large masses, changing behavior; and presenting unreachable facts and events.

Commencing the global reflection, Television broadcast in Ethiopia started in November, 1965. Since then Television is one of the main sources of information, education and entertainment in the country. In Ethiopia the use of television for educational purpose was realized late in 1960s. Educational television program started soon after the national Television and it is in progress from 1966 up to the present day EMA (1998). Although, the proclamation that lay the foundation was issued on *Negarit Gazette* in 1968, educational broadcast started two years earlier in 1966 with Seven Educational programs for secondary schools; this time was just about 34 years after the start of television for instruction purposes in developed countries.

Currently, the plasma Television project was designed for secondary school students all over the country. The establishment was with an aim to improve the standard of teaching in view of shortage of laboratories, space, equipment and dearth of qualified teachers.

This project started in 2004/05 to instruct subjects namely Mathematics, Physics, Chemistry, Biology, English, and Civics, which were initially selected and then in the interim Economics, Business Education and Technical Drawing were added and have been transmitted to schools targeting grades 9 up to 12.

As a matter of fact, Educational Television program started before 40 years. Here one can pose a question for curiosity. How much progress have been achieved in provisions of education television, has it been effectively addressing education needs in Ethiopia?

This can be scrutinized in circumstances such as efficacy, coverage, quality, in motivating learners, in bringing change in attitudes, in arousing interest, number and duration of the programs and supply of facilities. Evidently it is obvious that 40 years ago there were 50 secondary schools that were using Educational Television programs with few television sets, while today almost all public secondary schools access Educational television programs.

In terms of the Ethiopian educational television programs evaluation, formally or informally 'formative evaluation' is being conducted for the utility of the programs but a thorough assessment of the attitudes and interest of students were not seen, the interactive ness of the program was not judged, the techniques which the class room teacher apply were not considered, progress in the achievement of the learners was not gauged, the availability and adequacy of receiving facilities was not measured. Furthermore, factors that impede television programs were not widely appraised.

This study, therefore, makes an assessment of Educational television programs in promoting teaching learning in selected secondary schools of Addis Ababa. To this effect, making an exploration and giving insight to educational television impeding factor is the central focus of the study.

With regard to educational television programs, hundreds of studies, reviews of studies and reviews of reviews have been written since the start of educational television. Besides this, different researchers have tried to explore the effect of Educational television on teaching - learning, For example, Getnet (2008) studied plasma mode of instruction to the school experiences of the government secondary schools in Ethiopia, as viewed by students, their parents and teachers, and by comparing it with experiences in catholic secondary schools, which did not use 'plasma' in Ethiopia.

Meless and Teshome (2006) dealt with the impact of plasma television in mathematics classes and its implementation on the teaching learning process of mathematics classes". Further more, Temtim Aseffa (2008) studied ICT integration to teaching learning with the plasma television.

Sushma Gupta (1995) studied the use of Mass Media for education in Ethiopia and the support of media for education. These sources will be taken into consideration to sustain this study by giving special consideration, further inspect the research works of Chu & Schramm (2004), Campeau (1967) and Bates (1981 & 1988), this will incite basis for the revision and further exploration in the field.

On the whole, what makes my study different from aforementioned researchers is that the study is on Assessment of Educational television programs in promoting teaching learning with peculiar focus on secondary schools students and teachers of Addis Ababa.

1.2 Statement of the Problem

One of the main challenges of the country is to create equal access to education to all citizens of the country. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system (MoE, 2006) To find solutions for this major problem different measures are taking place, of which, one of is the application of educational television, the plasma television.

Subsequent to Plasma television in progress Educational Television teaching-learning has continued as means of instructional media to be used quite in all secondary schools all over the country. But not major evaluation on its relevance, implication and attainment has been attempted during the post-plasma period so far.

It should be noted that a major challenge is the integration of Educational Television programs to the curriculum which necessitate an inquiry for its coherence. Under these condition some observed problems arise that incited this study since the implementation of the plasma television these were the pace of the lesson, lack of interest in learners and teachers, negative attitudes towards educational television, less motivational factors of the program, duration of a program, length of the daily broadcast, problem of note taking, teachers low participation in the program are among the observed problems at schools. These observed problems at some classes of the secondary schools lead the initiation of the investigation on the impact of Educational Television on the teaching-learning process at hand.

More over, whatever television programs are available to these secondary school students, the programs have not yet been properly looked into in terms of effectiveness regarding interest and attitude of students and teachers, contents, format, presentation, motivational capacity, students' exposure to these programs, students before, during and post exposure activities, integration of television with other teaching aids. It is therefore, apparent that research studies are now necessary tools to assess these problems and the impact of the medium on education. It is believed that the instruction television may perhaps contribute to school climate in the most stimulating manner.

The present study is based on the assumption that a critical assessment of the Educational Television would eventually lead to provide great assistance to media planners, teachers, operators and the learners. The study is also designed to investigate factors responsible for successful utilization of the medium in the teaching-learning situation or those obstructing its progress.

1.3 **Objectives of the Study**

The main objectives of the study are to assess the interest, motivation and attitudes of students and teachers towards television education and way the content of television programs presented to the students in selected secondary schools of Addis Ababa. .

The specific objectives are

i. To critically assess the educational television in teaching-learning for the secondary school students

ii. To investigate whether and to what extent educational Television programs are relevant and integrated with textbooks and the syllabus or generally to the curricula.

iii. To explore the attitudes and interest of students in educational television teaching-learning. programs

iv. Based on the analysis of this study the viability and effectiveness of educational television can be gauged by producers and the responsible institution.

v. To contribute to the promotion of research and academic inquiry among academics and institutions using television for educational purposes.

Hence in the light of the above notion, this study scrutinizes the problems and provides explanation to the following basic research questions.

I. What prior planning and arrangements were made at the beginning of the plasma television?

II. How well, the presented programs are integrated and relevant to the lesson?

III. What roles and techniques do classroom teachers and students employ in educational television classes?

IV. What are the factors that facilitate or hinder educational television in teaching-learning?

V. What are the attitudes of the students and teachers towards education television?

VI. To what extent are students and teachers interested and motivated in educational television programs

1.4 Significance of the Study

Television has been characterized as being significant throughout the education process. It has been dubbed as a "unique potent teacher"(Liebert & Sprafkin,1988) and identify as an educational curriculum by itself. This research is of significance to the domain of educational technology as it extends the knowledge base that currently exists in that field.

The concept of educational television is relatively new to the majority of secondary schools of Ethiopia. The application of plasma television widely reached the deep rural schools that have never used television before. Therefore, research which explores the advantages of such educational television will help to raise awareness among those who are unacquainted with its potential applications and benefits within their educational setting. To illustrate the potential of schools to widely use educational television has to be investigated for the broader use of television in the education system.

Television brings the best teachers close to the students. The use of television has been successful, particularly, in the schools where a large student enrollment takes place. A well thought out TV program can present the message in a way that evokes and maintains interest, stimulates effort in learning, and affects emotions and attitudes. This gives television an enormous potentiality for motivating fewer captive audiences, for evoking and sustaining interest in learning,

The Ethiopian education television which is partial to secondary schools in some degree of subject areas of Mathematics, Physics, Chemistry, Biology, English Civics, Economics, Business education and Technical Drawing has to move to higher education, where there is relatively short of well trained man power, inadequate laboratories and other facilities in specified fields of studies especially in newly established universities. More over, to promote quality education (which is the concern of every one) in the lower levels of the education system thought-provoking and motivating television programs based on the age and abilities of the students are demanded. All these issues generate concern over people in education who work for solving educational problems by users of the program who have serious expectations from television. If we really want to have good, quality, educative and potentially effective educational television programs we

better think for programs which create the need for watching. This is the issue that needs to be special contemplation to be handled immediately.

This problem does not only belong to people in education but to writers, producers and directors; even related organizations and establishment. Education television is like a bridge between mass media and world of education.

1.5 Scope of the Study

This study is delimited to the assessment of educational television in promoting class room teaching- learning in different secondary schools of Addis Ababa. The major reason to delimit the study to this area is that Addis Ababa is fortunate to use educational television program for a long period at home and at schools than regional cities. The other reason for delimiting the study depends on the availability of private secondary schools that do not use television education programs to contrast the effect.

Lastly, the use of education television becomes the focus of this study because it is a major mediator to education delivery system in public secondary schools of the country.

1.6 Limitations of the Study

The researcher could not administer the study in two Private schools which were expected to be included in the study and did not administer students' interviews so as to enrich the data. This, in fact, has happened due to time and financial constraints.

1.7 Definition of Terms

Audiovisual Aids: instructional materials or media that rely on both hearing and vision for their effects, but loosely used to describe virtually all instructional materials and media other than conventional printed materials.

Audiovisual Technologies: ways to produce or deliver materials by using mechanical or electronic machines to present auditory or visual messages

Instructional Television: the use of the medium of televised images, using any form of television media, to support or supplant classroom instruction regardless of location in time or geography. Instructional Television is understood to refer to educational effort using television which has as their purposes the production, origination and distribution of instructional content for people to learn, effort in which television is used as a principal or as an auxiliary medium of communication. (Carpenter and Greenhill, 1952)

Media Education: The process by which individuals learn the technical production skills associated with creating media texts. Traditionally, it has not included the intellectual processes of critical consumption or deconstruction; however, modern interpretations often include these processes

Program producers: A TV producer is a general term for a professional in the television industry who may be involved in a range of specializations. Whose role being researching material, writing, selecting scripts and determining the size and scope of the budget, production schedule.

Studio teacher: the teacher who presents a lesson on Television.

Satellite Television: is television delivered by means of communication satellite and received by a satellite dish and set-top box to provide a wide range of channels and services.

Terrestrial television: is a mode of television broadcasting which does not involve satellite transmission or via underground cables typically from the atmosphere from transmitting antenna.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter the obtainable literature on educational television has been reviewed, especially those which have relevance have been given main concern for the present study. Nowadays television services have been in use in all countries of the world. The availability of television broadens the utilization for educational purposes as well.

The significance of the medium was appraised by Gordon, (1970, 80-81), and it emphasizes the importance of Educational television as follows: One thing we can be sure: TV is extremely useful for enriching education of all kinds on all levels. This is unfortunate less a substantive statement than it sounds because, not only does instructional TV "enrich" subject matter in schools, but considerable evidence shows that educational TV "enriches" just as fully.

On top of this, as it is pointed and reported out by Walker (1995) television for its audio and visual effects, can be used to demonstrate processes or physical skills; to show movement; to show visuals that reflect on the color depth cues and motion of the object; can be used for those who lack reading skills; help make distance learning more personalized; make teaching learning live, attractive and dynamic; and is useful for skill development.

According to Ackerman and Lipstiz (1977 Instructional television has tremendous potential. It can motivate, excite and involve large numbers of people of all age. It can transport the viewer to any location in the past, present and future, in the realms of fact or fiction, reality or fantasy. It shares the most ideal viewing position with every viewer. It can make visible to all at the same time what would normally be visible only to one, such as the image from a microscope or a telescope. It can alternate close-up and distant views using the zoom lens to make smooth transitions. Abstract concepts can be concretely visualized by animation.

Educational Television is being used as medium of instruction in almost all countries in the world. However, the scope, the level, the duration and depth of the program may differ from country to country. Ethiopia as part of the globe also share the same trend, in Ethiopia it is medium of instruction for secondary schools on full time basis in nine subjects. Yet, there are still some subjects that are not enriched by television.

This literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. It has been tried to concentrate efforts on the scientific literature, and determined the most credible books, research journals and web information. Greatest emphasis was given for research journals that use deep review system.

Besides, Research in finding out the effectiveness of television for instruction purpose is of high consideration, particularly in the developing countries, where resources are limited, and population is unmanageable. The impact of television on the student's achievement has been a topic of much interest. Different researchers tried to conduct their studies on such issues and solved a lot of problems in the field. Based on literatures of these Research studies conducted both in the country and outside the country about the content, impact and utilization of Educational television programs was given due consideration for this study.

Therefore, the literatures correlated to Educational television and education, the scope of Educational television, pedagogical and institutional characteristics, the type of assessment in educational television, factor that facilitate or hinder educational television have been presented first, followed by experience of other countries and the status of Educational television in Ethiopia are widely mentioned.

2.2 Television and Education

Interest in educational television was expressed early. Educators envisioned television's potential as an instructional tool and sought recognition.

As affirmed by Behera (1995) he mentioned TV as a versatile, dynamic and powerful medium, the educational use of television not only encourages the pupils but demands a continuous appraisal of the ways in which it is or it may be utilized.

In accordance with Magnuson, (1965) the use of television as an instructional medium was first reported in 1932 by State University of IOWA in USA on an experimental basis in a world fair. Later on, due to the World War II the introduction of television was slowed down; and as a result by 1948 there were very few educational institutions involved in using television as an instructional medium in spite of great interest in television by the educationists.

Realizing the power of television for educational purpose, "the Federal Communication commission in USA reserved 242 frequencies for educational broadcast on no profit and non-commercial basis in 1952". Consequently the number of educational television stations grew more rapidly in the 1960s and, by 1972, 233 educational stations existed (Carnegie Commission, 1979).

Hull (1962) stated that by the late 1950s, in USA 17 programs used television in their instructional materials. The use of educational television tended to grow slowly but by 1961, 53 stations were affiliated with the National Educational Television Network (NET) with the primary goal of sharing films and coordinating scheduling.

As stated by Brientenfield (1968). Ohio University, University of Texas and the University of Maryland were among the earliest universities to create networks reach for both on-campus and off-campus student populations. Some other universities also started considering on how to bring distance learning to selected student population with the help of television.

In view of the Global Educational Series -9 as cited in (Sharma, 1994) like other audio-visual instruction, television is most effective in the perceptual phases of learning, in providing sensory experiences, pointing up significant cue, and more broadly, orienting student, informing him, and perhaps inspiring him to carry his learning further. Educational television is similar throughout the industrialized world. The combination of

formal classroom instruction and enrichment programming define the genre. Educational television in the developing world also includes programming which directly affects the quality of life of its viewers.

2.2.1 Scope of Educational Television

Emery and others 1965 as cited in Behara (1995:102) have rightly pointed out "Television and radio are electronic magic carpets that transport millions of persons each day to far places. They are the twentieth century creations of the technological revolution that has been transforming much of the world for almost two centuries and their impact on our social, political and cultural life has been profound."

The scope of educational television is broader than that of instructional television and very different from commercial television. In brief instructional television is closely related to the work of organized formal education, while educational television covers all forms of education in their different mode of delivery.

According to Hizal (1983) Television can be an effective tool as instructional education delivery system. It can be integrated into the curriculum to provide information either on a single lesson, or a specific unit or even full course. The instructional television can be interactive (allowing the viewers to interact with instructor or other students live) or passive (airing pre-recorded programs).

It is clear that; Educational television is an effective tool in class room teaching-learning to transmit education for all level of the education system. However, they are more effective for elementary and secondary schools. This can be presented in different modalities. It can be presented for Single lesson, selected units or full course.

2.2.2 Characteristics of Educational Television

2.2.2.1 Pedagogical

Evans, Stacey and Tregenza, 2003 as cited by Getenet (2008) pedagogically, it is quite right and some times necessary to use teaching aids like "plasma" in the classroom so that abstract contents can be more clarified through it. Very expensive experiments which

cannot be conducted in each classroom can also be demonstrated through such mechanism.

This is especially helpful for remote schools where they have problems of obtaining well qualified teachers, lab equipment and the like, as it is the case of many secondary schools in Ethiopia. This is also well highlighted in the government's justifications. In addition, when students have no opportunities to visits some places which are important for their lesson television can be a complement. Besides since students use at least two of their senses in the plasma programs, seeing and listening, their attention span as well as the potential to memorize the contents will increase, compared to only attending a teachers lecture in a traditional classroom.

The pedagogical characteristic of television is that it can teach many students in different regions equally and it is also important in supporting and enhancing teaching, Instructing, explaining, clarifying, summarizing, reinforcement, motivation and encouragement, using as supplementary for the other materials, imposing study speed (determining rate of study), presenting a reference to large masses, changing behavior, presenting unreachable facts and events (Hizal, 1983:57).

Of these special features, perhaps the most important one is that television is a very familiar and attractive source from the point of view of buyers. It is also part of our daily life.

2.2.2.2 Institutional

According to Kakama Luneta a consultant who worked on the Ethiopian Plasma project (2004) stated that "Ethiopia began installing televisions in 420 high schools. They will be used to broadcast 30-minute programmes in physics, chemistry, biology, math, English, and civics. The project had developed 2,979 television programmes for students in grades nine through twelve. The programmes are intended primarily for schools that do not have qualified teachers in the classroom. Every school has been equipped with a satellite dish, and pre-recorded lessons are broadcasted via both the nation's terrestrial infrastructure and satellite according to a fixed schedule. Once the nation's combined fibre-optic and satellite internet network is complete, the government expects to broadcast the

programmes via internet-streamed MPEG2 digital video, which would allow teachers to fast-forward, slow down or pre-screen the broadcast." As has been stated the technology is very much needed for changing the analogue programs to digitized format which can hold a lot of programs on single compact discs and which can be transferred through the internet.

In Ethiopia the department that is responsible for educational television programs is Educational Media agency of MoE. This department passed across different names once it was Audio-visual centre (1965), Educational Multi Media centre (1968) Department of Educational Mass Media (1988), and then Educational Media Agency (2000), now named Department of ICT. (EMA 2006)

Nowadays this department constructed new modern digital television studio and utilize 12 channels for broadcasting along satellite transmission. The current plasma television education runs from this department to all public secondary schools across the country. Where by every student from grade 9 through 12 is receiving almost an equivalent instruction, at any time, there is a television programme going on for every grade and the morning programs are repeated in the afternoon for double shift classrooms.

2.2.3 **Contents of Educational Television**

To develop an Educational television program a new form of thinking and producing the content that will be exhibited is required. In this context, the content is composed not only by video and audio, but also by services jointly integrated in common setting.

According to Franceklein (1975) the effectiveness of Television for educational purposes is integrated with different variables, viewed that Education Television programs can achieve its purpose if program's content is accurate, factual, free from bias and stereotype in term of race, ethnicity, sex and religion; content is relevant to the students' present and future needs; programs includes objectives, learning activities and evaluation device, material used in the television program is suitable to the maturity of the student; and the teaching method is appropriate to help students achieve the objectives. He also emphasized that the role of teacher, the use of appropriate learning theories and the production techniques can contribute to the improvement.

Sharma (1994: 360) emphasizes the relationship of course content and teaching methods in educational television as 'the unique character of teaching obviously resides not in the use of any or all of these media, but in the degree of integration achieved and in the organic relationship between the planning of course content and the planning of teaching methods for each course'.

Educational television programs are categorized according to their content. Guchan (1981) indicated that Educational television programs fall under three parts:

Instructional Programs- these programs present either a subject or a subject piece. They give information. Generally, a text prepared by specialist or a specialist is presented.

Informational Programs- Either a subject or a subject piece is given to the audience in a longer time period with indirect way. It expects behavioral changes and presented usually in documentary forms.

Motivational programs- It carries characters of first two programs and its content contains social problems with a dramatic structure, (especially with using entertaining element) audience is educated while entertained

The Ethiopian School Television programs use the Instructional Programs on syllabus based for grades 9 through 12, along with motivational programs during breaks and as bridge between two shifts.

2.2.3.1.Key Players in Educational Television

Basically Educational television Program preparation is a group work, which need the participation of many personnel at different capacities and specialization. More generally they can be categorized as Program producers, technical staffs, and designers.

According to Gordon (1970:155) every modest Educational Television stations provide staffs for the production of television lessons consisting of at least half a dozen specialists or else their programs would hardly meet broadcast standards.

Sharing the same view point Cassier (1960:163) stated that key personnel in such production are usually: Production of the program, presentation and its use will be the bridge which will be created by a team work. The Production manager or producer, graphics designer, audio engineer, video engineer, recording engineer, a director, cameramen, floor manager and the studio teacher.

However, these are key personnel in the production of Educational Television programs our main concern is to review the teaching - leaching process which in compasses the studio teacher on production side, the class room teacher and the students at the receiving end. To this end, this paper considers the interaction between these three actors in the program

2.2.3.2 Motivation and the Role of Studio teacher/Television teacher

According to Atkins and others (1996) motivation is the main determining factor in promoting conducive atmosphere of learning. To this effect, motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. As one of the medium of learning, television presentations need to be more motivational than many other modes of learning, this is because in educational television we ought to care not only about the contents of the television programs but also about the processes of thinking that the programs stimulate and develop the learners.

In accordance with Gordon (1970:169) A Television teacher should be the sort of person who does not operate professionally on blind faith, but continually attempts to audit his own performance, watch student responses to it, and be ready at the last minute, if necessary to modify what has been doing for years to increase the effectiveness of his efforts. Gordon (1970:116) also continued discussing on the burden of the television teacher and stated that: the television teacher who is handling the entire burden of instruction, on the other hand, need not operate under such restrains. He is as much an educational focal point as a live teacher in a lecture hall and his command over the entire output of material, the way it is handled and assignments given is (or should appear to be) absolute.

In the view of Schramm (1977: 178) the characteristics required from Television teacher for effective teaching on Television are:

A sympathetic understanding and concern for the problems of the class-room teacher, Receptivity to ideas and suggestions, a thorough knowledge of the subject taught, Enthusiasm (eagerness), the ability to promote activity on the part of the student, Professional training required for class-room teaching, Command of an expensive vocabulary suitable to the instructional level of the student, Correctness of enunciation (articulation), Poise (good posture), Emotional stability in dealing with criticism. This needs to be fulfilled by any Television producer for instructional programs.

2.2.3.3 The Classroom Teacher

Attitudes of teachers toward educational television vary. Teachers tend to be suspicious of television at the beginning, but suspicion diminishes with experience (Sharma 1994: 179) "If learning is the purpose of educational television, programs will pursue both motivation and instruction. To identify the former with enrichment and assign the latter to direct teaching by television, to divorce the stirring of the inquisitive mind from impairing of information, appears contrary to good teaching practice and is bound to place television in a strait jacket. Television teaching does not eliminate all the need for an intermediately between the television teacher and the student." The classroom teacher continues to play crucial role. "His function may have changed but not his importance."

Classroom teachers should be consulted as frequently as possible by the educational television producer to determine their reactions to the televised lessons (Gordon: 1970). The point here is, at any circumstance the television cannot be a substitute for a teacher in the classroom. Nothing can substitute the live interaction between the teacher and the students as well as among the students as learning is also social in character. Much literature supports the theory that interactions among students and between the students and the teachers enhance the students' opportunity for learning to think critically in traditional classrooms (Brookfield, 1987 as cited in Getenet, 2008).

The classroom teacher's role has been modified by television. He has less responsibility for content and more for managing learning situations. The new role should enable him to give more time to counseling individuals and groups. He can now arrange additional learning activities which involve extra study, investigation, or possibly field trips, motion pictures and other devices.(Sharma 1994:176)

A Ford foundation report in (Sharma 1994: 176) has summarized the separate role of the classroom and studio teacher in a section called "Team teaching in Television Classes"

The studio teacher, class room teachers and curriculum experts cooperatively plan the course in advance and prepare teacher guides. The studio teacher presents, explains, and demonstrates the major points of the lesson, raise questions, and stimulates student interest. The class room teacher prepares students for the telecast part of the lesson, answer questions, clarifies points, leads discussion, makes assignments, give individual help, and supervise testing. The studio teacher and classroom teachers confer regularly to evaluate the lessons and make improvements.

2.2.3.4 The Role of Student:

Students participate in program preparation, as well as in program evaluation to give feed back on the strength and weaknesses of the programs.

According to Sharma (1970: 259-260) the classroom teacher need to prepare the class in advance. Students' readiness ensures an "atmosphere" for association and assimilation. Discuss with the class in advance the material to be used. Make the students aware of the reasons for using those particular materials, things to look for, association to be made or considered and new unusual words phrases or symbols. Ensure students participation either before, during or after presentation.

As indicated by (Gordon 1970: 92) students attitude towards Educational Television programs depend upon: The amount of contact they think they will have with living teachers (classroom teachers), the difference between attitudes of live and television teachers, how much interest they have in the Educational Television lessons, their attitudes toward television and viewing conditions

2.2.4 Factors that Facilitate or Impede Education Television Teaching-Learning

Educational Television are successful media of communication in broadening knowledge, increasing learners imaginations, imparting information and in developing good attitudes and behaviors that help them to build morals and values as well as to identify right from wrong. The present situation shows that educational television is used in many colleges and universities to provide distance learners the opportunity to attend lectures given on television.

Along with the advantages listed above there are also disadvantages to educational television. Concrete evidence of the value of multimedia in learning is difficult to establish. Two noteworthy obstacles impede this validation. First it is difficult to define and measure learning. There is little agreement concerning what constitutes learning and how to measure its presence and extent Ellis (2001).

As stated by Walker (1995) In addition to the advantages, he highlighted some of the limitations of television of its being primarily a one-way communication medium; broadcast is difficult to integrate with other media; both production and transmission of programs are costly; production process is very lengthy; and it is restricted within the effective range of the transmitter or satellite. To overcome these disadvantages the program produced should be very much clear to the targeted audience and the program be supposed to serve relatively for loner period of time as it is costly.

2.2.4.1 Difference and Similarities between Educational Television and Traditional Classrooms

The instructor used a similar inquiry based instructional method in both Educational television and traditional format. The inquiry based instruction in educational television is very positive since it stimulates the interaction between learners and the teacher.

The instructor followed a similar instructional procedure in both educational television and traditional educational classroom. In educational television the instructor use more technology than traditional classrooms. The instructor had to be more patient in the educational television due to more unpredictable technology problems. Educational

television gives less time for discussion since it can not view the participation of the learners. The in-class management was much more difficult and time consuming in educational television than in traditional classroom. It is also harder for instructor and the students to see each other's mediated facial responses on television screen from multiple remote sites.

The instructor had to speak louder in the educational television than traditional classroom. Since the instructor was afraid that students in remote sites might not hear him clearly, he always shouted in his television lessons. It is harder to monitor the television classroom from multiple and local sites than in tradition classroom. The instructor teaching style was more restricted in the educational television than in the traditional classroom.

2.2.4.2. Factors that Facilitate Educational Television

Since most people view television at home it is familiar medium to most students, it combines Motion and Visuals in a single format so complex or abstract concepts can be illustrated through visual simulation. Although multimedia is being widely hailed as the next great innovation in education, adequate support for its effectiveness in enhancing the educational process is scant

According to Ellis (2001) the prospect of actively engaging learners through multiple communication channels is, intuitively, very compelling as a means of facilitating learning for a larger percentage of our students. It is apparently known that television education has huge reach, and more information can be disseminated to students in less time via television than in regular classes, further more it gives equal involvement by students in all parts of the classroom (no "front row" seats)

Educational Television brings greater equality of opportunity for all learners be it privileged or underprivileged and motivate viewers to take greater interest in their study. Educational television helps the students to learn from watching them the programs made feel your course is very important. It permits the use of the best available teacher to teach a subject for a large number of student viewers. It preserves the expert teaching skills of

such teachers on videotape or film for later use. It provides a common experience to all students when all of them see the same basic ideas or techniques on television.

It directs the attention of the students to the exact detail of the object that he/she should see by eliminating distracting surroundings. It brings instructional films into classrooms as needed with no special classroom preparation, no darkening of rooms or use of special ventilation in the room.

Researches conducted on television and teachings have shown better scholastic achievements. Greenhill (1959) said that students who had studied Zoology by television lessons had obtained good results. Further he observed through his experiment for a period of five years that television instruction was effective.

Schram (1962) reported that 56 comparisons of television science instruction with conventional instructions. It was found that 20 studies favored Television, 7 studies favored conventional instruction, and in 29 studies there were no significant differences. Schram concluded by saying "there can be no doubt that students learn efficiently by television"

Kortadt and Abankora (1975) in a comparative study between television classes and conventionally taught classes, in which objective oriented tests on effectiveness of a program on social studies for grade IX and X were, administered "report that in 26 out of 40 comparisons between two comparable classes, higher achievement scores in subject were obtained by pupils in television classes. In seven cases, higher achievement scores of conventionally taught, classes were observed, and in seven cases there were no significant differences".

Frazier and Evans (1960) conducted experiment to measure the effectiveness of educational television programs in elementary science for the teachers and children of third and fourth grade in Ohio. After viewing the television programs, the teachers reported that they themselves had significantly greater confidence in teaching elementary science and the pupils also showed more interest in it. But a test of achievement showed

no significance increase in the children's score. According to Paul (1968) 'by and large, the television schools did somewhat better in the test then did the non-television schools'

2.2.4.3 Factor that Impede Educational Television

Although, it is known that Education Television programs are very useful academic tool, unless designed and planned well students face problems in it. Educational television lessons are usually one way, requiring that the burden be placed on the producers for anticipating any areas of misunderstanding or confusion in students. There is seldom any opportunity for questioning and challenging or feedback to the television teacher. The medium is limited to one direction communication from teacher to students, so that, students can not get their doubts clarified. Further more once broadcasted lesson is not repeated absent students miss the lessons

The medium television is not adjusted to group discussions in the intervening time of the broadcast, such conditions are prevented from such lessons, but the television teacher can forward point of discussion which can be handled after the transmission is over. Some of the tribulations that lead to inaudibility of the Educational television programs are related to the content and quality, which are reflected in the student's follow-up. These are when the pace of the television teacher is too fast, when they lack interest, when it is not motivational, when it lacks relevance, when attention breaker or interference is there and when students have language problems.

There fore, the program producer is indebted to consider many factors that obstruct interaction with the students. It should also be noted that students vary from place to place; from school to school and even from individual to individual; such individual differences of the students are not attended in a television lesson, because television lessons are prepared on standard scale to concentrate on certain level of the class.

Television programs are not flexible; it can not be adjusted as need arise at school level to address the individual problems. Television has special and unique techniques and requires occasional rearrangement of subject sequence. It should also be noted that it is restricted within the effective range of the transmitter or satellite

2.2.5 Evaluation of Educational Television programs

Trochim (2002) affirmed evaluation as the systematic acquisition and assessment of information to provide useful feedback about some thing or object.

Sharing the same view point Weiss, (1972) as cited in Ackerman and Lipstiz (1977 stated that a developer can design programs which he believe will be effective for the defined goals; but unless there is some feedback mechanism to let him know how in reality it is working, there is no way to either structure the design to better meet the goals of the program or to ascertain whether the completed program has been effective. This is the role of evaluation. It is the collection of objective evidence from group representatives of those for whom the program is intended.

According to Adelman and Alexander (1982, p. 5) Evaluation involves the making of judgments about the worth and effectiveness of educational intentions, processes and outcomes; about the relationships between these; and about the resource, planning and implementation frameworks for such ventures.

Evaluation of educational television programs start from the consideration of the objectives. Although, it has multiple objectives, the main concerns are to improve learning, to extend educational opportunities, to interest students' in new careers and to lower unit cost.

Edward (1967) confirmed that there are five major aspects of a television programs which must be assessed in order to judge its success and failure namely the effort, effect, adequacy, efficiency and process.

Sharing the same view UNESCO (1981) has also identified prominent features of the evaluation process. These features point out certain steps which give stress on the program goals and objectives, examining of the program activities and implementation procedures, data collection, analysis and interpretation of the data.

2.2.5.1 **Types of Evaluation**

Weiss (1972) and many others as cited in Ackerman and Lipstiz (1977) distinguished between formative and summative evaluation. Formative evaluation is fed back into the development of a program and is used in improving it. While summative evaluation measures the outcomes of a finished program against its goals.

Educational television programs are evaluated basically for modification or termination of the programs through different types of evaluations. This evaluation may serve for value judgment and assessment, from the stand point of teachers and student's interest, attitude, motivation, achievement, and relevance of the broadcasted programs.The Educational television programs evaluation can be seen from different perspectives of the learners' background, prior access to television and social stratum.

A number of Web pages credit Robert Stakes with the following quote "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative." I have not found a citation for Stakes' quote, but it's interesting and worth repeating.

2.2.5.2 Formative Evaluation

Formative evaluation according to Scriven, (1991) is typically conducted during the development or improvement of a program or product and it is conducted, often more than once, for in-house staff of the program with the intent to improve. The reports normally remain in-house; but serious formative evaluation may be done by an internal or an external evaluator or preferably, a combination; of course, many program staffs are, in an informal sense, constantly doing formative evaluation

In the words of Wally Guyot (1978) formative evaluation is also useful in analyzing learning materials, student learning and achievements, and teacher effectiveness. Formative evaluation is primarily a building process which accumulates a series of components of new materials, skills, and problems into an ultimate meaningful whole.

Sharing the same point of view Bhola, (1990) discussed that formative evaluation focuses on the process and it is a method of judging the worth of a program while the program activities are forming or happening.

It is a process of data collection during the development of the program so that revisions can be made to improve its functioning. Such evaluations touch decision at every level of a program. Sometimes the program administrators must decide whether to depend more on printed material, classroom teachers, or television programs for a given course. Program producers need to know whether a given concept was learned satisfactorily and if students are ready for the next unit of material. Script writers need to know whether particular lessons were able to attract and hold the students' attention. When difficulties occur in these or other areas of Educational television programs, formative evaluation is used to diagnose the problem and provide some indication of what corrective steps are called for a given concept was learned

2.2.5.3 Summative Evaluation

According to Scriven (1967) all assessments can be summative that is to mean they have the potential to serve a summative function, but only some have the additional capability of serving formative functions.

It is a process of data collection designed to provide decision makers with a more comprehensive understanding of how a project succeeds or fails in reaching its goals. It differs in time perspective from formative evaluation and is usually aimed at those decisions makers who control funds to continue or terminate the project. Summative evaluation provides information on the product's efficacy, its ability to do what it was designed to do. For example, did the learners learn what they were supposed to learn after using the instructional module? In a sense, it lets the learner know "how they did," but more importantly, by looking at how the learner's did, it helps you know whether the product teaches what it is supposed to teach.

A Summative Evaluation, on the other hand, looks at more than one learner's performance to see how well a group did on a learning task that utilized specific learning

materials and methods. By looking at the group, the instructional designer can evaluate the learning materials and learning process hence the name Summative Evaluation.

2.2.5.4 Criteria for Evaluation Educational Television Programs

Educational Television programs are evaluated on certain set criteria for broad observation of all aspect of the program produced.

According to Lasher (1975) the following points were set as criteria for the evaluation of educational television programs

1. Appropriate to purpose-
    a. use of the material should achieve primary objectives
    b. Contents of the material should help reach secondary goals or lay the groundwork for the achievement of future curricular objectives.

    Objectives may be in the cognitive, psychomotor or attitude area.
2. Appropriate to the users:- the subject must be appropriate to the backgrounds of students. These background factors may include: culture and subculture, age, sex, ethnic features and value systems, intelligence past experience- academic and nonacademic.
3. Content – Statement in the program must be accurate and up to date. Biased material should be avoided.
4. Mode – the chosen medium of the material is an important factor. For example the question, is movement in the program necessary? Sometimes motion is not only not needed, but may even interfere with the learning of specific concept
5. Techniques – the use of techniques or combination of techniques must contribute to the achievement of the objective of the program. Some of the techniques are

    Editing, Field view, Composition, Chart, sketch, and illustration, Times lapse, Slow motion, Freezer frame, Telephotography, Sound, Visual clarity and picture Condition of material
6. Utilization –consideration of how the title is used is important. Some points to consider include individualized use or group presentation and the appropriate time for use.

Sharing the same view Nikos Metallinos (1996) stated that the criteria for evaluation of educational television programs should be drawn from the three main basic purposes of the program the message, the medium and the receiver. Based on these facts he has presented the basic criteria for discussing, analyzing, and evaluating the issues explored by educational television programs as follows:

Content and message significance and importance,

Accuracy of ideas and documentation, research

Writing style and format (or genre)

Composition and dramaturgy of story

Order and balance of segments

Simplicity and complexity of treatment of the story

Pedagogical impact and importance of the message. On the other hand the impact and effect of the program on the viewer is highly important as criteria. These can be measured by asking questions on audience identification, audience reactions and importance as follows:

Audience identification

Who are the viewers? Does the program fulfill the intended scope?

Audience reactions

Do they like it? If so why if not why not?

Overall importance or significance of the program to the target audience

Is the program tasteful? What specific public need does the program fulfill? To what degree the program is different?

These are the established criteria for evaluation, which we usually employ in our formative evaluation of the educational television programs here in Ethiopia. It is obvious that the produced programs are pilot tested against these criteria before and after the transmission whether it satisfied the desired standard or not, then based on the feedback obtained programs improved.

2.3 Instructional Media in other Countries

El Salvador:- In 1968, the government of **El Salvador** instituted an educational reform that had as its centerpiece the use of educational television. As students in every corner of

the country received their math, science, social studies, Spanish and English lessons in the form of a centrally broadcast television program, classrooms teachers found themselves as partners of a television monitor. The role of UNESCO in promoting educational television in El Salvador and the broader context in which the Salvadoran government decided to use television as a privileged tool in its educational reform program at all levels of the education system.

The Salvadorian experience underscores the idea tat Educational television is best conceived in terms of broad system needs. The instructive television was not imposed over traditional structure; rather it was coordinated with other major changes in El Salvador's education system.

Nigerian television started in 1959 and is working to the present in the areas of politics, development, entertainment, culture, information dissemination, news, and education.. The use of television in Nigerian education is at all levels, including elementary and secondary, higher, informal, and non-formal education. Particular issues addressed are the extent to which educational television–open circuit educational television broadcasts of state and network stations–is being utilized to enhance learning and instruction in pre-primary through secondary schools and in teacher training colleges. However, in addition to its application, a number of problems with educational television that are linked to Nigeria's level of development and poverty are presented, including: (1) paucity and erratic nature of electricity; (2) high cost of television sets; (3) limited ownership of videos; (4) limited equipment repair services; and (5) lack of technical training programs. The report concludes by recommending that Nigeria not pursue additional applications of television, e.g., interactive video, until the country is economically ready for it.

Indian: Educational Television first came to India on Sept 15, 1959 as the National Television Network of India. The first telecast started on Sept 15, 1959 in New Delhi. After a gap of about 13 years, second television station was established in Bombay in 1972 and by 1975 there were five more television stations at Shrinagar (Kashmir), Amritsar (Punjab), Calcutta, Madras and Lucknow. For many years the transmission was

mainly in black & white. Television industry got the necessary boost in the eighties when Doordarshan introduced color TV during the 1982 Asian Games

The second phase of growth was witnessed in the early nineties and during the Gulf War, that foreign channel like CNN, Star TV and domestic channels such as Zee TV and Sun TV started broadcast of satellite signal. This changed the scenario and the people got the opportunity to watch regional, national and international programs. Starting with 41 sets in 1962 and one channel (Audience Research unit, 1991) at present TV in India covers more than 70 million homes giving a viewing population more than 400 million individuals through more than 100 channels (http://www.indiantelevision.com). Easy accessibility of relevant technology, variety of programs and increased hour of transmission are main reasons for rapid expansion of TV system in India.

In India, since the inception of TV network, television has been perceived as an efficient force of education and development. With its large audience it has attracted educators as being an efficient tool for imparting education to primary, secondary and university level students. Besides, they use it in developmental education programs in the area of agriculture and allied subjects, health, family planning and social education, which were telecast in the evening for community viewing. Currently they are widely using the telecast programs, designed mainly for Distance learners

2.4 What can we learn from other Countries?

The experiences of these countries show the extensive use of educational television for wide range of programs from elementary to tertiary levels. Further more they use it for community mobilization in issues of concern. Beyond this distance learning is facilitated using this mode of delivery in higher education. In Ethiopia the use of television for educational purpose was realized before 44 years and has been broadcasting limited instructional programs for secondary schools, leaving behind the other levels of the education system and community mobilization concerns.

But in near the beginning of 70s the Ethiopian Education Mass Media was widely engaged in broadcasting for elementary, junior secondary and secondary schools. This

time was a period where by education media reached its peak covering the three levels of the education system, now going behind it is restricted to one level only.

Besides Educational television in developing world includes programming which directly affects the quality of life of its viewers. For example, in areas where television penetration is very low, audiences may gather at community centers to view programs on HIV, hygiene, literacy, child care, farming methods and other social issues. In this respect, educational television provides the group with practical information to improve living standards. Such programming best exemplifies the global aims of educational television. On the other hand some of the goals of the television, which have been left unrealized in Ethiopia, could still be Educational Television for higher education, that demand Perhaps the highest level of interactivity in a series of activities which result in the student learning or processing information at a cognitive level which is higher than rote memorization.

2.5 Educational Television in Ethiopia

2.5.1 Historical An Over view

Educational television started service soon after the start of television in the country. It was Just after one year. At that time it was realized that the use of Television for educational purpose was paramount and was proclaimed in *Negarit Gazette* in May 1968. But the educational Television did not have its own studio it rather was using the main Television studio of Thomson foundation.

The assignments for Educational Television programs were given to Audiovisual Center for the preparation of the programs and training man power needed. Training was arranged on contractual agreement with "Center for educational Television overseas" in Britain by the assistance of British counsel and American Peace Corpus. Besides, Conformity was reached with ministry of information on number of programs, program duration, and type of program and air time (EMA, 1998)

In 1968, this department established its own television studio for recording the programs that are broadcasted for different grade levels, by its own man power. Simultaneously by the bilateral agreement made between Ministry of Education and Ministry of information a Micro Wave connection was linked with the main television station that remained viable for ten years. Since then broadcast courses are designed centrally and presented in a standard way on-screen, television.

In early 70s the Ethiopian Education Mass Media was broadcasting Health, Geography, English, Science and Social studies for elementary schools. There were other programs in Health, Geography, English, Science and Mathematics for junior secondary schools. Moreover, subjects like Geography, English, Mathematics, Biology, Physics, Practical chemistry, History and French were on air for secondary schools. Educational Television program officially started in October 1966 by broadcasting Physics for grade 11 and 12, Biology for grade 10, Geography for grade 9, English for grade 7 and 8, and practical chemistry for grade 8.

This broadcast was confined to areas where the main television transmission covers. This includes areas like Addis Ababa at 14 schools and around Addis Ababa 36 schools a total of 50 schools were attaining the programs. At that time, the transmissions of these Educational television programs were valued by EEC and UNESCO and were considered a model for Africa (EMA, 1998). After some times the Audiovisual center was under a wide umbrella and was named Educational Mass Media with full authority for the educational Television programs and transmission. Since then it passed through different names and currently named Department of ICT.

2.5.2 The Current Status of Plasma Television

Presently the plasma Television project was designed for Government secondary schools students of Ethiopia. In this regard, both Public and Private Schools of Ethiopia make use of the same national curriculum but utilize different classroom practices. Public schools have used a live, nationally broadcasted "plasma" mode of instruction for 20 minutes of the 40 minutes assigned for each lesson period, since the end of 2004.

Since 2004- 2005 academic year, plasma TV lessons have been implemented in Ethiopian high schools with its problems of implementation along side with its merits. The establishment was with an aim to improve the standard of teaching in view of shortage of laboratories, space, equipment and dearth of qualified teachers in country. This project was started in 2004/05 for teaching of Mathematics, Physics, Chemistry, Biology, English and Civics for students of secondary schools (for grades 9-12) in all over the country via satellite transmission. Every school was provided with Plasma Television based on the number of the class rooms.

At the beginning of the program the total number of plasma television installed were 8498, in subsequent years it raised to 12,674 plasma televisions for 553 secondary schools all over the country which is distributed centrally from Educational Media Agency (EMA, 2007).

For schools which do not have electric power 280 generators were supplied. The satellite receivers installed at every school

Figure 1. Satellite Dish at Abiot Kirs Secoondary School

The receivers were set up at every secondary government school through out the country and teachers were trained.

Figure 2 Transmission controller at Minilik II Secondary school

These were the planning and arrangements made prior to the start of the plasma television broadcast.

The duration of a period in almost all schools is 40 minutes out which the Education television programs wrap 30 minutes living the teacher with only 10 minutes for discussion before and after the transmission. This was reviewed and now the teacher discusses for about 20 minutes.

Currently besides the initially selected subjects Economics, Business Education and Technical Drawing were added and have been transmitted to schools targeting grades 11 and 12.

The lectures have been syllabus-based and have been telecasted in school hours as a part and parcel of school activities from Monday through Friday from 8:02 to 12:17 in the morning and 12:44- 4:59 in the afternoon; the evening program runs from Monday through Friday from 5:35-8:05 for grade 9 and 10. On Saturdays from 8:05- 12:10 in the morning and 2:00-4:00 in the afternoon only selected programs of the week are broadcasted for grades 9 & 10 via the satellite transmitter.

Table A. Type and Amount of Subjects broadcasted on Plasma Television

Subjects	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**	**Total**
English	170	140	136	136	582
Mathematics	170	140	186	136	632
Physics	102	84	136	136	458
Chemistry	102	84	136	136	458
Biology	102	84	136	136	458
Civics	102	84	102	102	390
Economics	=	=	118	120	238
Business education	=	=	64	72	136
Technical Drawing	=	=	28	27	55
Total	748	616	1042	1001	3407

As stated by Ackerman and Lipstiz (1977) the wide coverage of Satellite Television will have its primary education role. I believe, in the so called developing nations, where there are very few, if any costly Television transmitting stations and for that matter, not too many television receivers. The satellite will be able to rely programs from transmitters thousands of miles away directly to community television sets

CHAPTER THREE

3. RESEARCH METHOD AND DESIGN

3.1 Design

The purpose of this chapter is to present the method used for the study. This chapter begins with a description of the respondents, explanation of the questionnaire procedure, Pilot Study course of action and the design of the study, followed by the interview and classroom observation protocol used to obtain the data. Finally Procedure of Analyzing and Describing Data are presented.

Keeping in view the nature and requirement of the present study, "descriptive survey method" was adopted to explore and assess the educational television programs watched and its effect in the teaching and learning process in the selected secondary schools of Addis Ababa.

Since the population of the study was very large and scattered all over the city therefore, the method of the "Descriptive survey method" through questionnaire and interview were adopted. According to Babbie, (1990) the descriptive survey method is a non-experimental, method. which is useful when a researcher wants to collect data on phenomena that cannot be directly observed The basic idea behind survey methodology is to measure variables by asking people questions and then to examine relationships among the variables.

Lavrakas (2008) declared that key features covers all major facets of descriptive survey method, from selecting the sample design and the sampling frame, designing and pre-testing the questionnaire, data collection, and data coding, to the thorny issues surrounding diminishing response rates, confidentiality, privacy, informed consent and other ethical issues, data weighting, and data analyses

3.2 Procedure of study

The procedure of the study is carried out in the pilot study; data gathering was carried out immediately after designing the questionnaires in order to verify its validity. The validity

and reliability of the instruments used is bound to be affected by respondents' self-report, wording and nature of the questionnaire and so forth. In order to insure the validity and reliability of the instruments, various measures were taken.

1. In the pilot study, the questionnaires were tried on fifty Government secondary school students of Yekatit 12 secondary school and as well as twenty private secondary school students of Ayer Amba. Further more it was attempted on 20 classroom teachers of Yekatit 12 before administrating it for the main study. After providing the validity of the questionnaire in the pilot study, it was employed in the main study.

2. The respondents who participated in the pilot study were not included in the main study.

Three of the questionnaires for government school students were omitted based on its ambiguity, four need modification and improved. Two of the teachers' questionnaires were also modified. On the other hand the questionnaires for the private school students did not change as the students do not find difficulty in answering the questionnaires. In general, in an attempt to attain modest level of validity and reliability of the tools of data collection, all possible efforts were employed in the selection of samples and techniques used in wording questions and multiplying methods of data collection

3.3. Source of Data

The primary sources for this study were 200 secondary schools students' who are at present educational television users as well as 100 non users'. Over and above, 100 class room teachers from selected public schools were chosen randomly for the questionnaire from five secondary schools.

Interviews were conducted for five school principal and five authorized personnel of educational television program producing department. Further more; class room observation was carried out in five classrooms from selected schools.

The secondary data sources for this study were published or unpublished works and electronic data which are relevant for this purpose.

3.4. Sampling and Sampling Techniques

3.4.3 Sample size

If at all possible the researcher was paying attention to collect data from large population but, due to time limitation and financial restrictions finally arrived at a total sample size of 300 students male and female, both from educational television users and non-users and 100 teachers from selected secondary schools of Addis Ababa, as well as five principals from selected secondary schools, in addition to these respondents five media personnel at Department of Information communication technology (MoE) are chosen.

3.4.4 Sampling Technique

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Since all the population can not be addressed the representatives of this population has to be chosen using certain technique of selecting these samples.

To meet the requirements of this study systematic random method of sampling was adopted. The population was sub-grouped into 10 Sub Cities. As there are a lot of schools in these Sub Cities it was systematically randomly selected based on the number of schools in the Sub City and the being there of private schools. The presence of grade 9 and 10 was considered as many of the schools are preparatory.

3.4. Instruments

3.4.1 Questionnaire

The main purpose of the questionnaires was to collect data from the users of the educational television programs. Hence, in order to gather the necessary data from the students in public secondary schools (users) closed ended and open ended questionnaires of 30 items: (1) eight items questionnaire on factors that verify attitude of students with five point scale ranging from strongly agree to I do not know. (2) a one item questionnaire concerning the student's interest, towards educational television with five

scales ranging from very interested to do not know (3) a one item questionnaire on exposure with five point scale (4) an eight item questionnaire on content, with five scales of measurement (5) a four item questionnaire on integrated ness with five rating scale(6) a two item questionnaire on Motivation with five rating scales (7) a six item questionnaire with two open ended items on perception of students was prepared (see Appendix B). To contrast the effect 9 closed and three open ended questionnaires on attitude, interest and view were prepared for private secondary school students (see appendix D). In addition to this, for the purpose of clear understanding, the students' questionnaire is translated into the Amharic language before it is administered (See Appendix C). On top of these 22 item closed and open ended questionnaire was prepared for the classroom teachers on content, interest, attitude, relevance and integrated ness (See Appendix F). From these questionnaires the required data were collected and analyzed.

3.4.2 Interview

To obtain reliable information from the respondents a semi-structured interview which comprises eleven and ten items was designed for principals and Educational television program producers respectively and administered so as to triangulate the data.

3.4.3 Class room observation

Classroom observation was also conducted considering it as reliable data. Hence, out of the ten schools five which administer the plasma TV were selected for the purpose of classroom observation. Likewise, five classroom observations were administered among the selected ten schools. A check list was prepared and used as a data gathering instrument (see appendix I)

3.5 Methods of Data Analysis

The tested and modified questionnaires were distributed and administered to a total of 200 public secondary school students(television users) and 100 private secondary school students (non users) as well as 100 public secondary school classroom teachers from five government secondary schools.

The respondents were selected randomly. The researcher was, therefore, present at all data collection sessions in all selected schools in order to give the same instructions to the respondents in the study. Accordingly, explanation was given in Amharic as the need arises.

Questionnaires, interview and class room observation both at (government and private) schools helped to triangulate the data gathered. In other words, after carefully gathering the appropriate data using the three instruments of data collection, the data were analyzed in an integrated manner using different statistical tools and narration.

Therefore, frequency counting, percentage and description of qualitative data were applied to analyze and describe the data.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this part of the study, the results and discussions of the study will be unmasked. Likewise, data collected from questionnaires interviews and class observation will be analyzed and discussed.

The compatibility of the students' and classroom teachers' responses to the item in the questionnaires and that of the principals' and educational television Personnel's to the items in the interviews will be treated against the findings from real-life classroom observation.

One of the Sample Secondary Government schools from where data was collected

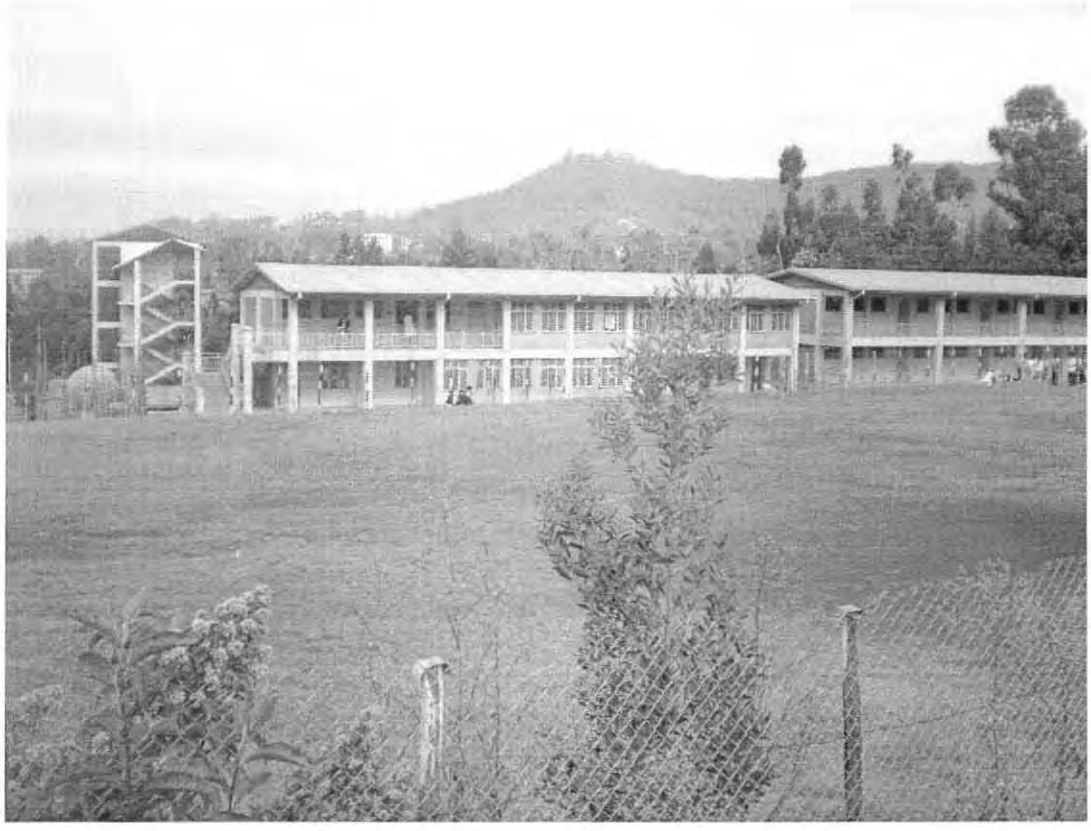

Figure 3. Entoto Amba secondary school

4.2 Characteristics of Respondents

Table 1. Respondent students' from government schools by grade and sex

Name of the School	Sex	Grade Level				Total
		Grade 9	Grade 10	Grade 11	Grade 12	
Addis Ketema	Male	-----	7	7	5	19
	Female	-----	7	7	6	20
	Total	**------**	**14**	**14**	**11**	**39**
Minilik II	Male	-----	-----	5	5	10
	Female	-----	-----	5	5	10
	Total	**------**	**------**	**10**	**10**	**20**
Abiot Kirs	Male	-----	-----	9	12	21
	Female	-----	-----	11	8	19
	Total	**------**	**------**	**20**	**20**	**40**
Entoto Amba	Male	6	8	-----	-----	14
	Female	8	11	-----	-----	19
	Total	**14**	**19**	**------**	**------**	**33**
Kokebe Tsibha	Male	7	10	4	-----	21
	Female	13	11	16	-----	40
	Total	**20**	**21**	**20**	**------**	**61**

As can be observed from Table 1 above, one of the primary sources of the data were the students who currently learn by plasma television from selected government schools of Addis Ababa. The Distributions of the schools and grade levels were taken into consideration to enrich the study; the presence of grade 9 and 10 was also well thought-out because most secondary schools do not have these grade levels.

Table 2. Respondent students' from government schools by sex and percentage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	44.0	44.0	44.0
	Female	108	56.0	56.0	100.0
	Total	**193**	**100.0**	**100.0**	

The other thing considered was sex combinations, male to female of the respondents and their percentage distribution for the sake of consistency and reliability of the data as can be seen in Table 2 above. What is observed here is that the number of females exceeds the male which was the opposite some years back. This shows that the affirmative action taken for females becomes fertile in this City administration schools.

Above and beyond the students, teachers were the other sources of data from the same selected secondary schools of Addis Ababa. Their profile is compiled by the subject and grade level they teach as shown in table 3 below. As teachers are from different subject areas they can give different responses to be considered in the study. However low, their number is the presence of female teacher respondents teaching at different level of classes enriched this study. Correspondingly, the cross tabulation of sex and subject they teach is presented in table 4. From this table we can see that the number of female teachers in the secondary schools is up till now below the males

Table 3. Respondent Teachers' School, Subject they teach and Grade Level.

The schools where the teacher teaches	Grade level the teacher teaches	The subject the teacher teaches								Total
		Maths	English	Biology	Chemistry	Physics	Civics	Economics	Business Education	
Addis Ketema	Grade 10	0		1	0	1	0		0	2
	Grade 11	2		2	0	1	1		1	7
	Grade 12	2		1	1	1	1		0	6
	Total	**4**		**4**	**1**	**3**	**2**		**1**	**15**
Minilik II	Grade 11	0	0	2	2	1	1	0		6
	Grade 12	2	2	2	0	1	1	2		10
	Total	**2**	**2**	**4**	**2**	**2**	**2**	**2**		**16**
Abiot Kirs	Grade 11	0	1	2	2	2	2			9
	Grade 12	1	0	1	2	1	0			5
	Total	**1**	**1**	**3**	**4**	**3**	**2**			**14**
Entoto Amba	Grade 9	4		1	2	3				10
	Grade 10	4		4	3	1				12
	Total	**8**		**5**	**5**	**4**				**22**
Kokebe Tsibha	Grade 9	3	2	4	3					12
	Grade 10	5	2	3	3					13
	Grade 11	2	0	0	0					2
	Total	**10**	**4**	**7**	**6**					**27**

Table 4. **Sex of the teacher versus the subject the teacher teaches Cross tabulation**

Sex	The subject the teacher teaches								Total
	Maths	English	Biology	Chemistry	Physics	Civics	Economic	Business Education	
Male	16	4	11	10	10	3	1	0	55
Female	9	3	12	8	2	3	1	1	39
Total	25	7	23	18	12	6	2	1	94

To compare the consequence, Students from private schools both males and females from grade 9 through 12 were included in the study and their profile is shown in table 5 below.

Table 5. Respondent students' from private schools by grade and sex

Grade level	Sex	Name of Schools			Total
		Kale Hiwot	Asai	MiskayeZuna	
Grade 9	Male	3	5	3	11
	Female	4	4	3	11
	Total	**7**	**9**	**6**	**22**
Grade 10	Male	3	4	3	10
	Female	4	4	5	13
	Total	**7**	**8**	**8**	**23**
Grade 11	Male	3	3	4	10
	Female	5	5	4	14
	Total	**8**	**8**	**8**	**24**
Grade 12	Male	4	4	5	13
	Female	4	4	4	12
	Total	**8**	**8**	**9**	**25**

From these three primary sources data was collected using questionnaire as data collection instrument for further analysis to reach at reliable and dependable evidence based study.

4.3 Students' and Teachers' Questionnaires Data Analysis and Discussion

One of the findings of this study was to look back to the prior arrangements and planning made at the beginning of the plasma television. This is to judge whether this situation favored the implementation of the project or not. Media personnel and School principals were the appropriate individuals for the initial project implementation process and were interviewed. Accordingly, the Media personnel respond as: The prior arrangement and planning took almost two years. With in these successive years, contract was signed between the Ethiopian government and South African organization to produce 2978 programs, for grade 9 through 12 in six subjects.

The other contract was signed with Panasonic Company to supply plasma television, a technical group was sent to deal with and get short term training. After such planning and

arrangements every school was supplied with plasma television according to the number of classrooms, generator was distributed for schools which do not have electric power. Satellite receivers were installed. Selected teachers from each school were trained how to manipulate, operate and handle the plasma television. Teachers guide were sent. Every thing was arranged before the transmission (appendix H).

Like wise, the school principals also assured that the prior arrangements and planning made at school level were that the plasma televisions were distributed based on the number of class rooms they had and satellite dish, receivers were installed, teachers guide were sent in soft and hard copies. Teachers were selected to take part in the introduction training of plasma Television (appendix G)

Table 6. Teachers' responses on the prior arrangements made before the implementation of plasma television.

		Fully	Partially	Not at all
Plasma television in each class fulfilled	No	91		
	%	96.8		
Teachers guide distributed to schools	No	82	11	
	%	87.2	11.7	
Training given for selected teachers for handling the plasma TV	No	51	29	7
	%	54.2	30.8	7.4

Table 6 above shows that 96.8% of the respondent teachers fully agreed that plasma television was fulfilled in each classroom before the implementation of the project. Similarly teachers have the same opinion that the distribution of teachers guide was rated as 87.2 % fully distributed 11.7% partially received. The training of teachers was fully given for selected teachers on the handling and operation of plasma television as assured by 54.2% of the respondent teachers. From this we can conclude that the fulfillment of the required material for the implementation of the plasma television was fully ready by the time plasma television started as assured by majority of the respondent teachers. Further more, it was assured by media personnel and school principals in their responses on the interview made with. However, students were not asked on this issue because the

then time students completed grade 10 or 12 and left the school and it is meaningless to ask the current students for the state of affairs in which they were not present.

The Fulfillments of the required material helped to began the implementation with out any problem and it was successful, further more continuous technical and line up assistance was given along the prior planning and arrangements. The planning and sub planning made prior to the implementations are the very keystones of effective learning in organized formal education. As a result, the plasma television pre arrangements and planning was very successful for the implementation of the programs.

Subsequent to arrangements and planning the programs are on air, now the question became the relevance and integratedness of the programs produced.

Table 7. Relevance Educational television program to Text books

		Greatly relevant	Relevant	Some what relevant	Not relevant	No view	Total
Students response to the Relevance of educational television with textbooks	**No.**	33	41	67	38	8	187
	%	17.6	21.9	35.0	20.3	4.3	100
Teachers response to the Relevance of educational television with textbooks	**No.**	30	45	19			
	%	31.9	47.9	20.2			

The other finding of this study is the level of relevance and irrelevance of educational television programs to text books. The relevance of educational television programs to text books as shown on the Table 7 above presents the findings characterized by the respondent students as 17.6% greatly relevant, 21.9% relevant, 35% some what relevant, 20.3% not relevant and others 4.3% have no view. Out of the 187 respondents 17.6% greatly relevant and 21.9% relevant positively acted for its relevance to text books, alternatively 20.3% students argued negatively as it is not relevant to the text book and the other 35% of the respondents assured the plasma television programs are some what relevant to the text books.

To cross check the relevance of text books to the television programs teachers gave their views. Reports teachers' response for the relevance of the plasma television programs to

the text books, as can be read 31.9% greatly relevance, 47.9% relevance and 20.2% some what relevant. Comparatively, teachers rated more than students on the relevance of television programs to text books. Thus, majority 31.9% greatly relevance and 47.9% relevance responses of teachers assured that the educational television programs are relevant to the existing text books

Therefore, it is possible to deduce that educational television programs are relevant to the existing text books according to the responses of students and teachers. .

The television lesson has to hold the students attention, stimulate discussion, the topic has to be greatest interest to them, the subject matter has to be presented at the proper grade level, vocabulary and verbal expositions should be appropriate and clear and the subject matter has to be accurate, relevant and well developed.

The relevance of plasma television programs to the text and syllabus is to see how pertinent, connected, or applicable the telecasted programs to the classroom situation. A television programs are relevant if it serves the objectives of learning, if it increases the likelihood of accomplishing the goal.

Table 8. Relevance Educational television program to Level of the students

		Greatly relevant	Relevant	Some what relevant	Not relevant	No view	Total
Students response to relevance of educational television to level of the students	**No.**	25	41	67	43	11	187
	%	13.4	21.9	35.8	23.0	5.9	100
Teacher response to relevance of educational television to level of the students	**No.**	13	34	23	24		
	%	13.8	36.2	24.5	25.5		

As evident from table 8, relevance of plasma television programs to the level of students' was judged by the respondent students as 13.4% greatly relevant, 21.9% relevant 35.8% some what relevant 23.0% not relevant and 5.9% have no view. As a result of this 35.8% of the respondent said some what relevant and a considerable number of respondents (23.0%) said that it is not relevant. Greatly relevant and relevant constitute for 35.3% of the respondents. However, it can be concluded as the plasma television programs are

some what relevant to the level of students' as majority (35.8%) of the students' responded

Teachers were also asked to respond to the relevance of television programs to the level of the students. Table 9, describes the responses of teachers to the relevance of plasma television programs to the level of the students as 13.8% greatly relevant, 36.2% relevant, 24.5% some what relevant and 25.5% not relevant. Thus as it has been clearly confirmed by majority of 13.8% greatly relevant and 36.2% relevant teachers responses the television program is relevant to the level of students.

Students who are prime source for the produced programs should be involved in creating a learning environment to give life for the telecasted programs. If the lessons are not relevant to the level of students they lack interest, reduces the atmosphere for assimilation and association and develop hatred because it does not limit the ability, age and their grade levels. In light of the complexity of the incoming information and the challenges involved in making sense of it, it is not surprising that many students have found consistent level differences in comprehension of television programs

Table 9. Relevance Educational television program to pace of the students

		Greatly relevant	Relevant	Some what relevant	Not relevant	No view	Total
Students response to relevance of educational television to pace of the students	**No.**	19	20	57	72	20	188
	%	10.1	10.6	30.3	38.3	10.6	100
Teacher response to relevance of educational television to pace of the students	**No.**	13	20	37	24		
	%	13.8	21.3	39.4	25.5		

On the other hand, the relevance of the television program to the pace of students was judged by respondent students. As can be read from Table 9, above the relevance of plasma television programs to the learning pace of students was represented as 10.1% greatly relevant, 10.6% relevant 30.3% some what relevant 38.3% not relevant and 10.6% have no view positive or negative. The television lesson need to be paced properly, it must not drag or run to quickly, the program producers have to bring to their mind their

target students who learn by this media in order to limit the pace. Time for note taking should be provided in the lesson if note taking is considered desirable. Thus the plasma television programs are not relevant to the pace of students as assured by a considerable proportion (38.3%) of the respondent students.

Similarly, teachers' response for the relevance of education television to the pace of the students was measured as 13.8% greatly relevant, 21.3% relevant, 39.4% some what relevant and 25.5% not relevant as can be seen in Table 9. Hence, the above responses confirm some degree of relevance of the educational television programs to the pace of students.

The literature also supports this notion: educational television programs can achieve its purpose if the teaching method is appropriate to help students achieve the objectives. The role of teacher, the use of appropriate program format and production techniques can contribute to the improvement (Klein, 1975).

The produced programs should not be too fast or lag behind, it should move with a moderate pace considering the audience and the importance of the message. It is not only for information; students have to use their cognitive ability to grasp what they are learning from the plasma television.

Above and beyond, the integrated nesses of the programs were judged by students and teachers:

Table 10. Responses to Integrated ness of the Educational Television programs to the text books and syllabus

		Responses					
		Strongly integrated	integrated	Some what integrated	Not integrated	Don't know	
Students' Response to the Integratedness of the Educational Television programs with text books and syllabus	**No.**	51	100	34			185
	%	27.6	54.1	18.4			100
Teachers' Response to the Integratedness of the Educational Television programs with text books and syllabus	**No.**	20	42	29	2	1	94
	%	21.3	44.7	30.9	2.1	1.1	100

As shown in Table 10, out of 185 respondent students more than half (54.1%) respond as television lessons are integrated to text books and 27.6% respond as strongly integrated and the remaining 18.4% admitted as it is some what integrated. Accordingly majority (54.1%) of the respondent students confirmed that the television programs are integrated to the text books.

The responses of teachers for the integrated ness of television programs to syllabus and text books as shown in the Table 10 above point out that majority (44.7%) of the respondent teachers reported as the plasma television lessons are integrated to the text books and syllabus, and 21.3% reacted as strongly integrated. On the other hand 30.9% of the respondent teachers reported as some what integrated and 2.1% not integrated.

Hence, majority (66%) of the respondent teachers reported as the plasma television lessons are integrated to the syllabus and text books. Integration of television programs with the text books assists the students to depend on other related material than not only to the television program and develops a sense of self confidence.

Table 11. Students Response to Integrated ness of the Educational Television programs to the courses

		Responses					
		Strongly integrated	integrated	Some what integrated	Not integrated	Don't know	
Integration with your assignment & exams	**No.**	26	74	70	19	4	193
	%	13.5	38.3	36.3	9.8	2.1	100
With what the teacher teach (introduce) in the class	**No.**	12	49	63	56	7	187
	%	6.4	26.2	33.7	29.9	3.7	100

Likewise, students reacted to the integration of the television program with assignments and examinations, as shown in Table 11, and was rated by students' as 13.5% strongly integrated, 38.3% integrated, 36.3% some what integrated and 9.8% not integrated to assignments and examinations. Relatively teachers rated more than students on educational television programs integration with the syllabus and text books. Evidently, teachers better know for its relevance than students. Assignments and examinations are part and parcels of the text books that are assigned for that particular grade level, students are expected to cover their text books and need other sources for further inquiry.

Thus it can be concluded that the plasma television programs are 13.5% strongly integrated, 38.3% integrated to assignments and examinations as affirmed by 51.8% of the respondent students.

The integration of what the classroom teacher teaches or introduces and the plasma lesson were rated by the respondent students as 6.4% strongly integrated, 26.2% integrated, 33.7% some what integrated, 29.9% not integrated and 3.7% do not know in table 11. To this effect, we can say that 33.7% of the respondent rated as some what integrated and 29.9% of the students claimed as not integrated. Thus the teacher's introduction is not fully related to what the plasma television presents. This shows that teachers do not know the topic that is presented to the class, which should rather easily be seen from teachers guide supplied in hard copies along with the CD before the lesson. It is evident that students' response to an open ended questionnaire said some teachers do not prepare for the program and do not help the students; even they do not some times introduce the lesson. Using television requires the same procedure involving students and teachers' preparation, use, follow up and evaluation as any other teaching material. Teachers clarify how it fits with the previous lesson, future activities and should give brief descriptions of the lesson, the experiments, demonstrations and other visuals should be given explanation and due consideration. Students too, must be prepared for the telecasted plasma television programs, they should understand why the lesson is used, what to listen for, what will be made out of it

Besides during the classroom observation it was found that teachers in the sample schools were not performing the teachers' role exemplified in Table 12 below. Nevertheless, the literature chains this conception, 'It is the classroom teacher's responsibility, also to correlate and coordinate the TV lesson with classroom activities'(Gordon, 1970).

Table 12. Classroom observation result concerning Teachers' role

Teachers' role	**√ Performed X Not performed**
Telling how and what kind of tasks are to be done	**X**
Specifying the objectives of the Television lesson	**X**
Using different Television lesson techniques	**X**
Briefing norms of cooperation	**X**

From this we can deduce that teachers did not play their role in the plasma television lesson as required. The reduced roles of teachers hinder the progress of the lesson and also reduce the role of students in the teaching learning as a whole. Teachers should look to the development of the academic climate in which every classroom teacher using plasma television for any subject is able to use it as effectively as possible. Teachers will always be essential in Television programs not only to create ideas for putting to imaginative use instructional materials, but also to do the human creative, and artistic part of teaching which makes a major difference both in how well students learn and more important, in how well they develop as individuals as responsible members of the society.

Following the relevance and integratedness of the plasma television programs the level of understandability of the information given, the language used to explain the contents of the programs and the presentation of facts and figures were determined by the respondent students.

Table 13. The Responses of Students' on the understandability of the Plasma Television lesson.

		Responses				Total
		Greatly understandable	Understandable,	Some what understandable	Not understandable	
The information given in the plasma television programs are	**No.**	14	31	107	39	191
	%	7.3	16.2	56.0	20.4	100
The language used to explained the contents of the programs is	**No.**	22	31	75	60	188
	%	11.7	16.5	39.9	31.9	100
The facts and figures in the Television programs of your lessons are	**No.**	21	33	83	47	184
	%	11.4	17.9	45.1	25.5	100

As depicted in Table 13, the understandability of the information given in the Television program as the responses of students pointed out was 7.3% greatly understandable, 16.2% understandable, 56% some what understandable 20.4% not understandable. There fore the information given by the television program is some what understandable as 56.0% of the respondent students assured and can not be fully attained by the users. Thus the information in the television lesson is not transferred as required for the students

where by the language level of the students is the main barrier for effective communication.

Table 13; the responses of the students on the language used to explain the content was judged as 11.7% greatly understandable, 16.5% understandable, 39.9% some what understandable, 31.9% not understandable.

About (39.9%) of the respondent students favored the language used to explain the content as some what understandable, yet, a considerable number of students 31.9% supposed it is not understandable. The language used in the lesson and the vocabulary used to clarify the points be supposed to fit the listeners of the programs for effective communication and exchange views. Words are so important for television lessons.

On the same table the understandability of the facts and figures in the presented plasma television lessons was measured by respondent students. This is whether the facts and figures in the Television programs of your lessons are understandable or not. The responses of the students' were 11.4% greatly understandable, 17.9% understandable, 45.1% some what understandable and 25.5% not understandable. Accordingly, 45.1% of the respondent reacted as the facts and figures in the Television programs of their lessons are some what understandable. Nevertheless, 25.5% of the respondents believed it as is not understandable; this means that a lot of students do have difficulty in understanding the facts and figures in their plasma television lessons.

The facts and figures are not simple to grasp and memorize if a composition is not equally balanced and if it is not addressing the conscious of the audience it creates difficulties for the viewer. There is almost no chance for feedback. Viewers are passive. This affects the understandability of these programs.

Later than, looking the understandability of the programs telecasted it is required to note the beneficiations for the learners and classroom teachers and the helpfulness of the plasma television lessons. The factor considered here was whether the plasma television programs benefited the students to understand the difficult concepts in their text books or detriment.

Table 14. Students response to the benefaction of plasma television in understanding difficult concepts

		Very strongly	strongly	Some what strongly	Not at all	total
The plasma television programs helped to understand difficult concepts	**No.**	38	83	67		188
	%	20.2	44.1	35.6		100

As respondent students depicted in Table 15, the beneficiation of plasma television programs was judged as 20.2% very strongly and 44.1% of the respondents strongly and 35.6% favor some what strongly supported that plasma television programs are helpful in understanding difficult concepts in their text books. Television programs can bring to the class different scenarios which differ in time, space and conditions, it clarifies the message for the audiences to create suitable atmosphere of communication.

There fore majority 20.2% very strongly and 44.1% strongly illustrated as the television programs enable them to understand difficult concepts. The literature also supports this notion 'Television can bring to the classroom an enriched content ranging from unique or remote industrial process to cultural experiences' (Sharma, 1994: 170).

Teachers were asked whether the plasma television programs helped them to teach difficult concepts or not. As can be seen in Table 15, majority (59.2%) of the teachers assured that the plasma television program very strongly and strongly helped them to teach difficult concepts in the text book. Conversely 37.6% responded as some what strongly and 3.2% not at all supported.

Table 15. Teachers response to Support of Educational television programs to teach difficult concept in the text book

		Frequency	Valid Percent
Valid	Very strongly	26	28.0
	Strongly	29	31.2
	Some what strongly	35	37.6
	Not at all	3	3.2
	Total	93	100.0
Missing	System	1	
Total		94	

To this effect, one can conclude that television programs assist teachers to present difficult concepts from the text books using different models and practical observations.

This is also supported by the literature "television programs provide integrated experiences varying from the concrete to the abstract, and they bring experts and multiple resources to the classroom"(Sharma, 1994)

Unless the television programs are used wisely by the facilitator classroom teacher and unless the teacher and students played their role as required effective use of television programs can not be expected. The television teacher and the classroom teacher should go hand in hand to craft a classroom situation before, during and after the lesson

Table 16. Students' Response to the helpfulness of educational television.

		Responses				
		Greatly helpful	Helpful,	Somewhat helpful	Not helpful	Total
The plasma television program for learning	**No.**	18	33	71	68	190
	%	9.5	17.4	37.4	35.8	100
The plasma television program to provide knowledge for further inquiry	**No.**	52	56	59	25	192
	%	27.1	29.2	30.7	13.0	100

Table 16, Shows the responses of the students whether the plasma television programs are helpful or not, for learning and to provide knowledge for further inquiry. As shown in the table, respondent students rated the helpfulness of plasma television programs for learning as 9.5% greatly helpful, 17.4% helpful, 37.4% some what helpful and 35.8% not helpful for learning.

It is evident from the table that 37.5% of the 190 respondent favored some what helpful. To this effect, we can say that the plasma television is some what helpful for learning as has been put in plain words by 37.5% of the responses.

The helpfulness of plasma television programs for providing knowledge for further inquiry was indicated as 27.1% greatly helpful.29.2% helpful 30.7% some what helpful and 13% not helpful. This was also confirmed by the interview made with the school

principals (Appendix G) as students and teachers are very much aided by the plasma television programs.

Thus majority 27.1% greatly helpful and 29.2% helpful (56.3%) of 192 respondents were favoring that educational television programs are helpful for providing knowledge for further inquiry.

The reaction of students after viewing the plasma television varies from student to student and also in the way they perceive the transmitted lesson. To know the regularity of their reaction it was asked whether the students frequently work on their lesson after viewing their plasma television programs or not.

Table 17. Students' response to their reaction after viewing the TV lesson

			Responses			
			often,	**occasionally**	**not at all**	
19	Preparing notes after viewing the plasma television programs	**No.**	72	54	64	190
		%	37.9	28.4	33.7	100
20	Comparing information of the plasma television programs with your textbook.	**No.**	34	128	28	190
		%	17.9	67.4	14.7	100

Concerning Table 17, above, 37.9%, which is the majority of the respondents, have often prepare notes after viewing the plasma television lesson. In addition to this 28.4% also responded positively. With the exception of the 33.7% respondents who not at all prepare notes after the lesson. Television programs have the power to stimulate students to self study or further reading, and there fore can literally lead viewers to material not included in the presentation itself.

As assured by majority of students, 37.9% and 28.4% often and occasionally respectively developed a habit of preparing notes after viewing the television programs. It is oblivious that most students spend much of their time taking notes during the transmission which rather interrupt their attention to follow the lesson. They should clearly understand the advantages of note taking after the transmission. It should be taken into consideration that they can revise it while reading; preparing notes and encounter the integrated ness of the lesson with the text books.

As is shown in Table 17, 17.9% of the respondents often compare the information of the television lesson with the text books, and 67.4% occasionally compare it. Conversely 14.7% respondents do not at all compare the information.

Thus majority (67.4%) of the respondent students occasionally compare the information they obtained from the plasma television with their text books. This occasional comparing of the information to the text book is in fact, assumed to be the reason why most of the participant become passive listeners to most television programs during the transmission.

Learning is not a one time shot, it is rather a process that progress with life All teaching learning require their users to assume a certain level of motivation and interest that degree of motivation is likely to be critical factor in the success of a teaching learning programs. Learning design is primarily about creating guideposts, not describing how to walk on a particular path. It is a mistaken assumption that design can create learning. The best that a well designed course, integrated learning resource can offer is the climate in which a learner can choose to learn.

Table 18: Students' response to their attitudes to educational television programs

		Responses						
		Strongly Agree	Agree	Some what	Disagree	Strongly disagree	Don't know	Total
Educational Television programs are motivating	**No.**	35	42	59	36	15	4	191
	%	18.3	22.0	30.9	18.8	7.9	2.1	100
Educational Television programs are instructive	**No.**	35	38	55	44	17	4	193
	%	18.1	19.7	28.5	22.8	8.8	2.1	100

One of the findings of this study is to appraise the attitudes of student's towards Plasma television programs. Students attitude towards television programs depend upon the amount of contact they have with living teachers, the difference between the attitude of television and classroom teachers, how much interested they have in television lessons and their attitudes towards television viewing conditions will determine the attitude of students towards the lessons.

As can be inferred from table 18, respondent students were asked to agree or disagree whether Educational Television programs are motivating or not, and was rated as 18.3 % of strongly agree, 22 % agree, 30.9 % some what agree. Conversely, 18.8% of the respondents disagree and 7.9% strongly disagree. The rest 2.1% of the target group could not respond positively or negatively.

Yet, 26.7 % of the respondents disagree or strongly disagree the motivation of educational television programs; it is known that motivation is the force that draws some one to move toward his desire; motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course, but low language ability of the learners and pace of the television presenters lead to stumpy motivation in learners as Table 35 of student's questionnaire assured.

To this effect we can come up with the idea that the plasma television programs are motivating and can be used effectively as motivational tool as ascertained by the respondent students (18.3% strongly agree and 22% agree making a total of 40.3%)

In contrast, teachers were asked to confirm their level of agreement for the questionnaire educational television programs are motivational, and they were confident that 29.3% strongly agree, 28.3% agree and 42.4% some what agree as educational television programs are motivational, no one of the respondent teachers' disagrees or strongly disagrees on this issue as shown in Table 19.

Table 19: Teachers' response to the motivation of students in the plasma Television lessons. Students are motivated by the plasma television lesson:

		Frequency	Valid Percent
Valid	Strongly agree	27	29.3
	Agree	26	28.3
	Some what agree	39	42.4
	Total	92	100.0

Thus 57.6% (29.3% strongly agree and 28.3% agree) of the respondent teachers confirmed that educational television programs are motivational. Teachers also see that a considerable number of students are not this much motivated in the lesson, this shows as

something missed in the link between the students and the subject taught or the way presented by the plasma television. motivation involves an interest in the learning task itself and also satisfaction being gained from task, draw the students attention to what they can do and understand now compared with before the course of work began, further more effective teaching must win the hearts and minds of pupils if the learning experience is to involve intrinsic motivation, curiosity, interest and a proper educational engagement useful way of eliciting pupils' interest is to pose a question or a problem at the start of the lesson. However, teachers assured majority (57.6%) of the students are on the right truck as motivation is essential for learning.

Similarly the classroom observation check list in table 20 has also proved this reality where students actively participate in answering questions raised by television teachers was taking notes and actively listen the program as motivation is essential for listening.

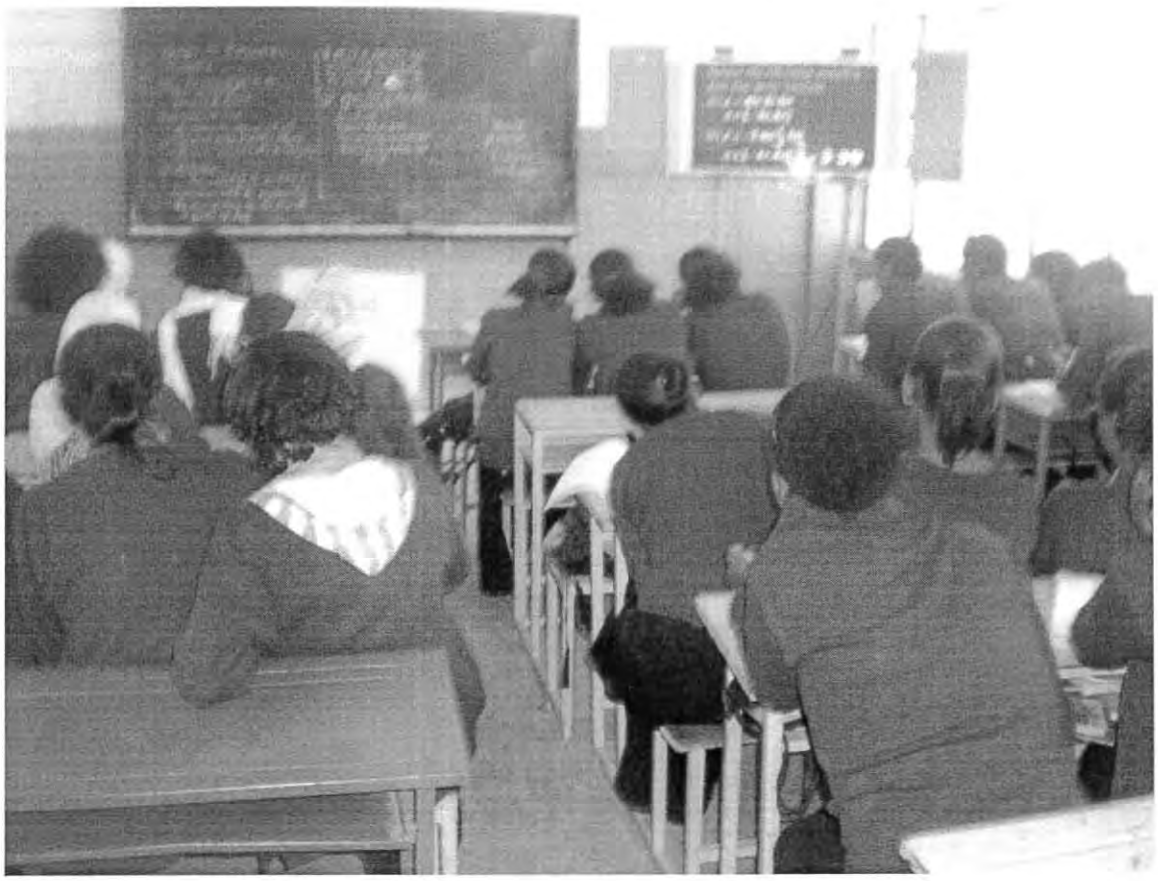

Figure 4. Students Listening to the plasma Television at Addis Ketema secondary school

Table 20: Classroom observation result concerning Items 1 and 3

Students' role	Yes	No
Answer question raised by Television Teacher	√	
Take notes	√	

Therefore the responses of the students, teachers and classroom observations confirmed that educational television programs are motivational.

As can be inferred from table 18 it was asked whether the television programs are instructive or not. Respondent students rated the instructiveness of Educational Television programs as 18.1% strongly agree, 19.7% agree, 28.5% some what agree, 22.8% disagree and 8.8% strongly disagree. Modern educators recognize in instructional media such basis values as concreteness, enrichment and dynamic interest.

In actual fact some one can figure out that educational television programs are instructive as assured by 18.1% strongly agree and 19.7% agree respondents.

This notion is also supported by literature that Television is best used for courses in which the teachers welcome help, subjects where the medium offers special visual advantages and courses which could otherwise not be taught. (Sharma 1970)

Table 21. Students Response for their Motivation after viewing the television

		Strongly Agree	Agree	Some what agree	Disagree	Strongly disagree	Don't know	Total
After viewing the Educational Television I felt motivated in reading more about the course	No.	34	40	57	44	17	1	193
	%	17.6	20.7	29.5	22.8	8.8	.5	100
After viewing the Educational Television, I felt like I have had a good interaction with the teacher	No.	28	27	34	65	35	1	190
	%	14.7	14.2	17.9	34.2	18.4	.5	100

The other finding of this study is the reaction of the students after viewing the plasma television. As shown in table 21, students were asked to agree or disagree whether they are motivated or not in reading more about the course after viewing the plasma television. Evidently 17.6% strongly agree, 20.7% agree, 29.5% some what agree, 22.8% disagree and 8.8% strongly disagree. Majority of students 17.6% strongly agree and 20.7%

agree,(total of 38.3%) are motivated in reading their text books more after viewing the television program as indicated in table 21.

These facts give a clear perceptive that most students believe television programs can provide a better insight into the subject, there fore they not only find it easy but also prefer to write assignments after watching television programs so that they may write the assignments confidently along with provision of additional information based on television programs.

The other factor was that out of 190 respondents 52.6% (of the respondents disagree and strongly disagree) in that they do not consider the Educational television programs as if they had a good teacher. Conversely 14.7% strongly agree, 14.2% agree and 17.9% some what agree as if they had a good teacher.

Thus majority 34.2% disagree and 18.4% strongly disagree (52.6%) of the respondent students considered the plasma television as if they do not get a good teacher.

Television is one way by its nature; students did not get their problems clarified if not every thing is clear, relevant and concrete for the learners; besides the pace of the programs are very fast only intended to cover the whole script with out considering the level of the learners, further more language and note taking problems are the obstacles for plasma television programs not to be considered as if they get a good teachers.

Table 22 the preference of students to the mode of delivery

		Very much Liked	liked	Some what liked	Not at all liked	Do Not know	Total
Television Programs with teachers (the current plasma teaching)	**No**	35	48	42	55	7	187
	%	18.7	25.7	22.5	29.4	3.7	100
Teachers in the class with out TV	**No.**	72	36	31	38	4	181
	%	39.8	19.9	17.1	21.0	2.2	100

Concerning Table 22 above, student perception of liking or disliking of teachers in the class with plasma television and teachers without Plasma television was judged. As

evident from table 22, respondent students who liked the plasma Television with teachers were, 18.7% very much liked, 25.7% liked, 22.5% some what liked, 29.4% not at all liked and 3.7% did not express their opinion negatively or positively. To conclude, one can safely say that majority of the respondents 44.4% very much liked and liked television programs with teachers (the current plasma television teaching-learning)

As evident in Table 22, students were asked to give their views whether they liked to learn by the Teachers in the class with out Television or not. They respond as 39.8% very much liked and 19.9% liked (59.7%) chose to learn by the teacher with out television, on the other hand 17.1% some what liked, 21% not at all liked and the remaining 2.2% reported neither positively nor negatively.

Nevertheless, in both comparisons 29.4% not at all liked television with teachers and 21.0% not liked teacher with out television. These needs due consideration simply we can not put it this percent liked and that percent did not.

At this juncture the rate of liking depends on the two percentages 59.7% liked to learn by teachers with out television and 44.4% wanted to learn by plasma television and teachers.

To this effect 59.7% of the students need to learn by the teacher with out television.

Private school students were asked for their preference of teaching methods and appropriateness of the educational television. Majority of the respondent students (60.2%) chose teachers with out television and 39.8% chose the current teaching system in government schools (teacher with the aid of television) as presented in Table 24.

Table 23. Private school students' response to their preference of the teaching methods

		Frequency	Valid Percent
Valid	Television programs with teachers	37	39.8
	Classroom teachers with out television	56	60.2
	Total	93	100.0

Thus majority of the private school students want to learn by the teachers, however substantial number of students is in need for plasma learning as 39.8% of the respondent assured. All observed problems that are raised in plasma television are content wise no

one rejected the technology. Content problems can be adjusted according to the need and interest of students and teachers. Similarly, the appropriateness of the technology is favored by the entire respondent.

Table 24. Students Response whether the plasma television is interesting or not

Item		Very interested	Interested	Some what interested	Not at all interested	Do not know.	Total
9	**No.**	12	55	74	50		191
	%	6.3	28.8	38.7	26.2		100

Table 24, specifies the interest of student's to educational television, that 6.3% are very interested, 28.8% are interested, 38.7% are some what interested while 26.2 % are not interested at all.

However, there are students who are very interested (6.35%) and interested (28.8%). Thus higher the interests, better the performance of students in educational television. On the other hand 26.2% of the students are not interested at all. Such interest differences are problems for teachers for the reason that it is hard to progress all learners along the same path. Interest is a bridge that connects students with the telecasted program, with out interest there can be no forced listening

From all these perspectives we can deduce that majority (38.7%) of the respondent students assured to be 'some what interested' in plasma television teaching-learning.

Table 25. Teachers' response to the interests of the students'

		Frequency	Valid Percent
Valid	Very interested	5	5.4
	Interested	19	20.7
	Some what interested	52	56.5
	Not at all interested	16	17.4
	Total	92	100.0
Missing	System	2	
Total		94	

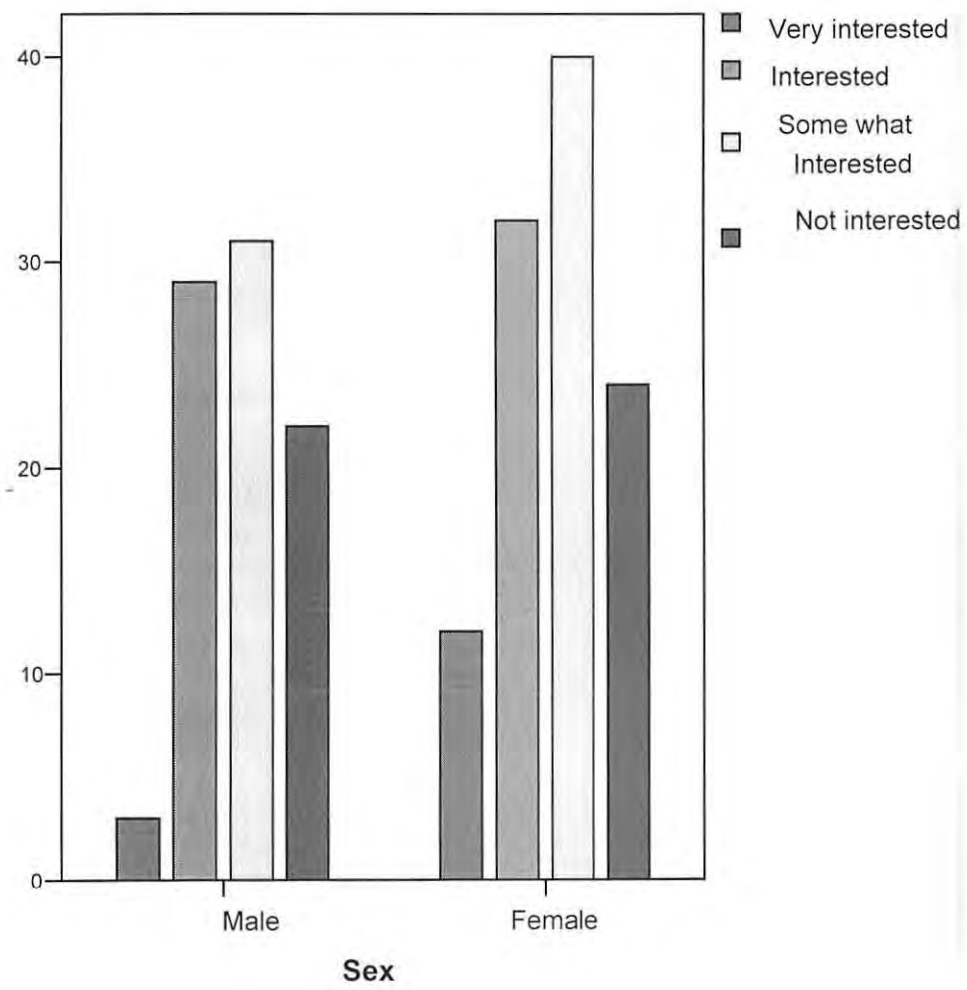

Figure 5. Comparison of plasma television users interest male to female, in plasma television programs

Table 25, above shows the percentage distribution of students' interest in educational television programs as measured by the teachers. As evident from the table teachers rated, 5.4% of the students are very interested, 20.7% are interested while 56.5% are some what interested and 17.4% are not interested at all.

This revels that 56.5% of the respondent teachers assured that their students are some what interested for the plasma television learning. In both students and teachers responses the interest of students was rated as some what interested. Interest drives learning; in the absence of interest the objectives of learning can not be attained. In order to promote

students interest in learning class room instructions should be designed in line with the level and interest of the students, and that ultimately lead to successful learning.

On the other hand teachers were asked how much interested they are in educational television programs and the following table shows their responses.

Table 26. Teachers Interest in Educational Television

		Frequency	Valid Percent
Valid	Very interested	29	32.2
	Interested	30	33.3
	Some what interested	24	26.7
	Not at all interested	7	7.8
	Total	90	100.0
Missing	System	4	
Total		94	

Like wise, teachers' interest to educational television programs was shown in table 26 above as 32.2% of the teachers were very interested and 33.3% interested. On the other hand 26.7% are some what interested and 7.8% are not interested at all. From the findings we can infer that majorities (33.3%) of the respondent teachers are interested and 32.2% very interested in educational television, making a total of 65.5%.

As the interview made with the school principals pointed out teachers are very interested in educational television, earlier than they were very partial now they realized its support for their teaching and changed their minds. Like wise, as stated in the review of literature, for educational television classroom teachers, attitudes of teachers towards educational television vary. Teachers tend to be suspicious of television at the beginning, but suspicion diminishes with experience (Sharma, 1994).

Table 27. Private school students' response to the interest of their friends' that learn by plasma television

		Frequency	Valid Percent
Valid	Very interested	1	1.1
	Interested	4	4.5
	Some what interested	23	25.8
	Not at all interested	50	56.2
	do not know	11	12.4
	Total	89	100.0

The private school students were asked to give their view about the interest of their friends who are currently learning by plasma television in government schools. Private school students' rate the interest of plasma users as seen in Table 27, 1.1% very interested, 4.5% interested, 25.8% some what interested, 56.2% not at all interested and 12.4% do not know.

Thus, majority (56.2%) of the private school students said that their friends who are learning by plasma television are not interested in television education. As shown in Table 28, below the reasons they gave for their friends' lack of interest were that, they complain about the speed 54.0%, language problem 18.4%, no chance of asking and problem of note taking 23.0% and limited help of the teachers 4.6% were some of the main problems indicated as measured by their friends in private schools. The stumpy interest of a lot of government school students who learn by plasma television might arouse negative impact on their friends in private schools as the responses of private school students on the mode of delivery shown on table 23.

Table 28. The reasons given by private school students for their friends' lack of interest

		Frequency	Valid Percent
Valid	Language problem	16	18.4
	Speedy	47	54.0
	No chance to asking and note taking problem.	20	23.0
	Teachers limited help	4	4.6
	Total	87	100.0
Missing	System	7	
Total		94	

To contrast the effect the private school students were asked if they had had a chance to learn by plasma television how much interested they would have been to educational television programs. Table 29 presents the responses as 2.1% very interested, 1.1% interested, 25.5% some what interested and 71.3% are not interested at all.

Table 29. Private school students' response to the inquiry if you had had the chance how much interested you would have been to learn by plasma television.

		Frequency	Valid Percent
Valid	Very interested	2	2.1
	Interested	1	1.1
	Some what interested	24	25.5
	Not at all interested	67	71.3
	Total	94	100.0

Consequently, majority 71.3% of the respondent students in private school do not have interest to learn by plasma television. These shows that how much negative attitude is developed in the private schools towards plasma television.

The appropriateness of educational television is not seen as new technological changes actually forcing their way into schools but rather seen as individuals interest imposed on schools. Of course, new ways have their enemies as well as their friends. Skeptics viewing the new educational technology shake their heads or make bombastic statements.

Table 30. Suitability of broadcast duration

Item		10 minutes	15 minutes	20 minutes	30 minutes	40 minutes	Total
10	**No.**	20	19	67	59	23	188
	%	10.6	10.1	35.6	31.4	12.2	100

So far as suitability of duration of transmission is regarded 20 minutes duration is suitable as can be shown in Table 30, where 35.6% chose 20 minutes. while other options where 31.4% 30 minutes, 12.2% 40 minutes, 10.6% 10 minutes and 10.1% 15 minutes. Thus, the 20 minutes duration of the TV programs is suitable to satisfy the needs of the students.

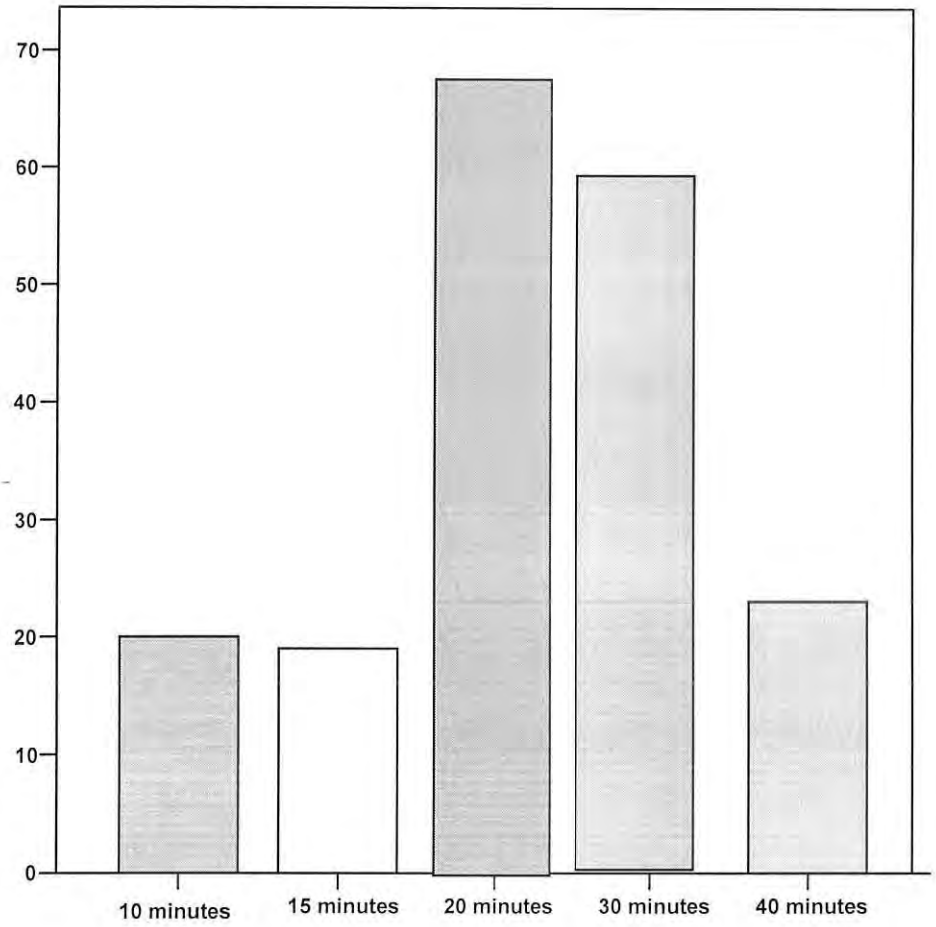

Figure 6. The ideal duration of one television program

What is required from the students is undivided attention to follow the television programs; it needs to be relatively short but increasing with age and level. However, it is determined the way it is presented, how it is interesting and motivating that establishes its duration. The television programs should not take much of the classroom teacher's time because interactive learning is encouraged by the classroom teachers than television programs. The classroom teacher also need time to paraphrase the main points raised in the television programs, elucidate the questions posed by the students and ask questions to stabilize the lesson.

As can be seen from Table 31 the performance, communicative skills and presentation of information of the plasma television teachers was rated by the students

Table 31. Students Response to Plasma Television Presenters capability and skill

		Excellent	Very good	Good	poor	do not know	Total
Performance of teacher in the TV program in your view	**No.**	54	83	53			190
	%	28.4	43.7	27.9			100
Communicative skills of the presenter in TV program in your view	**No.**	17	49	92	27		185
	%	9.2	26.5	49.7	14.6		100
Presentation of information of teacher in the TV program in your view	**No.**	52	61	55	15	5	188
	%	27.7	32.4	29.3	8.0	2.7	100

Out of 190 respondent students majority of them 43.7% rated the performance of the presenter as very good, 28.4% Excellent and 27.9% good on Table 31 It is evident that the performance of the television teachers is very good as majority (43.7%) of the respondent students assured.

Similarly respondent classroom teachers rated the performance of the plasma television teacher as 44.7% very good, 33% excellent, 20.2% good and 2.1% poor, as can be seen in Table 33 below. There fore the responses of both teachers and students 44.7% and 43.7% very good in that order favors the performance of the television teachers as very good.

A television teacher should be intimately familiar with his subject to the degree that he will recognize immediately when production procedures in televising the lesson will in any manner threaten the integrity of his teaching. A Television teacher should be experienced, at the level of instruction and in live classrooms. In other words, he should have a clear and profound knowledge of his audience. A television teacher should be, within the limits of his teaching area and grade level.

Table 32. Teachers response to the Performance of plasma Television presenter

		Frequency	Valid Percent
Valid	Excellent	31	33.0
	Very good	42	44.7
	Good	19	20.2
	Poor	2	2.1
	Total	94	100.0

Table 31 specifies the communicative skills of the plasma television program presenters in view of the students were rated as 9.2% excellent, 26.5% very good, 49.7% good and 14.4% poor. That is to mean majority (49.7%) of the respondent rated as good.

Accordingly, the communicative skill is good as stated by 49.7% of the students. Some students complain that the presenters articulate words in different way than their previous know how and use difficult words that they could not understand. So that it is why most students rated as good rather than excellent or very good. As a result many students are troubled about the language used. This is considered as a barrier for effective communication between the television teacher and students.

Likewise, teachers also rated the communicative skills of the presenters in their subject areas as 28.7% excellent, 31.9% very good, 34% good and 5.3% poor as seen in Table 33 below. Hence, majority of the teachers also rated the communicative skills of the plasma television program presenters as excellent 28.7% and very good 31.9% making a total of (60.6%).

Effective communication skills develop mutual understanding, hold attention and eliminate barriers, so for effective learning the plasma televisions should be presented by individuals having such characters to seize the students' attention.

Table 33 Teachers response to the Communicative skills of the Television presenter

		Frequency	Valid Percent
Valid	Excellent	27	28.7
	Very good	30	31.9
	Good	32	34.0
	Poor	5	5.3
	Total	94	100.0

Table 32, shows students' opinion for judging the quality of plasma Television programs presenters' capability of presenting information. The table reveals that majority of the respondent students rated as, 27.7% excellent, 32.4% very good and 29.3% as good.

Thus majority of students revealed the presenters' capability in presenting the information as very good.

Table 34. Teachers response to the Presentation of information by television teacher

		Frequency	Valid Percent
Valid	Excellent	25	26.6
	Very good	38	40.4
	Good	24	25.5
	Poor	5	5.3
	Do not know	2	2.1
	Total	94	100.0

Similarly, teachers reported in Table 34 above the presentation of information by the television teachers as 26.6% excellent, 40.4% very good, 25.5% good 5.3% poor and 2.1% I do not know. Hence, the presentation of information exposed by 67% of the respondent teachers as excellent and very good, then it can be confirmed as very good.

The way the information presented will lead the learners where to focus, where to give attention, how to connect ideas and guide for further inquiry. The skill of the presenter matters in all the programs, he has to be well experienced and a person who was working in schools.

It was found that perception of students on each subject need to be seen on each grade level and for each subject separately to know the quality of the programs. Therefore it is presented below for the four grade levels of secondary education considered in the study.

Table 35. Grade 9 students Perception to subjects

		Excellent	V.Good	Good	Fair	Poor	Don't Know	Total
English	**No.**							
	%							
Maths	**No.**	4	16	14				34
	%	**11.8**	**47**	**41.2**				
Biology	**No.**	16	11	7				34
	%	**47**	**32.4**	**20.6**				
Chemistry	**No.**	12	14	8				34
	%	**35.3**	**41.2**	**23.5**				
Physics	**No.**	10	18	6				34
	%	**29.4**	**52.9**	**17.6**				
Civics	**No.**	7	17	10				34
	%	**20.6**	**50**	**29.4**				

As depicted in table 35, student perceptions on the quality of the telecasted programs were judged on each subject according to the grade level. As Table 36 shows grade 9 students rated mathematics as 11.8% excellent, 47% very good and 41.2% good. Thus grade 9 Mathematics was presented in very good manner as 47% of the students rated it as very good.

Similarly they rated the quality of grade 9 Biology as 47% excellent, 32.4% very good and 20.6% good. From this we can conclude that grade 9 Biology is excellent as majority (47%) of the respondent students accepted it.

Students also measured Chemistry of the same grade as 35.3% excellent, 41.2% very good and 23.5% good. Thus, Chemistry for this grade level was rated as very good as majority 41.2% of the respondent students in grade 9 approved.

Concerning Physics for grade 9 the Table presents the findings of this study as 29.4% excellent, 52.9% very good and 17.6% good. Therefore the quality of physics is very good as 52.9% of the respondent grade 9 students judged. On the other hand many students gave their views on Civics as 20.6% excellent, 50 % very good and 29.4 % good. Hence majority (50%) of the respondent accept it as very good.

Table 36. Grade 10 students Perception to subjects

		Excellent	V.Good	Good	Fair	Poor	Don't Know	Total
English	**No.**							
	%							
Maths	**No.**	22	10	12	4	2		50
	%	40.7	18.5	22.2	7.4	3.7		
Biology	**No.**	25	10	9	3	4		51
	%	46.3	18.5	16.7	5.6	7.4		
Chemistry	**No.**	21	18	4	4	2		49
	%	38.9	33.3	7.4	7.4	3.7		
Physics	**No.**	21	18	4	4	2		49
	%	38.9	33.3	7.4	7.4	3.7		
Civics	**No.**	5	3	3	1			12
	%							

Grade 10 students expressed their view about the quality of the broadcasted lesson on the plasma television as follows.

According to Table 36 students responded to Mathematics 40.7% excellent, 18.5 % very good and 22.2% good, 7.4% fair and 3.7% as poor. Thus, mathematics is presented in an excellent way and liked by most students. Like wise students rated Biology as 46.3% excellent, 18.5% very good, 16.7% good, 5.6% fair and 7.4% poor. For this reason, 46.3% of the respondent students confirmed as excellent. Students rated chemistry and physics equally and 38.9% excellent, 33.3% very good, 7.4% good, 7.4% fair and 3.7% poor. To this effect majority of the respondents confirmed as excellent.

Civics is one of the subjects that has been transmitted to schools but only 12 students from grade 10 respond to the questionnaire on civics and due to low respondents it is not included in the analysis.

Table 37. Grade 11 students Perception to subjects

		Excellent	V.Good	Good	Fair	Poor	Don't Know	Total
English	**No.**							
	%							
Mathematics	**No.**	26	21	9	4	2		62
	%	41.9	32.8	14.6	6.25	3.12		
Biology	**No.**	23	17	14	4	5		63
	%	35.9	26.6	21.9	6.25	7.8		
Chemistry	**No.**	15	34	9	3	5		61
	%	23.4	53.1	14.6	4.7	7.8		
Physics	**No.**	22	18	13	4	4		61
	%	34.4	28.1	20.3	6.25	6.25		
Civics	**No.**	8	9	2			18	37
	%	12.5	14.6	3.12			28.1	
Business Education	**No.**						26	26
	%						40.6	
Technical Drawing	**No.**	7	8	2			14	34
	%	10.9	12.5	3.12			21.9	
Economics	**No.**						33	33
	%						51.5	

According to Table 37, above Grade 11 students account the quality of mathematics television program as 41.9% Excellent, 32.8% very good, 14.6% good, 6.25% fair and 3.12% poor. Consequently, the presentation and eminence of grade 11 Mathematics is excellent as assured by majority (41.9%) of the respondents.

- Likewise, Biology was rated as 35.9% excellent, 26.6% very good, 21.9% good, 6.25% fair and 7.8% poor. Therefore the presentation of Biology is excellent as measured by the respondent students. On the other hand grade 11 chemistry is considered as very good as majority 53.1% of the respondent approved.

Physics was rated as 34.4% by majority as excellent and 28.1% very good, 20.3% good, 6.3% fair and 6.3% poor. As a result physics quality of production is excellent as confident by 34.4% of the respondent students. Conversely, as can be seen from the table Civics, Business education, Economics and Technical Drawing were measured as I do not know by majority of the respondents; except civics the other subjects are partially given for some departments, these incomplete responses were not included in the analysis.

Table 38. Grade 12 students Perception to subjects

		Excellent	V.Good	Good	Fair	Poor	Don't Know	Total
English	**No.**							
	%							
Mathematics	**No.**	17	11	10	1	1		40
	%	41.5	26.8	24.4	2.43	2.43		
Biology	**No.**	19	9	5	4	3		40
	%	46.3	21.9	12.2	9.7	7.3		
Chemistry	**No.**	12	21	7				41
	%	29.3	51.2	17.1				
Physics	**No.**	18	11	8	2			39
	%	43.9	26.8	19.5	4.8			
Civics	**No.**	11	6	4	2		16	39
	%	26.8	14.6	9.7	4.8		39.0	
Business Education	**No.**						34	34
	%						82.9	
Technical Drawing	**No.**	6	8	2	2		18	36
	%	14.6	19.5	4.8	4.8		43.9	
Economics	**No.**						36	36
	%						87.8	

Concerning Table 38, the way it is presented and the quality of production of Mathematics, Biology, and Physics was gauged as excellent by grade 12 majority students, 41.5%, 46.5% and 43.9% correspondingly. Chemistry was very good as 51.2% of the students assured. The remaining subjects were rated as I do not know by majority of the students because except Civics the other subjects are not common for all the students. English programs are not on air due to change in the curriculum.

Table 39. Students response about the problems they faced while learning by plasma.

	Frequency	Valid Percent
The pace of the presenters	42	21.8
Difficult to take notes	38	19.7
Time for class activities is very short	27	14.0
Teachers time is very short and can not help us	33	17.1
The language and slang is difficult to understand	53	27.5
Total	193	100.0

The other factors in Table 39 that students rated as barrier in plasma television teaching learning were that 21.8% the pace of the presenters, 19.7% difficult to take notes, 17.1% teachers time is very short can not help us, 27.5% difficultness of the language and slang of the presenters, and 14.0% short time for class activities were the major problems raised by the respondent students.

From this we can conclude that majority of the students face problem in language as assured by 27.5% of the respondents. However there are also problems in the pace of the presentation, and note taking.

It is seen during the class observation that students do not cope up with the flow of the television while taking notes and doing the activities. On the other hand students want teachers to get more time and discuss the difficult concepts they face.

Table 40. Students suggestion to make television programs more effective for better in sight

	Frequency	Percent	Valid Percent
If the pace of the presenters adjusted	54	28.0	28.1
If language problem solved	49	25.4	25.5
If time given for the classroom teachers	44	22.8	22.9
If enough time given for class activities	26	13.5	13.5
If note taking problems solved	19	9.8	9.9
Total	192	99.5	100.0
Missing System	1	.5	
Total	193	100.0	

As depicted in Table 40 students gave their proposition for the better insight of the plasma television in the future. The suggestions given were rated as 28.1% if the pace of the presenters adjusted, 25.5% if language problem solved (if easy words and familiar slang used) 22.9%if teachers get enough time for discussion, 13.5% if enough time given for the activities and 9.9% if note taking problem solved.

Thus, a considerable number (28.1%) of the respondent students suggested for the adjustment of the pace of the presenters from the stand point of their problems while learning by plasma television. The other views also insight certain points which could help the producers in their future endeavors. Language problem which was rated by 25.5% of the respondent is shown as a challenge for the learners, similarly teachers time is short and need enough time to as proposed by 22.9% of the respondent. The remaining views are time for activities and problem of note taking where considered among the main challenges as rated by 13.5% and 9.9% respectively.

There is much evidence that active participation by the class increase the effectiveness of learning, here students are challenged by a lot of difficulties while learning.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

In Ethiopia Educational Television (Plasma TV) is a syllabus based teaching medium for secondary government schools in selected subjects. Accordingly the non government schools (private schools) do not use the Educational Television programs which are broadcasted from the center; they rather use face to face contact with the teachers.

The findings of this study confirm the reasons given in the literature for choosing Educational Television as an instructional technology.

Information acquired from School principals and Media personnel suggests that Educational television is chosen as an instructional technology to solve the problems of dearth of qualified teachers, lack of laboratories, and other teaching materials and above all as a mechanism for that rural students' receives the same educational opportunity as do their urban counterparts.

During the implementation of plasma television many people considered, plasma television as a substitute and the only source of learning and information where as the teachers are ideal and can not support the teaching-learning.

Conversely, the teacher is the main agent in the plasma lesson where by he arranges and introduces lesson before the program, facilitate during the broadcast and highlight the main points after the lesson. The television teacher and classroom teachers work in collaboration with each other. Plasma television objective is to assist classroom teacher and enhance learning not to replace. Learning by Television by its nature requires a suitable purposeful interaction of students with their classroom teachers. Students' interest and motivation is imperative to follow the plasma television in the teaching-learning process.

Accordingly, it is the students' utmost responsibility to take care of their own learning. It is up to them to find out what must be done in different situation to different subjects. They have to acquire the ability to use what they have learnt in their daily activities, especially at grades 11 and 12 i.e the initial grade levels of pursuing tertiary level learning.

To this end, this study focused on an exploration of some facilitating and impeding factors of plasma television with particular reference to Minilik II, Addis Ketema, Abiot Kirs, Kokebe Tsibha and Entoto Amba government secondary schools. Further more to contrast the effect Kale Hiwot, Asai, Miskaye Zuna, private secondary school students were included.

To achieve its objective, some related literature have been reviewed and discussed so as to give insight on the failure and success of plasma television programs in secondary schools.

In the study 200 students and 100 teachers from government secondary schools and 100 private school students (non users) were randomly selected (see Appendix A) to give their response on the designed students' questionnaire (see Appendixes B,D,F) which has three parts

1. Government school Students (Users) questionnaire I which comprises 28 close ended and two open ended items.

2. Private school students' (Non-Users) questionnaire II with 9 items close ended and 3 open ended items.

3. Government school teachers' questionnaire III encompasses 21 close ended and one open ended items was designed and administered as one of the instruments of the aforementioned study.

In addition to this, the study included 5 school principals and 5 Educational Media Personnel for an interview of 12 semi structured items (see Appendixes G, H)

The third instrument employed in which five real-life classroom observations were conducted in each selected government secondary schools to bridge the gap that might arise either in the first or/and second instruments. The classroom observation was no doubt, accompanied with the then designed class room check list.

Finally the responses of respondents were tabulated, discussed and analyzed using percentage frequency distribution of the major identified plasma television facilitating and impeding factors in secondary school.

5.1.2 Conclusions

This study attempted to find out and identify the major factors that facilitate or impede educational television in the classroom. Similarly, the study has also tried to discuss and analyze the major findings that hinder Educational television teaching-learning thereby giving insight to both teachers and students as to how to minimize the problem of educational television teaching-learning to certain extent.

In general, Educational Television enriches the quality of learning at secondary level of the education system because it is invaluable in presenting what schools do not and where schools have no chance to use it otherwise. Gordon, (1970) TV "enrich" subject matter in schools, but considerable evidence shows that educational TV "enriches" just as fully. Accordingly, the under listed conclusions are drawn based on the findings of the study:

Students concentrate mostly to classroom teachers and do not take the television lesson seriously into account as most of the plasma television lessons are not integrated to the pace of the students. Pace of the television program presenters and Language problem were considered major hindering factors. Whereby, pace and language problem abridged the means for effective communication and transcription.

Reduced interests of most students to educational television do not inspire them to track the plasma lessons attentively. Thus it was observed that students were not fully interested in educational television programs. The understandability of the plasma television is questioned.

Classroom teachers need time to accomplish their responsibilities and their roles in television classrooms. The Limited share of classroom teacher's time did not allow playing the roles and techniques employed in plasma television teaching-learning and reduced the interactive ness of the lesson. The reduction of interactivity in the class also reduced the roles of the students.

Students were found in an advantageous situation when taught by medium they already accustomed to. Nevertheless, Students' low exposure of educational television programs in preceding classes and irrelevant rumors developed pessimistic attitude towards plasma television teaching-learning.

Students can improve their scholastic achievement if the plasma television lessons are relevant to the learners' capability. The study revealed that the television lessons are not wholly relevant to text book, level of students and pace of students. Low relevance of the lessons reduced their motivation and curiosity.

The telecasted satellite television programs reach the intended target group and meet its objective if situation favors its conduction. This assessment discovered that power interruption and maintenance problems at the receiver end causes disruption of the plasma television programs.

5.1.3 Recommendations

The henceforth recommendations are made based on the findings of the study and arrived at conclusions:

1. The television programs have to be revised to meet the need of the students. (pace, relevance and level of language)
2. Language development at early level assist students to follow the Education Television programs and early English television programs is required.
3. Teachers should give due consideration for the plasma television by preparing themselves and making arrangements before, during and after the lesson.

4. Students are biased about the plasma television, continuous awareness creation programs has to be executed, especially for grade 9 new comers to the secondary education.
5. The television classes should be supported with video cassette, or digitized programs through the internet to give chance to review the missed program or for additional support
6. The attitude of teachers and students need consideration. The attendance rate could increase with the provision of adequate equipment, as the attitude of both teachers and learners are positive.
7. Teacher's and Student's guides are to be prepared and distributed prior to the beginning of the academic year.
8. Evaluation and feedback arrangements must be used to monitor students' and teachers' reaction regarding the Television programs for suitability of needs.
9. Students will pay utmost attention to plasma television programs, if format of the programs is based on student-teacher discussion, classroom situation, insertion of actual scenes, and when inflame motivation and interest.
10. Further research needs to be conducted in order to study the area.

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በትምህርት መገናኛ ዘዴዎች ቅንጅታዊ አጠቃቀምና የወደፊት አቅጣጫ ዐውደ ጥናት ለውይይት የቀረበ ጽሁፍ ያልታተመ ትመዘድ ፣(1990)

የትምህርት መገናኛ ዘዴዎች የሁለተኛ ደረጃ ት/ቤቶች ሳቴላይት ፕላዝማ ቴሌቪዥን አጠቃቀምና ምዘና ጥናታዊ ሪፖርት ያልታተመ (2007)

Appendix A

The grade level the teacher teaches * the subject the teacher teaches * Sex of the teacher Crosstabulation

Sex of the teacher	Grade Level the teacher teaches	The subject the teacher teaches								Total
		Maths	English	Biology	Chemistry	Physics	Civics	Economics	Business Education	
Male	Grade 9	4	1	2	2	2	0	0		11
	Grade 10	4	1	4	3	1	0	0		13
	Grade 11	4	1	4	3	4	3	0		19
	Grade 12	4	1	1	2	3	0	1		12
	Total	16	4	11	10	10	3	1		55
Female	Grade 9	3	1	3	3	1	0	0	0	11
	Grade 10	5	1	3	3	1	0	0	0	13
	Grade 11	0	0	2	1	0	1	0	1	5
	Grade 12	1	1	4	1	0	2	1	0	10
	Total	9	3	12	8	2	3	1	1	39

Grade * sex *interest Cross tabulation of students (users of the plasma television)

sex	Grade	interest				Total
		very interested	interested	some what interested	not interested	
male	grade 9	1	5	2	5	13
	grade 10	1	10	6	8	25
	grade 11	0	10	11	4	25
	grade 12	1	4	12	5	22
	Total	3	29	31	22	85
female	grade 9	3	4	8	6	21
	grade 10	5	8	11	5	29
	grade 11	3	16	14	6	39
	grade 12	1	4	7	7	19
	Total	12	32	40	24	108

Appendix -B.

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

PUBLIC SCHOOL STUDENTS' QUESTIONNAIRE

(EDUCATINAL TELEVISION USERS)

Dear students'

This questionnaire has been designed to be filled out by selected Public secondary school students of Addis Ababa.

The main objective of the questionnaire is to investigate some of the factors that impede television education. The questionnaire comprises questions on personal and situational factors. This encompasses questions on attitude, interest, content, integration, performance, relevance and perception of students in Educational Television teaching - learning process. The genuine answer you give will contribute much to the success of the study.

Thank you very much in advance

Note: Writing your name is not necessary

Please, write down the Following.

Name of the school_____

Grade_____

Sex_____

Age _____

Closed ended questionnaire I

Dear student please, read the following points and choose any one of the options that influences your behavior then put a " √ "mark in the appropriate box to show the factor.

The following statements describe some thing about Educational Television, please give your view

		Rating scale					
		Strongly Agree	Agree	Some what	Disagree	Strongly disagree	Don't know
1	Educational TV programs are motivating						
2	Educational TV programs are instructive						
3	Educational TV programs are understandable						

Did the TV programs give you the following feeling after viewing? Following are a few statements that describe view about educational television.

		Rating scale					
		Strongly Agree	Agree	Some what	Disagree	Strongly disagree	Don't
4	I felt motivated in reading more about the course						
5	I had a feeling of being attached with the lesson						
6	I felt like I have had a good interaction with the teacher.						

How much do you like the following teaching methods? Learning by

		Rating scale				
		Very much liked	liked	Some what liked	Not at all liked	Do not know
7	Television Programs with teachers					
8	Teachers in the class with out TV					

9. How much interested are you in watching educational television in the class?

Very interested	Interested	Some what interested	Not at all interested	Do not know.

10. If duration of the TV program was not suitable, in your opinion what should be an ideal duration?

10 minutes	15 minutes	20 minutes	30 minutes	40 minutes

Did you find the Educational television programs of your course relevant, in terms of the following?

		Rating scale				
		Greatly relevant	Relevant	Some what relevant	Not relevant	No view
11	Relevance to textbooks					
12	Relevance to level of the students					
13	Relevance to pace of the students					

Did you find Educational television programs of your course?

		Rating scale			
		Greatly understandable	Understandabl e	Some what understandable	Not understandable
14	The information given in the TV programs				
15	The contents of the programs were explained in a language				
16	The facts and figures in the Television programs of your lessons are				

How do you find the Educational television programs of your courses in terms the following? (please tick the appropriate column)

		Rating scale			
		Greatly helpful	Helpful,	Somewhat helpful	Not helpful
17	for studying				
18	Provide knowledge for further inquiry				

Did you do the following after watching TV programs of your course? Please indicate whether you did those: (please tick the appropriate column)

		Rating scale		
		often,	**occasionally,**	**not at all**
19	Preparing notes after watching TV programs			
20	Comparing information of the TV programs with your textbook.			

How much did you find the following integrated with the TV programs of your courses?

		Rating scale				
		Strongly integrated	integrated	Some what integrated	Not integrated	Don't know
21	Integration of TV programs with your text books					
22	Integration with your assignment & exams					
23	With what the teacher teach (introduce) in the class					

24. Did the TV programs enable you to understand the difficult concepts in your textbook?

Very strongly	strongly	Some what strongly	Not at all	

How do you perceive the quality of the TV program from the stand point of the following? (please tick the relevant box in front of each aspect)

		Rating scale				
		Excellent	v.good	good	poor	Don't know
25	Performance of teacher in the TV program in your view					
26	Presentation and Communicative skills of the presenter in TV program in your view					
27	Presentation style of information in your view					

28. **What is your over all evaluation of the Educational Television programs for the following. Please indicate as to how you rate the quality of TV programs on the whole by ticking the relevant box.**

	Excellent	V.Good	Good	Fair	Poor	Don't Know
English						
Maths						
Biology						
chemistry						
Physics						
Civics						
Business education						
technical drawing						

29. In your view, what are the observed problems in plasma television?

_____

_____

30. How TV programs could be made more effective for better in sight? --

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Thank you

Appendix -C.

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እቅድና ማኔጅመንት የት/ክፍል

የተማሪዎች ቃለ መጠይቅ (የእንግሊዝኛው ትርጉም)

ውድ ተማሪዎች!

ይህ ቃለ መጠይቅ በተመረጡ በአዲስ አበባበ ከተማ በሚገኙ በፕላዝማ ቴሌቪዥን የሚማሩ የመንግስት 2ኛ ደረጃ ት/ቤት ተማሪዎች እንዲሞላ ታቅዶ የተዘጋጀ ነው።

የቃለ መጠይቁ ዋና አላማ ለሁለተኛ ደረጃ ት/ቤቶች እየተላለፉ ያለው የፕላዝማ ቴሌቪዝን ትምህርትን በተመለከተ አንዳንድ ሀኔታዎችን ለማጥናት ነው።

ቃለ መጠይቁ የሚያካትተው ስለራሳችሁ፣ ስለመምህሩና በፕላዝማ ስለሚተላለፈው ትምህርት ብቻ ነው።

የምትሰጡት እውነተኛ ምላሽ ለጥናቱ መሳካት ከፍተኛ እገዛ ያደርጋል

ቅድሚያ አመሰግናለሁ።

ማሳሰቢያ፦ ስማችሁን መጻፍ አስፈላጊ አይደለም

የሚቀጥለውን ፃፍ/ፊ

የትምህርት ቤት ስም_____

የክፍል ደረጃ _____

ዕድ_____

አማራጭ መልስ ያላቸው ጥያቄዎች፣
ውድ ተማሪ
አባክህን/አባክሽን ከተሰጡት አማራጮች የሚገባውን በመምረጥ "✓" በማድረግ መልሱ። የሚከተሉት ሀሳቦች የቴሌቪዥን ትምህርት ሁኔታን የሚገልጹ ናቸው። ስለዚህ በአንተ/በአንቺ አመለካከት የምትስማማበት/የምትስማሚበትን በተገቢው ቦታ ምልክት √ በማድረግ መልስ ስጥ/ስጭ።

		ምላሽ					
		በጣም እስማማለሁ	እስማማለሁ	በመጠኑ እስማማለሁ	አልስማማም	በከፍተኛ ደረጃ አልስማማም	አላውቀውም
1	ትምህርት በቴሌቪዥን ሲቀርብ ያነቃቃል						
2	ትምህርት በቴሌቪዥን ተገቢ መማሪያ ነው						
3	ትምህርት በቴሌቪዥን በግልጽ ይገባል						

የትምህርት ቴሌቪዥን ፕሮግራሞችን ከተመለከትክ/ሽ በኋላ ከታች ለተዘረዘሩት ሀሳቦች የሚሰማህን/ሽን ተገቢ ነው በምትለው/ይው ቦታ ምልክት በማድረግ መልስ ስጥ/ስጭ።

		ምላሽ					
		በጣም እስማማለሁ	እስማማለሁ	በመጠኑ እስማማለሁ	አልስማማም	በከፍተኛ ደረጃ አልስማማም	አላውቀውም
4	ስለትምህርቱ እንዳነብ ይገፋፋኛል						
5	ከትምህርቱ ጋር እንድቆራኝ ያደርገኛል						
6	በጥሩ መምህር እንደተማርኩ ያህል እረካለሁ።						

የትኞችን የመማሪያ ስልቶች ትመርጣለህ/ትመርጫለሽ

		ምላሽ				
		እጅግ በጣም እወዳለሁ	እወዳለሁ	በመጠኑ እወላለሁ	አልወድም	የማውቀውም የለም
7	በቴለቪዥንና መምህሩ በሚያስተምረው /አሁን በጥላዝማ እየተሰጠ ባለው ሁኔታ					
8	በመምህሩ ብቻ ያለ ቴሌቪዥን					

9. ለቴሌቪዥን ትምህርት ምን ያህል ፍላጐት አለህ?

ከፍተኛ ፍላጐት አለኝ	ፍላጐት አለኝ	መጠነኛ ፍላጐት አለኝ	ምንም ፍላጐት የለኝ	የማውቀው የለም

10. የቴሌቪዥን ትምህርት የስርጭት ጊዜ ርዝማኔ ተስማሚ ካልሆነ በአንተ/በአንቺ አስተያየት ሰንት ቢሆን ተስማሚ ነው።

10 ደቂቃ	15 ደቂቃ	20 ደቂቃ	30 ደቂቃ	40 ደቂቃ

የሚቀርበው ትምህርት በቴሌቪዥን ለትምህርትህ ምን ያህል ተጨባጭ ሆኗል፣

		እጅግ ተጨባጭ	ተጨባጭ	በመጠኑ ተጨባጭ	ተጨባጭ አይደለም	ሃሳብ የለኝም
11	ከመማሪያ መጽሐፍቱ ጋር ይጣጣማል					
12	ከተማሪዎቹ የት/ደረጃ ጋር ይጣጣማል					
13	ከተማሪዎች የመማር ፍላጎት ጋር ይጣጣማል					

ከታች ለተዘረዘሩት የትምህርት በቴሌቪዥን ፕሮግራም ሀሳቦች የሚሰማህን ተገቢ ነው በምትለው ቦታ ምልክት በማድረግ መልስ ስጥ/ስጭ።

		መስፈርቱ			
		እጅግ በጣም የሚገባ	የሚገባ	በመጠኑ የሚገባ	ምንም የማይገባ
14	በቴሌቪዥን እየተሰጠ ያለው ትምህርት በቀላሉ ይገባል				
15	ይዘቱ በሚገባ ቋንቋ ተገልጿል				
16	ፍሬ ሀሳቦችና ቁጥር አዘል የሆኑ መረጃዎች በትክክል ይገባሉ				

የትምህርት ቴሌቪዥን ፕሮግራም፣

		መስፈርቱ			
		በከፍተኛ ደረጃ አጋዥ	አጋዥ	በመጠኑ አጋዥ	አጋዥ አይደለም
17	ለትምህርት አጋዥ ነው				
18	እውቀት ለመስጠትና ለተጨማሪ ዝግጅት የሚያነሳሳ ነው				

ከሚከተሉት የትኞቹን የትምህርት ቴሌቪዥንን ከተመለከትክ በኋላ ፣
ታከናውናለህ/ሽ

		መስፈርቱ

		ሁሌም	አልፎ አልፎ	ፈጽሞ አላከናውንም
19	የቴሌቪዥን ትምህርቱን ከተከታተልኩ በኋላ ኖት አዘጋጃለሁ			
20	ከቴሌቪዥን ያገኘሁትን መረጃ ከመጽሐፍቴ ጋር አገናዝባለሁ።			

ከሚከተሉት የትኞቹ የመማሪያ መንገዶች ከቴሌቪዥን ትምህርትህ/ሽ ጋር የተቆራኙ ናቸው?

		መስፈርቱ				
		በጣም የተቆራኙ	የተቆራኙ	በመጠኑ የተቆራኙ	አይቆራኙም	የማውቀው የለም
21	የቴሌቪዥን ትምህርቱ ከመማሪያ መጽሐፉ					
22	የቴሌቪዥን ትምህርቱ ከቤት ሥራና ከፈተናዎች ጋር					
23	የቴሌቪዥን ትምህርቱ የክፍል መምህሩ ከሚያስተምረው ጋር					

24 የቴሌቪዥን ትምህርቱ ከመጽሃፍትህ/ሽ ውስጥ ያሉ አስቸጋሪ ፍሬ ሀሳቦችን ለማወቅ (ለመረዳት) ረድቶህ/ሽ ያውቃል ?

በጣም በተጠናከረ ሁኔታ ረድቶኛል	በጠንካራ ሁኔታ ረድቶኛል	በመጠኑ በጠነከረ ሁኔታ ረድቶኛል	ፈጽሞ አልረዳኝም

የምትማረው የቴሌቪዥን ትምህርት ጥራትን በተመለከተ ያለህ/ሽ አመለካከትን ለማወቅ የቀረቡ ጥያቄዎች ናቸው ተገቢ ነው የምትለውን/ይውን መልስ አስቀምጥ/ጭ

		እጅግ በጣም ጥሩ	በጣም ጥሩ	ጥሩ	ዝቅተኛ	ፈጽሞ አላውቅም
25	የቴሌቪዥን መምህሩ የማስተማር ብቃት በራስህ አስተሳሰብ					
26	የቴሌቪዥን መምህሩ የንግግርና አቀራረብ ችሎታው					
27	የመምህሩ አቀራረብ ዘዴ					

28. በቴሌቪዥን ከሚተላለፉት ትምህርቶች በጥራት አቀራረባቸው ሲለኩ፣ በአንተ/ቺ አመለካከት

		እጅግ በጣም ጥሩ	በጣም ጥሩ	ጥሩ	ደህና	ዝቅተኛ	አላውቀውም
	እንግሊዝኛ						
	ሂሳብ						
	ባዮሎጂ						
	ኬሚስትሪ						
	ፊዚክስ						
	ሲቪክስ						
	ቢዝነስ ኢዱኬሽን						
	ቴክኒካል ድሮዊንግ						

29. በአንተ አስተሳሰብ በፕላዝማ የቴሌቪዥን ትምህርት ላይ የሚያጋጥሙ ችግሮች ምን ምን ናቸው?

_____

_____

30. የት/ቴሌቪዥን ፕሮግራምን ውጤታማ ለማድረግ ምን መሆን አለበት።

_____

_____

_____

በጣም አመሰግናለሁ።

Appendix -D.

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

PRIVATE SCHOOL STUDENTS' QUESTIONNAIRE

(NON USERS OF EDUCATINAL TELEVISION)

Dear students'

This questionnaire has been designed to be filled out by selected Private secondary school students' of Addis Ababa. The main objective of the questionnaire is to investigate the feelings and interests of non users in television education. The questionnaire comprises questions on personal and situational factors. The genuine answer you give will contribute much to the success of the study.

Thank you very much in advance

Note: Writing your name is not necessary

Please, write down the Following.

Name of the school_____

Grade_____

Sex_____

Closed ended questionnaire II

Please, choose any one of the options and put a " √ "mark to show the factor that influences your behavior.

1. How frequently do you follow the television programs at home?

Always when ever suitable	daily for short time	often

2. Which programs do you like most?

News	Drama/Film	discussion	Educational programs	music

3. Why do you like them most? Please specify

_____

_____

4. Do you have any information that the public school students use Educational Television Programs?

Yes ☐

No ☐

5. If yes, where did you learn about?

From friends	from the school	from the Media	from parents

6. How much interested are your friends who learn by plasma in government schools?

Very interested	Interested	Some what interested	Not at all interested	Do not know.

7. What reasons do your friends give for their level of interest?

_____

_____

_____

8. If you get the chance, how much interested are you to learn by Television?

Very interested	Interested	Some what interested	Not at all interested	Do not know.

9. Of course, you did not get a chance to learn by TV, how much do you think you missed something?

Very much missed	missed	Some what missed	Not at all missed	Do not know.

10. In your view which teaching methods do you think is appropriate?

Television Programs with teachers	
Teachers in the class with out TV	

11. How do you rate the appropriateness of Television media for education?

Very appropriate	appropriate	Some what appropriate	Not at all appropriate	Do not know.

Open ended questionnaire II

12. What general suggestions do you give about Educational television programs?

THANK YOU

Appendix -E.

አዲስ አበባ ዩኒቨርሲቲ
የትምህርት እቅድና ማኔጅመንት የት/ክፍል
የግል 2ኛ ደረጃ ትምህርት ቤት ተማሪዎች ቃለ መጠይቅ

(የእንግሊዝኛው ትርጉም)

ውድ ተማሪዎች!
ይህ ቃለ መጠይቅ በተመረጡ በአዲስ አበባበ ከተማ በሚገኙ የግል 2ኛ ደረጃ ት/ቤት ተማሪዎች እንዲሞላ ታቅዶ የተዘጋጀ ነው።
የቃለ መጠይቁ ዋና አላማ ለሁለተኛ ደረጃ ት/ቤቶች እየተላለፉ ያለው የፕላዝማ ቴሌቪዝን ትምህርትን በተመለከተ አንዳንድ ችግሮችን ለማጥናት ነው።
ይሁን እንጂ የግል ት/ቤት ተማሪዎች የቴሌቪዥን ትምህርት ተጠቃሚ ባይሆኑም አንዳንድ ሁኔታዎችን ከተጠቃሚ ተማሪዎች ጋር ለማስተያየት ያግዛል በሚል ታሳቢ የተዘጋጀ ስለሆነ መጠይቁን በመመላት እንደምትተባበሩኝ በመተማመን የቀረበ ሲሆን ቃለ መጠይቁ የሚያካትተው ስለራሳችሁና ስለቴለቪዥን ትምህርት ብቻ ነው።
የምትሰጡት እውነተኛ ምላሽ ለጥናቱ መሳካት ከፍተኛ እገዛ ያደርጋል

በቅድሚያ አመሰግናለሁ።
ማሳሰቢያ፦ ስማችሁን መጻፍ አስፈላጊ አይደለም
የሚቀጥለውን ፃፍ/ፊ
የትምህርት ቤት ስም_____
የክፍል ደረጃ _____
ፆታ_____
<u>አማራጭ መልስ ያላቸው ጥያቄዎች፣</u>
ውድ ተማሪ
አባክህን/አባክሽን ከተሰጡት አማራጮች የሚገባውን በመምረጥ " √ " በማድረግ መልስ/መልሽ።

1. እቤትህ/ሽ የቴሌቪዥን ፕሮግራሞችን ምን ያህል ጊዜ ትከታተላለህ/ሽ?

ሁሌም በተመቸኝ ጊዜ	በየቀኑ ለተወሰነ ጊዜ	አልፎ አልፎ

2. ከሚተላለፉት ፕሮግራሞች የትኞቹን የበለጠ ትወዳለህ/ሽ?

ዜና	ድራማና ፊልም	ውይይት	ትምህርታዊ ፕሮግራሞች	መዝሃ

3. ለምን እነዚህን ፕሮግራሞች ይበልጥ ወደድካቸው/ወደድሻቸው?

4. ከ9ኛ እስከ 12ኛ ክፍል ላሉ የመንግስት ት/ቤት ተማሪዎች ትምህርት በፕላዝማ እንደሚተላለፍ ታውቃለህ/ሽ?

አዎ ☐
አይደለም ☐

5. እንደሚተላለፍ ካወቅህ/ሽ መረጃውን ከማን አገኘህ/ሽ

ከጓደኞቹ	ከትምህርት ቤት	ከዜና ማሰራጫ	ከወላጆቹ

6. በፕላዝማ ቴሌቪዥን እየተማሩ ያሉ ጓደኞችህ/ሽ ከሚሰጡት አስተያየት በመነሳት ስትገመግማቸው/ስትገመግሚያቸው ለፕላዝማ ትምህርት ምን ያህል ፍላጎት አላቸው?

ከፍተኛ ፍላጐት አላቸው	ፍላጐት አላቸው	መጠነኛ ፍላጐት አላቸው	ምንም ፍላጐት የላቸውም	የማውቀው የለም

7. በተራ ቁጥር ሰድስት ለተጠቀሰው ፍላጎታቸው መጠን የሚሰጡት ምክንያት ምንድነው?

8. ዕድሉን ብታገኝ/ኚ በፕላዝማ ቴሌቪዥን ለመማር ምን ያህል ፍላጎት አለህ/ሽ?

ከፍተኛ ፍላጐት አለኝ	ፍላጐት አለኝ	መጠነኛ ፍላጐት አለኝ	ምንም ፍላጐት የለኝ	የማውቀው የለም

9. በፕላዝማ ቴሌቪዥን ባለመማርህ/ሽ ማግኘት ከሚገባህ/ሽ ትምህርት ምን ያህል ቀረብኝ ብለህ/ሽ ትገምታለህ/ሽ?

በከፍተኛ ደረጃ ቀርቶብኛል	ቀርቶብኛል	በመጠነኛ ደረጃ ቀርቶብኛል	ምንም አልቀረብኝም	የማውቀው የለም

10. በራስህ/ሽ አስተሳሰብ የትኛው የማስተማሪያ ዘዴ የተሻለ ነው ብለህ/ሽ ትገምታለህ/ትገምቻለሽ?

የክፍል መምህሩና ቴሌቪዥን በጋራ ቢያስተምሩ	
የክፍሉ መምህር ያለ ቴሌቪዥን ረዳትነት ቢያስተምሩ	

12. ቴሌቪዥን እንደ ብዙሃን መገናኛ መሳሪያነቱ የማስተማሪያ መሳሪያ ሆኖ የማገልገሉን ተገቢነትን እንዴት ትመዝነዋለህ/ሽ?

እጅግ በጣም ተገቢ	ተገቢ	በመጠኑ ተገቢ	ተገቢ ያልሆነ	የማውቀው ነገር የለም

12. ትምህርት በቴሌቪዥን ያለህን/ሽን አጠቃላይ አስተያየቶች እባክህ/ሽ በአጭሩ ብትገልጽ/ልጭ

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Appendix -F.

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

Questionnaire for classroom teachers

Dear Teacher:

The main objective of this Questionnaire is to investigate some of the factors that impede Educational television teaching learning in the class. Your response is very significant to this study. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much in advance!

School_____ **Subject you Teach** _____**Grade level** _____

Closed ended questionnaire I

Please, choose any one of the six options and put a " √ "mark to show the factor that influences your behavior.

No		Rating scale		
		Fully	Partially	Not at all
1	Plasma television in each class fulfilled			
2	Teachers guide distributed to schools			
3	Training given for selected teachers for handling the plasma TV			

The following statements explain some aspects of TV education. What are your views about?

No		Rating scale					
		Strongly Agree	Agree	Some what agree	Disagree	Strongly disagree	Don't know
4	Educational Television programs assist classroom teachers						

5	Educational television programs can bring to the class what the teacher can not find around						
6	Educational television lessons are motivational						
7	Educational television lessons are educative						

How do you rate the following teaching- learning methods?

		Rating scale				
		Very much Liked	liked	Some what liked	Not at all liked	Do not know
8	Television Programs with teachers (The current plasma Teaching - learning)					
9	Teachers in the class with out TV					

10. How much interested are you in educational television? You are

Very interested	Interested	Some what interested	Not at all interested	Do not know.

11. How much interested are your students in educational television?

Very interested	Interested	Some what interested	Not at all interested	Do not know.

12. If duration of the TV program was not suitable, in your opinion what should be an ideal duration?

10 minutes	15 minutes	20 minutes	30 minutes	40 minutes

How relevant are the TV lesson

		Rating scale				
		Greatly relevant	Relevant	Some what relevant	Not relevant	No view
13	Relevance to textbooks					

14	Relevance to level of the students					
15	Relevance to pace of the students					

How integrated are the TV programs with the subject you teach?

		Rating scale				
		Strongly integrated	integrated	Some what integrated	Not integrated	Don't know
16	Integration with the syllabus and the text books					
17	Integration to the learning pace of the students					
18	Integration to the ability and age of the students					

19. Did the TV programs enable you to teach the difficult concepts in the textbook?

Very strongly	strongly	Some what strongly	Not at all	

How do you perceive the quality of the TV program from the stand point of the following?

		Rating scale				
		Excellent	v.good	good	poor	Don't know
20	Performance of teacher in the TV program in your view					
21	Presentation style of the TV teacher in your view					
22	Communicative skills of the presenter in TV program in your view					
23	Presentation of information in your view					
24	Importing learning in entertaining way.					

25. In your view, how TV programs could be made more effective for better in sight?

Thank you very much

Appendix -G

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

Interview for School principals or Vice Principals.

Dear Principal

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

School _____ Grade Level _____ Date _____

1. What was the purpose of introducing Educational television in teaching-learning?

   _____

   _____

2. What prearrangements were made before the implementation of Plasma Television?

   _____

   _____

3. Are the facilities enough to teach all classes at the same time through the plasma TV?

   _____

   _____

4. Do you face any problem regarding the plasma TV transmission?

   _____

   _____

5. Do you think that educational Television programs are helpful for students and classroom teachers?

   _____

   _____

6. What is your comment on students' & teachers' attitude towards Educational television?

   _____

   _____

7. Do you think the TV lessons are interesting and motivating?

   _____

   _____

8. Have you ever evaluated the TV lesson and give feedback?

9. Do students have compliant on the TV lesson?

10. What factors are affecting educational television in teaching- learning?

11. What general comments do you give for further improvement of the plasma TV?

Thank you

Appendix -G 1

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF PRINCIPALS' RESPONSES TO THE INTERVIEW QUESTIONS

Dear Principal

The main objective of this interview is to investigate some of the factors that impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

School Entoto Amba **Grade Level** 9-10 **Date** 29/7/02

Solomon(S) what was the purpose of introducing Educational television in teaching-learning?

Principal 1(P1) Schools have problems in man power and facilities to fulfill all the required material it is not easy but to use such technology may reduce the burden and it also assist to balance the difference between urban and rural.

S. What prearrangements were made before the implementation of Plasma Television?

P1. The plasma televisions were distributed to our school depending on the number of classrooms. Teachers guide was supplied.

S. Are the facilities enough to teach all classes at the same time through the plasma?

P1. Yes all classrooms have Plasma TV, Some of them are working others need maintenance.

S. Do you face any problem regarding the plasma transmission?

P1. Some times power fails and we can not use the plasma, the electric power in our compound has problem, (less power)

S. Do you think that educational Television programs are helpful for students and classroom teachers?

P1. Yes they are very helpful, especially for schools like ours where there is no laboratory it assists the classroom teacher to teach the practical part of the lesson. Students also get advantage to see the practical parts of the lesson.

S. What is your comment on students' & teachers' attitude towards Educational television?

P1. Students have negative attitude towards Plasma TV and are not interested at all. Sometimes they take the parts or try to remove the plasma from the class.
On the other hand teachers are very much interested because it helps them for practical subjects

S. Do you think the TV lessons are interesting and motivating?

P1. Yes, TV lessons are interesting and motivating, of course the degree varies from subject to subject presenter to presenter.

S. Have you ever evaluated the TV lesson and give feedback?

P1. *No,*

S. Do students have compliant on the TV lesson?

P1. They rather choose to learn by the teacher, they always complain. They do not want to learn by TV

S. What factors facilitate or hinder educational television in teaching-learning?

P1. Teachers consider the Plasma TV lessons as a means to teach for practical subjects. Students developed negative attitude and they consider the TV lesson as if they are viewing a film. They do not understand the words used and it is very fast. This affects learning.

S. Which one do you think is better for TV lesson syllabus based or enrichment TV programs?

P1.The plasma lesson are good for practical subjects but to give response to the students compliant if it is made enrichment programs on selected topics it would change the negative attitudes

S. What general comments do you give for further improvement of the plasma TV?

P1. The main thing that should be done is to create awareness among the students to change negative attitudes through continuous discussion.

If the speed of the presenter adjusted to the level of the students and simple words are used.

Language problem is crucial for the learners if further mechanisms designed for language improvement in schools.

If the time given for the activities increased.

Appendix -G 2

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF PRINCIPALS' RESPONSES TO THE INTERVIEW QUESTIONS

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Dear Principal

The main objective of this interview is to investigate some of the factors that impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

School Addis Ketema **Grade Level** 10-12 **Date** 23/7/02

Solomon (S) what was the purpose of introducing Educational television in teaching-learning?

P2. To bring about quality education and modernize the system of the education, by doing so problems of schools can be solved.

S. What prearrangements were made before the implementation of Plasma Television?

P2. We reported the number of classrooms we had and satellite dish, receivers and plasma television was installed and was ready for teaching learning.

S. Are the facilities enough to teach all classes at the same time through the plasma?

P2. Yes, at the start of the plasma program every class was supplied with plasma television. There is no problem of plasma television some more televisions were supplied mean while. Maintenance problem is crucial.

S. Do you face any problem regarding the plasma transmission?

P2. There is no as such a big problem as used to be Some times power fails and we can not use the plasma. Maintenance spare parts are rare.

S. Do you think that educational Television programs are helpful for students and classroom teachers?

P2. It is clear it is useful for the students. Teachers use it very seriously all practical subjects use the plasma for demonstrations.

What students can not get in school can be obtained through the television.

S. What is your comment on students' & teachers' attitude towards Educational television?

P2. Of course all students are unlike some students like the plasma television programs more than others; this depends on the level of understanding of the language of the lesson. Beginners and slow learners complain about the language and speed of the presenter. Teachers attitude towards television education very much changed with time, now they are very much liked the plasma television programs

S. Do you think the Television lessons are interesting and motivating?

P2. Yes, I found the programs very interesting and motivating, for example grade 11 and 12 students ask to continue the plasma lesson very soon if interrupted, this shows that students developed interest and are motivated.

S. Have you ever evaluated the TV lesson and give feedback?

P2. Yes, when ever there is meeting we raise the issue and discuss the weak points observed.

S. Do students have compliant on the TV lesson?

P2. Yes, some times they complain about the speed, language and problem of note taking.

S. What factors facilitate or hinder educational television in teaching-learning?

P2. It helped the teachers to present the practical part in the lesson. Teachers liked it and use it properly but want some of the lessons to be revised according the pace of the students. The level of the language used is a bit difficult if adjusted.

Some students do not like to learn by plasma television but majority liked it.

S. Which one do you think is better for Television lesson syllabus based or enrichment TV programs?

P2. As I think it is good to be syllabus based and if teachers get enough time to discuss with the students and if the current programs revised by assessing the weak sides of the program.

S. What general comments do you give for further improvement of the plasma TV?

P2. Find solutions for note taking.

If the speed of the presenter adjusted to the level of the students and use simple words Language problem is crucial for the learners if further mechanisms designed for language improvement in schools.

Activities need time if sufficient time allocated. .

Appendix -G 3

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF PRINCIPALS' RESPONSES TO THE INTERVIEW QUESTIONS

Dear Principal

The main objective of this interview is to investigate some of the factors that impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

School Minilik II **Grade Level** 11-12 **Date** 22/7/02

Solomon(S) what was the purpose of introducing Educational television in teaching-learning?

Principal 1(P3) to solve the problem of man power and laboratory equipment and chemicals

S. What prearrangements were made before the implementation of Plasma Television?

P3. Plasma televisions were installed and teachers guide distributed, trained some teachers how to take care of the plasma and operate it.

S. Are the facilities enough to teach all classes at the same time through the plasma?

P3. Yes, sufficient to run all the class rooms at a time.

S. Do you face any problem regarding the plasma transmission?

P3. Spare part problem is there. Power some times fails.

S. Do you think that educational Television programs are helpful for students and classroom teachers?

P3. Yes teachers use it properly. They inform us as it is very useful. Students also identified as it is helpful for their studies.

S. What is your comment on students' & teachers' attitude towards Educational television?

P3. Teachers' attitude is positive but some students complain.

S. Do you think the Television lessons are interesting and motivating?

P3. Yes, it is very interesting and motivational.

S. Have you ever evaluated the TV lesson and give feedback?

P3. No, some times we raise the issue on meetings but did not give feedback for the improvement of the program for the producers.

S. Do students have compliant on the TV lesson?

P3. It is oblivious students always complain on minor thing. Regarding the lesson they complain about the pace of the presenters, teachers get limited time that is difficult to discuss vague points, the slang is hard to listen.

S. What factors facilitate or hinder educational television in teaching-learning?

P3. Laboratory problem is solved. It helped out standing students to progress. Students are now positive and teachers are also very positive to television education. As I see some of the programs need change if thorough study is employed and corrected.

S. Which one do you think is better for Television lesson syllabus based or enrichment TV programs?

P3. As I think it is good to be syllabus based and if teachers get enough time to discuss with the students and if the current programs revised by assessing the weak sides of the program.

S. What general comments do you give for further improvement of the plasma TV?

P3. Evaluate the television programs and adjust consider the pace of the students and if maintenance problems solved

Appendix -G 4

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF PRINCIPALS' RESPONSES TO THE INTERVIEW QUESTIONS

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Dear Principal

The main objective of this interview is to investigate some of the factors that impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

School Kokebe Tsibha **Grade Level** 9-11 **Date** 28/7/02

Solomon(S) what was the purpose of introducing Educational television in teaching-learning?

Principal 4(P4) to solve problem of man power and facilities

S. What prearrangements were made before the implementation of Plasma Television?

P4. The plasma televisions were installed at each class room. Teachers guide was supplied.

S. Are the facilities enough to teach all classes at the same time through the plasma?

P4. All classes have plasma television, there is no problem.

S. Do you face any problem regarding the plasma transmission?

P4. Spare part problem is there and some times Power fails.

S. Do you think that educational Television programs are helpful for students and classroom teachers?

P4. Teachers are very much aided by the plasma television in teaching science and other practical subjects. Many students also benefited from the television.

S. What is your comment on students' & teachers' attitude towards Educational television?

P4. Some students have negative attitude but majority of grade 10 and 11 students like it, Teachers consider the plasma as their teaching aid.

S. Do you think the Television lessons are interesting and motivating?

P4. Television by its nature is motivating it present sound with video in entertaining way. I think it is very interesting.

S. Have you ever evaluated the TV lesson and give feedback?

P4. No,

S. Do students have compliant on the Television lesson?

P4. Yes, they say it is speedy; the language is difficult to understand specially grade 9 students.

S. What factors facilitate or hinder educational television in teaching-learning?

P4. It facilitated the teaching learning; schools were spending a lot of money for science equipment now very much reduced. On the other hand it reduces teachers' role. Students' problem in note taking still exists and the programs are not in accordance to the pace of learners

S. Which one do you think is better for Television lesson syllabus based or enrichment TV programs?

P4. Syllabus based, because every topic is included in television program but teachers need enough time to discuss.

S. What general comments do you give for further improvement of the plasma TV?

P4. If possible students guide be distributed. Evaluate the television programs and adjust. Consider the pace of the students. If Spare part and maintenance problems solved

Appendix -G 5

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF PRINCIPALS' RESPONSES TO THE INTERVIEW QUESTIONS

.

Dear Principal

The main objective of this interview is to investigate some of the factors that impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

School Abiot Kirs **Grade Level** 11-12 **Date** 30/7/2002

Solomon(S) what was the purpose of introducing Educational television in teaching-learning?

Principal 5(P5) Help to balance the difference between urban and rural. to solve problems of man power and facilities

S. What prearrangements were made before the implementation of Plasma Television?

P5. The plasma televisions were distributed to our school depending on the number of classrooms. Teachers guide was supplied.

S. Are the facilities enough to teach all classes at the same time through the plasma?

P5. Yes, it is sufficient even our school have extra once in other rooms.

S. Do you face any problem regarding the plasma transmission?

P5. No problem except spare part power distribution.

S. Do you think that educational Television programs are helpful for classroom teachers?

P5. Teachers get enough support from the television program and us.

S. What is your comment on students' & teachers' attitude towards Educational television?

P5. Attitude of teachers is completely changed from their previous stand, student gradually liking the plasma lesson and there is attitudinal change.

S. Do you think the Television lessons are interesting and motivating?

P5. Interest may vary from students to students but majority of the students are interested.

S. Have you ever evaluated the TV lesson and give feedback?

P5. No.

S. Do students have compliant on the TV lesson?

P5. Yes they complain when power interrupts

S. What factors facilitate or hinder educational television in teaching-learning?

P5. Students become punctual, once they miss they do not get the program and it solved the problem of late coming and reduced disciplinary problems. Students spend much of their time taking notes they do not listen properly. Activities need time before the students' finish it passes to other issue.

S. Which one do you think is better for Television lesson syllabus based or enrichment TV programs?

P5. If selected topics are treated by television and the teacher take more time.

S. What general comments do you give for further improvement of the plasma TV?

P5. Language problem is the main burden for effective communication, if the television programs assessed and improved.

Appendix H

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

Interview for Educational Media Personnel

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

1. What was the purpose of introducing Plasma television in teaching-learning?

_____

_____

2. What prearrangements were made before the implementation of Plasma Television?

---

3. Do you think the programs you broadcast reached to the end users with out any problem?

_____

_____

4. Are there any complaints from schools about the programs?

_____

_____

5. Which type of problems are targeted towards the complaints?

_____

_____

6. What factors affect educational television teaching-learning?

_____

_____

7. Which one do you think is better for TV lesson syllabus based or enrichment TV programs?

_____

_____

8. How often do you evaluate the TV programs?

_____

_____

9. Are there programs changed or modified after the evaluation?

_____

_____

10. What general comment can you give regarding the plasma teaching learning?

_____

Thank you

Appendix H 1

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF EDUCATIONAL MEDIA PERSONNEL TO THE INTERVIEW QUESTIONS

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

Solomon (S) What was the purpose of introducing Plasma television in teaching-learning?

Media personnel (MP1) the purposes are many but the main once are lack of trained teachers at all schools, lack of laboratory materials, learning gap between urban and rural, disparities between schools.

S. What prearrangements were made before the implementation of Plasma Television?

MP1. Contract was signed between the Ethiopian government and South African organization to produce 2978 programs, for grade 9 through 12 in six subjects. The other contract was made with Panasonic Company to supply plasma television, a technical group was sent to deal with and get short term training. After such planning and arrangements every school was supplied with plasma television according to the number of classrooms, generator was distributed for schools which do not have electric power. Satellite receivers were installed. Selected teachers from each school were trained how to operate and handle the use of the plasma. Teachers guide were sent. Every thing was arranged before the transmission. One thing missed was the awareness creation programs for the society as a whole.

S. Do you think the programs you broadcast reached to the end users with out any problem?

MP1. Of course problems occur now and then but we were monitoring the broadcast by collecting information from all secondary schools by telephone and by regular visit.

S. Are there any complaints from schools about the programs?

MP1. Yes at the beginning there were a lot of complaints, however we tried to solve the problems as far as we could.

S. Which type of problems are targeted towards the complaints?

MP1. The main complaints were the speed of the presenters, power interruption, problems of operation, and the reduced role of teachers.

S. What factors affect educational television teaching-learning?

MP1. Lack of interest and negative attitudes in the students and teachers affect the lesson. Some times there is power failure, once missed program can not be repeated such conditions affect television education. On the other hand the demonstrations replace the laboratories and assist teachers to teach such subjects.

S. Which one do you think is better for TV lesson syllabus based or enrichment Television programs?

MP1. If wisely used syllabus based programs are very helpful, teachers need enough time to discuss with the students. The collaboration of television teacher and classroom teacher make the interaction very attractive and interesting.

S. How often do you evaluate the TV programs?

MP1. Actually there is no fixed date for evaluation, formative evaluation takes place every

time and we use it as feed back. .

S. Are there programs changed or modified after the evaluation?

MP1. Yes, previously television programs were broadcasted for 30 minutes now reduced to 20 based on the feed back obtained from schools. English programs all changed.

S. What general comment can you give regarding the plasma teaching learning?

MP1. Television programs can be effective if the classroom teacher works in collaboration

with television teacher. Early preparation helps responsiveness and topic based introduction stimulate the learners.

Appendix H 2

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF EDUCATIONAL MEDIA PERSONNEL TO THE INTERVIEW QUESTIONS

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

Solomon (S) What was the purpose of introducing Plasma television in teaching-learning?
Media personnel 2 (MP2) I think it is to help schools
S. What prearrangements were made before the implementation of Plasma Television?
MP2 I am new for the position.
S. Do you think the programs you broadcast reached to the end users with out any problem?
MP2. Yes, every school uses the plasma television.
S. Are there any complaints from schools about the programs?
MP2 Some times they complain about the interruption of the programs
S. Which type of problems are targeted towards the complaints?
MP2 Now a days it is about maintenance problem and power shortage.
S. What factors affect educational television teaching-learning?
MP2 Learners are not more motivated to the plasma television with out motivation it is difficult to grasp the message.
S. Which one do you think is better for TV lesson syllabus based or enrichment TV programs?
MP2 I think enrichment programs are more effective where by teachers need help.
S. How often do you evaluate the TV programs?
MP2 I do not have any information about.
S. Are there programs changed or modified after the evaluation?
MP2 Yes the duration of a program has been changed from 30 minutes to 20 minutes.
S. What general comment can you give regarding the plasma teaching learning?
MP2 If teachers provide information for improvement of the programs
if the program revisited
if teachers get enough time.

Appendix H 3

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF EDUCATIONAL MEDIA PERSONNEL TO THE INTERVIEW QUESTIONS

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

Solomon (S) What was the purpose of introducing Plasma television in teaching-learning?

Media personnel 3(MP3) schools have problems of teachers' lab equipment and other teaching materials to solve such problems plasma television programs were designed.

S. What prearrangements were made before the implementation of Plasma Television?

MP3 That time every school was supplied with plasma television and generator satellite dishes were installed teachers guide was sent to each school and it was very good arrangement made

S. Do you think the programs you broadcast reached to the end users with out any problem?

MP3 I am sure every school receives the broadcast.

S. Are there any complaints from schools about the programs?

MP3 If the subject did not align with the period, schools call and tell us to correct it. Some times they complain about missed programs and ask us to repeat it.

S. Which types of problems are targeted towards the complaints?

MP3 Once missed programs are not repeated therefore students complain about.

S. What factors affect educational television teaching-learning?

MP3 Low language ability of students, rapidity of presenters, teachers low contact time are main problems in the program.

S Which one do you think is better for TV lesson syllabus based or enrichment TV programs?

MP3 It may vary subject to subject, however to eliminate the difference between urban and rural it is good to be syllabus based.

S. How often do you evaluate the TV programs?

MP3 Actually there is no fixed time for evaluation it is evaluated every day and we gather the information from schools.

S. Are there programs changed or modified after the evaluation?

MP3 Yes English programs are changed and the duration of a lesson also changed.

S. What general comment can you give regarding the plasma teaching learning?

MP3 Teachers need to prepare themselves for the transmitted program earlier.
If additional tutorial classes provided after the plasma program.
If copies of the programs supplied for the schools.

Appendix H 4

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF EDUCATIONAL MEDIA PERSONNEL TO THE INTERVIEW QUESTIONS

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

Solomon (S) What was the purpose of introducing Plasma television in teaching-learning?

Media personnel 4(MP4) To solve the problems of teachers' and other teaching materials.

S. What prearrangements were made before the implementation of Plasma Television?

MP4 Satellite dishes were installed. Every school got the plasma television and schools which do not have electric power obtained generator. Schools become ready for the program.

S. Do you think the programs you broadcast reached to the end users with out any problem?

MP4 Of course every government schools used the programs.

S. Are there any complaints from schools about the programs?

MP4 This time the complaints are highly reduced. Schools be come aware of the programs.

S. Which types of problems are targeted towards the complaints?

MP4 Some times power and maintenance problems are raised.

S. What factors affect educational television teaching-learning?

MP4 Low language ability of students, rapidity of presenters, teachers low contact time are main problems in the program.

S Which one do you think is better for TV lesson syllabus based or enrichment TV programs?

MP4 I think syllabus based programs are good. .

S. How often do you evaluate the TV programs?

MP4 It is under formative evaluation no fixed time as such.

S. Are there programs changed or modified after the evaluation?

MP4 Yes the duration of a lesson also changed and English programs are changed due to change in curriculum.

S. What general comment can you give regarding the plasma teaching learning?

MP4 if language problems of students revisited. if certain amendments made on the lesson.

Appendix H 5

ADDIS ABABA UNIVERSITY

DEARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GRADUATE PROGRAM

TRANSCRIPTION OF EDUCATIONAL MEDIA PERSONNEL TO THE INTERVIEW QUESTIONS

Dear Participant

The main objective of this interview is to investigate some of the factors that facilitate or impede Educational television teaching learning in class. To this effect, you are kindly requested to give your personal responses in order to enrich the study and bring it to success.

Thank you very much!

Solomon (S). What was the purpose of introducing Plasma television in teaching-learning?

Media personnel 5(MP5). This obvious that secondary schools have problems of teachers' facilities to give quality education to solve such constraints plasma television programs were designed.

S. What prearrangements were made before the implementation of Plasma Television?

MP5 Every possible arrangement was made

S. Do you think the programs you broadcast reached to the end users with out any problem?

MP5 definitely, we gather information from schools and it shows this reality.

S. Are there any complaints from schools about the programs?

MP5 Some times yes.

T. Which types of problems are targeted towards the complaints?

MP5 Maintenance, spare part and technical personnel problem all of which should be handled by the regions are raised.

S. What factors affect educational television teaching-learning?

MP5 Lack of coordination between the television teacher and classroom teacher and classroom teacher with the students. Lack of interest in some students and teachers.

S Which one do you think is better for TV lesson syllabus based or enrichment TV programs?

MP5 In my part I choose syllabus based programs with short duration to give time for classroom teacher.

S. How often do you evaluate the TV programs?

MP5 The evaluation is underway, we gather information from schools

S. Are there programs changed or modified after the evaluation?

MP5 Due to change of Curriculum English programs changed. The duration of a television program reduced.

S. What general comment can you give regarding the plasma teaching learning?

MP5 If teachers do their best to harmonize with TV teacher, students and apply the required technique before, during and after the transmission.

If continuous awareness creation programs are organized for new coming grade 9 students, to develop positive attitudes towards the plasma television programs.

Appendix -I.

Classroom observation check list

School _____

Subject_____

Date_____

Period_____

Length of class Period_____

Number of days per week_____

Number of students in class_____

Key
√ Performed
X Not performed

1. Classroom Condition

	Classroom condition	yes	No
1	Is the plasma TV located in convenient position for every student		
2	Is the room enough for students in the class		
3	Does the room have enough ventilation and lighting		
4	Are students positioned to see and participate in the class		
5	Are students positioned to interact with each other		

2. Teachers Role

Instructors' role	Activities	√ Performed X Not performed
1	Giving warm-up activities	
2	Introducing the lesson, was the introduction focused on plasma instruction	
3	Telling how and what kind of tasks are to be done	
4	Specifying the objectives of the TV lesson	
5	Using different TV lesson techniques	
6	Briefing norms of cooperation	
7	Setting time limit	
8	Giving enough time for class participation	
9	Facilitating the TV lesson	
10	Encouraging learners to participate	
11	Preparation of the teacher for the TV lesson	
12	Overall Teachers role before, during and after the TV lesson	
13	Giving conclusion	

3. Students Role

Students' role	Activities	Yes	No
1	Answer question raised by TV Teacher		
2	Participating during the TV lesson		
3	Take notes		
4	Perform what is asked by the TV Teacher		
5	Ask the classroom teacher what is not clear		

Appendix I-1

Classroom observation check list

Schools Kokebe Tsibha, Addis Ketema, Minilik II, Abiot Kirs and Entoto Amba

Subject Biology 9, Mathematics 9& 11, Physics 10, chemistry12

Grade 9-12

Date 22-30/7/02

Length of class Period 40 minutes

1. Classroom Condition

	Classroom condition	Addis Ketema	Minilik II	Abiot Kirs	Entoto Amba	Kokeb Tsibha
		4th period	5th period	4th period	2nd period	3rd period
		Maths grade 11	Physics grade 10	Chemistry grade 12	Biology grade 9	Maths grade 9
1	Is the plasma TV located in convenient position for every student	√	√	√	√	√
2	Is the room enough for students in the class	√	√	√	√	√
3	Does the room have enough ventilation and lighting	√	√	√	√	√
4	Are students positioned to see and participate in the class	√	√	√	√	√
5	Are students positioned to interact with each other	X	X	X	X	X

Key
√ Performed
X Not performed

3. Teachers Role

Item	Activities	Addis Ketema	Minilik II	Abiot Kirs	Entoto Amba	Kokeb Tsibha
		4th period	2nd period	3rd period	2nd period	2nd period
		Maths grade 11	Physics grade 10	Chemistry grade 12	Biology grade 9	Maths grade 9
1	Giving warm-up activities	√	√	√	√	√
2	Introducing the lesson, was the introduction focused on plasma instruction	√	√	√	√	√
3	Telling how and what kind of tasks are to be done	X	X	X	X	X
4	Specifying the objectives of the TV lesson	X	X	X	√	X
5	Using different TV lesson techniques	X	X	X	X	X
6	Briefing norms of cooperation	X	X	X	X	X
7	Setting time limit	√	√	√	√	√
8	Giving enough time for class participation	X	X	√	X	X
9	Facilitating the TV lesson	√	√	√	√	√
10	Encouraging learners to participate	√	√	√	X	X
11	Preparation of the teacher for the TV lesson	√	√	√	√	X
12	Overall Teachers role before, during and after the TV lesson	√	√	√	√	X
13	Giving conclusion	√	√	√	√	√

Key
√ Performed
X Not performed

3. Students Role

Items	Activities	Addis Ketema	Minilik II	Abiot Kirs	Entoto Amba	Kokeb Tsibha
		4th period	2nd period	3rd period	2nd period	2nd period
		Maths grade 11	Physics grade 10	Chemistry grade 12	Biology grade 9	Maths grade 9
1	Answer question raised by TV Teacher	√	√	√	√	√
2	Participating during the TV lesson	√	√	√	√	√
3	Take notes	√	√	√	√	√
4	Perform what is asked by the TV Teacher	√	√	√	X	√
5	Ask the classroom teacher what is not clear	X	X	X	X	√

Key
√ Performed
X Not performed

DECLARATION

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university.

Name: Solomon Desta

Signature_____

Place: AAU

Date of Submission: 29th June, 2010.