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DEPARTMENT OF CIVICS AND ETHICAL EDUCATION

MA THESIS ON:

AN ASSESSMENT ON THE IMPLEMENTATION OF PLASMA TV EDUCATION IN TEACHING CIVIC AND ETHICAL EDUCATION: THE CASE OF JAJURA SECONDARY AND PREPARATORY SCHOOL AT HADIYA ZONE, SNNPR.

BY

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An Assessment on the Implementation of Plasma TV Education in Teaching Civic and Ethical Education: The Case of Jajura Secondary and Preparatory School at Hadiya Zone, SNNPR.

A Thesis Submitted to the Department of Civics and Ethical Education, College of Education and Behavioral Studies in Partial Fulfillment of the Requirements for the Degree of Masters of Art in Civics and Ethical Studies

MA THESIS

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August, 2020

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Declaration

I the undersigned declare that this MA thesis entitled "**An assessment on the implementation of plasma TV education in teaching civic and ethical education at Jajura secondary and preparatory school of Hadiya zone, SNNPR"** is my original work and has not been presented for the degree in any other University, and sources of material used has been duly acknowledged.

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This is the thesis entitled with **"An assessment on the implementation of plasma TV education in teaching civic and ethical education at Jajura secondary and preparatory school of Hadiya zone, SNNPR".** It has been approved in partial fulfillment of the requirement for the Degree of Masters of Art in Civic and Ethical Studies.

Advisor's Thesis Approval Sheet

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The undersigned hereby certify that they have read and recommend for acceptance of thesis entitled: An assessment on the implementation of plasma TV education in teaching civic and ethical education at Jajura secondary and preparatory school in Hadiya zone, SNNPR, by Bekele Dentore submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Civics and Ethical Studies.

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Abstract

The main purpose of this study is to assess factors affecting the implementation of plasma TV in teaching civic and ethical education in Jajura secondary and preparatory school. The mixed (qualitative and quantitative) method of research was followed in data collection and analysis. In line with assumption of facilitating ease in data analysis, the descriptive survey research design was employed. Data were collected from both primary and secondary sources using questionnaire, interviews and through analyzing documents. The populations of the study were one thousand six hundred eighty (1680) students and one hundred thirty seven (137) students selected as a sample of the study using Kothari 2004. The simple random sampling was followed to select the specified sample size. For the sake of achieving the objective of the study, data were collected through questionnaire from 137 students and interviews were conducted with two (2) Vice Directors (academic and administrative) and three (3) civics teachers in purposely selected government secondary and preparatory school of Jajura town administration. Moreover, two (2) officials from education office of the town administration were interviewed. The participants in the interview were purposely selected on the bases of their working position, responsibility and experience, whereas respondents to the questioner were randomly selected by using lottery method to fill the questionnaires. The interview data were analyzed using descriptive narration and the questionnaires were analyzed using statistical analysis of descriptive analysis by using Statistical Package for Social Science (SPSS version 21). The finding revealed that, the attitudinal challenges and infrastructural related challenges mainly affect the implementation of plasma TV teaching in the study area. Besides, the skill gap in both teachers and students' side in manipulating plasma TV was mentioned as other challenges. Thus, the ministry of education and other concerned bodies should work on improving infrastructural services to make the service available in the area. Awareness should be created on the school community. Teachers and students need to be equipped with getting sufficient knowledge and skills on how to manipulate and manage plasma TV. Further, the school should search additional sources of budget to solve the problem power interruption by using optional sources like generator, solar system, etc.

***Key words**: Plasma TV, learning, teaching civics, implementation*

Abbreviations and Acronyms

CALL	Computer Assisted Language Learning
COVID-19	Novel Corona Virus
CSA	Central Statistical Agency
ELT	English Language Teaching
ELIC	English Language Improvement Clubs
EMA	Educational Media Agency
ESDP	Education Sector Development Program
ETP	Education and Training Policy
ETV	Educational Television
FDRE	Federal Democratic Republic of Ethiopia
ICT	Information and Communication Technologies
HH	House Hold
HZFED	Hadiya Zone Finance and Economic Development
HZSEP	Hadiya Zone Social and Economic Program
MOE	Ministry of Education
MoCB	Ministry of Capacity Building
PDPs	Plasma display panels
SNNPR	South Nation Nationalities and People Regional State
SPSS	Statistical Package for Social Sciences
TV	Television
ITV	Instructional Television
UK	United Kingdome
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
USA	United States of America
VLE	Virtual Learning Environment
TLTC	Teaching and Learning Technology Center

CHAPTER ONE

1. Introduction

1.1 Background of the Study

In adapting the new technologies countries may change their educational policies and practice new technologies. Countries like Ethiopia that have educational ICT policy signify the rationales for policy development for education sector. Depending on that Robert (2014) argued that an analysis of national ICT policy statements identifies four alternative, somewhat related rationales that are used to justify the investment of funds on educational ICT. Robert further stated that some strategic policies promote the use of educational ICT to support economic growth or promote social development; and while some policies focus more specifically on the impact of ICT on the education system, either to advance education reform or support education management.

In the developing countries like Ethiopia, education has a paramount importance to get social, political, economic and technological advancements. Having this assumption, different countries in the world develops their educational policy with high attention. Ethiopia is also the one that consider education as a prominent instrument in the overall development of the country. According to Kim and Gebeyehu (2014) the Ethiopian development plans have dealt with education sector as key strategic pillar of the development.

Basically, integrating education with technology is assumed as a vital to deliver education in this alarmingly globalized world. Thus, expansion of technology has become the most important source of economic growth, competitiveness, wealth, power, prestige, and even independence. As Yared (2011) suggested, capital and labor were considered the principal factors of production for a long time but, with the increasing globalization of business activities, knowledge and information have been gaining importance as vital elements of any firm's success in today's global economy. Therefore, technological advancements can play great role in sharing knowledge and disseminating information.

Television technology is one of the oldest technologies which was introduced hundred years ago and used for limited services with its defects. Bardsley (2010) argued that after 100 years of slow but steady progress television technology has entered a new phase of rapid improvement in performance, versatility and style. Regarding this, Ozeki et al., (2002) also stated that the 20^{th}C, which is often referred a video era, has come to close. As the same authors suggested, the driving force in the 2^{0th}C was the TV broadcasting industry, which is about to change significantly in the 21^{st} century with the emergence of digital broadcasting.

Through time, the need to adapt new technologies became the core of countries program and objective. Information and communication Technologies (ICT) have become common place entities in all aspects of life (Atseda, 2017). With this regard, Daniels (2002) also argued that, it is within a very short time that ICTs have become one of the basic building blocks of modern society. With this view, countries has given due attention to the necessity of ICT technology in this highly interconnected global system. Depending on new technological innovations and advancement in ICT, the world has come to be most digitalized.

The ICT technology in every aspect particularly in education became a vital instrument. This is why, the world we are living highly involved in digital technologies. Regarding this Bottino (2003) suggested that, it is mainly because world is moving rapidly into digital media and information and the role of ICT in education is becoming more and more important. Furthermore, the United Nations Educational Scientific and Cultural Organization, UNESCO reports (2002) also reported that educational systems around the world are under increasing pressure to use the new information and communication technology to teach students the knowledge and skills they need in the 21^{st} century.

Regarding the start of ICT in education, Garetel (1974) as cited by Wakshum (2013) argued that;

> *The first television lesson in the history of Ethiopian education was started in October, 1973 in Addis Ababa and its surrounding government schools. Through time, this limited coverage television lesson was extended in 1976 to other private and public schools in the area. However, now a day, the Ethiopian education policy has given due attention to the utilization of this instructional technology.*

This is confirmed by Kim and Gebeyehu (2014) stated as the educational media agency launched a new educational television program for secondary schools across the country since September 2004. As they stated, the program is broadcasted via satellite and secondary students in class watch the program in plasma television for 20 minutes or so out of the 40 minutes class. Further, the FDRE (2004) report stated that in addition to the formerly practiced Radio and other channels, Ethiopian government has given a great attention to the use of information and communication technology in secondary schools in the view of improving quality of education by using plasma television. Getinet (2008) also stated that, in Ethiopia the government schools were using a live, nationally broad casted plasma television mode of instruction.

Plasma TV education in Ethiopia is, however confronted with several factors that affect the implementation process. The most common challenges are related with attitudinal, political, financial, technological, managerial, awareness and infrastructural shortcomings. This study therefore, would give a particular focus on the implementation factors of the policy for ICT in education, particularly plasma TV. In addition, the study also looks in to the current status of the satellite TV broadcast in the selected secondary school of Jajura Town Administration.

1.2 Statement of the Problem

It is common to see challenges in most of the developing countries while adapting and implementing new technologies. In Africa for example, several technological advancements implemented too late or sometimes may fail. Since we are part of the developing nations, Ethiopia is not out of this reality with relation to plasma TV implementation. Kim and Gebeyehu (2014) suggested that, even though satellite TV program has contributed in improving the quality of the secondary education in Ethiopia, there are several main constraints in the program. In Ethiopia, the challenges for plasma TV program may be occurred due to lack of skill, technological shortcomings, attitudinal problem, etc.

According to Getinet (2008) the challenges plasma TV in Ethiopia facing includes lack of strong implementation process, which demands commitment and continuous improvement in the program. With relation to this, Harry (2007) in his part also stated that, corresponding ICT for education policy and implementation plan, Ethiopia is set to become a model ICT user on the continent, the infrastructure seems to be falling into place and the policies and strategies are

already there, but, the challenge now is for the government to effectively coordinate the implementation of the strategy. Moreover, as some of the studies, up to now, there was lack of national investigation and more systemic evaluation, for measuring the effectiveness of satellite TV program.

For example, as Wakshum (2013) suggested;

> *The challenges of plasma television are still widely seen in Ethiopian secondary schools. Though the Ethiopian education policy gives priority for student-centered teaching-learning process and the teacher as facilitator, the plasma television forces them to be passive participants and merely observant, which contradicts with the designed and formulated policy*

From the very beginning, some studies have been conducted on the areas of plasma television and issues related to the implementation process, however the problem is still continuing. For instance, Berhanu (2013) studied about the issue focusing on the attitudes of implementing bodies and implementers towards the program and he came up with the finding that shows wrong attitudes about the implementation of plasma TV. Similarly, Getinet (2008) conducted a brief survey of plasma TV in Ethiopian school and concluded that students in secondary schools of Ethiopia were dissatisfied and being passive to learn through plasma TV.

Lemlem (2009) conducted a survey about identifying factors that affect Ethiopian education crises and concluded that there were no significant changes in Ethiopian secondary schools ever since plasma television has been introduced. In the contrary, Kim and Gebeyehu (2013) conducted the research to check whether the satellite TV teaching satisfy the needs of students or not and they come up with the finding that suggest the satellite TV program can play an important role in improving the quality of Ethiopian secondary education.

So far, very limited number of studies has conducted concerning plasma education in Ethiopia and they came up with various findings. Regarding the plasma TV teaching, Lemlem (2010) in her review of recent literature about Ethiopia's plasma education, she stated that plasma teaching method has no remarkable contribution in Ethiopian education. As she pointed out, as evidences five years after education by plasma was introduced in 2007, student who passed national exam was 7.6% and 2008 only 3% passed the exam at national level. Accordingly, one can understand that the student academic achievement likely to decrease from time to time, may be due

irrelevance of plasma teaching method. She further suggested that plasma discourages student active roles and eliminates teachers' role since the lectures are poorly organized and the students' language proficiency is very low to learn in English form plasma screen.

As her finding revealed, this days, in Ethiopian Secondary schools there is a single teaching method, plasma teaching method, throughout the country except, non-governmental secondary schools, without taking into consideration the needs of different individual learners particularly, the needs of students with disabilities. Also, plasma teaching method doesn't give much room for cooperative and collaborative teaching- learning process (Getinet, 2008). Thus, one of the roles that plasma definitely plays is to provide concrete referent for ideas because words may not represent the thing they stand for and it motivates learners by attracting their attention, holding their attention and generating emotional response.

Regarding plasma TV teaching in Ethiopia, Kedir (2006) forwarded that plasma dehumanizes, deskills teachers and erodes the human relationship between teacher and students. It indicates that, the teachers cannot develop various lessons that meet the needs of individual learners rather they are simply executioners I which they are going to implement of what others wanted to happen in classroom. Besides, the program creates great distance between students and teachers. As it is commonly assumed, human life holds meaning through communication and conducting dialogical relation. But, as Lemlem (2010) suggested plasma positions the students in the role of passive listening obedience and taking orders rather than negotiating meaning in the teaching learning process. Regarding this, Kedir (2006) further stated that the implicit ideology behind plasma teaching method is promoting a culture of silence, a condition in which people are unable to distance themselves from their lives activities, making it impossible for them to raise to the level of reflection so as to guide one's own destiny. It is true that in Ethiopian secondary schools most students be inclined to invest less mental effort while learning the lesson from satellite TV; as a result, their academic achievement seem to get worse from time to time (Atseda, 2017).

Generally, as nearly all the studies discussed above indicated Ethiopia is implementing the plasma education its limitations. The program is being implemented with the load of negative impacts than the benefit as sties showed above like (Lemlem, 2010). Further, Wagshum (2013) suggested that now what are happening in Ethiopian secondary schools is far from the intended

way because about 30 minutes is covered by plasma teacher almost there is no time for practice or group discussion and the classroom teacher chases hurriedly the instruction of plasma teacher rather than addressing the needs of individual learners.

Though there are ample studies in Ethiopia concerning education, but researches in the area of plasma education are very scarce. Researches, particularly related to the implementation process of the plasma TV in education policy are very limited. As discussed above, some areas of the problem was covered, but still there is a gap that needed to be covered. Thus, this study looks the role of teachers, area gap and changes after the major reform in Ethiopia's education sector in 2018 mainly in analyzing the current status of plasma. In relation to this, the researcher in the day to day experience observed the implementation problem of plasma TV in the study area. This forged the researcher to conduct this study to assess factors affect the implementation of plasma TV. Thus, this research examines factors related to the implementation process of plasma education program in Jajura Town Secondary and preparatory school. Therefore, this research is expected to fill the gap in this particular research area.

1.3 Research Questions

1. How does the plasma TV education accessible in teaching civic and Ethical education in the study area?
2. How can be the current status of plasma TV performance in teaching Civic and Ethical education seen?
3. What are the main challenges in the utilization of plasma TV in teaching Civic and Ethical education?
4 How can be evaluated the role of Civic and Ethical education teacher's in plasma TV teaching?

1.4 Objective of the Study

1.4.1 General Objective of the Study

The general objective of this study is to analyze the implementation of plasma TV teaching Civic and Ethical education in the study area.

1.4.2 Specific Objectives

The specific objectives of this study are to:

1. Assess the access to use plasma TV in teaching Civic and Ethical education in the study area.
2. Evaluate the current status of plasma TV in teaching Civic and Ethical education in the target school.
3. Identify the main factors that affect the functioning of plasma TV in teaching Civic and Ethical education in the selected school.
4. Evaluate the Civic and Ethical education teacher's role in plasma TV teaching.

1.5 Significance of the Study

The researcher believe that this study is very significant since it assesses the implementation process of the ICT in education policy and factors that affect the implementation process of satellite TV teaching-learning process towards education quality. Accordingly, if there are challenges and no effective utilization of plasma TV and implementation of the policy, it is impossible to achieve fruitful result and quality education. Therefore, the researcher assumes that this study will help policy implementation evaluator's, curricular specialists, and other concerned bodies to deal with how to improve the policy implementation process and the teaching-learning through satellite TV in secondary schools.

This study will also help to enhance the implementation process and teaching and learning through satellite TV by minimizing those factors affects the proper utilization of TV teaching. It also will serve as a spring board for other researchers to conduct further researches on the challenges and suggest more effective use of satellite TV.

1.6 Delimitation of the Study

The issues related with Plasma TV education is very broad and includes too much elements. Since, it is undeniable that scarcity of time and resource are common factors, this study is limited to a public secondary school of the Jajura Town Administration mainly to investigate the nature, affecting factors and solutions of the ICT in Education policy with due emphasis on the plasma TV education. Thus, for the purpose of data collection and analysis, the study will cover only the selected secondary school in Hadiya Zone, Jajura Town Administration.

1.7 Limitation of the Study

It was very difficult to access internet services and informants due to the occurrences of global pandemic (COVID-19). In addition, following the internal conflict and instability in the country the internet service was locked nearly a month and it affected a researcher a lot. Moreover, since plasma television is a recent phenomenon in our country, sufficient recorded materials were not available in the selected secondary school. It would be better if the study includes many samples. However, the study's sample size may not be large enough due to financial and time constraints and it may be difficult to generalize the findings of the study to all Hadiya Zone secondary schools.

1.8 Organization of the Study

This thesis is logically organized in five chapters. The first chapter deals with the introduction part under which the background, statement of the problem, research questions, objectives, scope and limitations of the study will be comprised. Chapter two would introduce conceptual and analytical tools on the basis of which the study phenomenon will be assessed and analyzed. The third chapter will then clearly specify the research methodology, research design, sampling design, methods of data collection and the methods of data analysis. Chapter four would provide data presentation in detail. The last chapter would include summary, conclusion and possible recommendations. At the end references and appendices were incorporated following chapter five.

1.9 Operational Definitions of Terms

Advance: It is to mean go forward something from the present status (position).

Attitude: Feeling, way of thinking, positions, stance etc. which teachers and students reflects towards plasma TV.

Broadcasting: To disseminate an education on air using different instruments like radio and TV.

Digital age: A season in which electronic Medias (instruments) dominated the global communication.

Factors: Unwanted obstacles that affect teaching learning process.

Framework: An area which is expected to support the implementation process of plasma TV.

Information and communication Technology (ICT): It is used in a broader sense that includes any contact tools like computer hardware, software, cellular phones, radio and TV.

Implement plasma TV lesson: To apply or put in to practice the lesson using flat screen TV.

Language Skills: Means the skills of students and teachers to listen, speak, read and write the medium of instruction.

Methods of Teaching: The way teachers interact and deliver the lesson in the formal class room teaching and learning process.

Misbehavior of students: Inappropriate, unneeded, wrong and bad acts and behaviors of students.

Plasma TV: It is a type of flat board display, common to large TV display 32 inches larger and they used small cells contains electrically charged ionized gases.

Plasma TV education: It is a form of education broadcasted via flat TV screen.

Program: The way or method in which the education is being delivered.

Role: Is a state of affairs of activities performed by someone or something.

CHAPTER TWO

2. Review of Related Literatures

2.1 Introduction

This chapter reviews works on plasma TV education in general and in Ethiopia in particular. Works on the implementation of plasma TV and the related issues were reviewed here under. Reviewing these related studies helps to understand the existing situations and the factors for proper implementation of the plasma TV teaching. This chapter comprises eight sections having detail descriptions under each section. These are definitions of plasma TV, the role of technology in education quality, history of education in Ethiopia, the concept of plasma TV performance, the empirical studies and conceptual framework.

2.2 Definitions of Plasma TV

The field of technology everywhere in the world, is characterized by highly diversified practices which can create substantial access to considerable parts of people. In the same way, the plasma TV education technology is opted as an instrument to offer quality education. Thus, in order to arrange all necessary supports and facilities to implement plasma TV lesson, definitions needed to categorize the program accordingly. However, as Wagshum (2013) stated there is no single and universally accepted definition of plasma at all. This is also because the criteria and ways viewed by different scholars about the plasma TV vary from place to place and time to time. Even with in the same country, as Emma I et al., (2009) stated definitions also change over time due to changes in the occurrence of advance technology or other considerations. In line with this, Getinet (2008) argued that the absence of single or globally acceptable definition has made the task of continuing different nomenclatures.

According to the Encyclopedia of Education (1994), the definition of instructional television (ITV) is generally refers to the programming which is designed for a provision of a specific instruction task. As the same source described, it is a term used to describe formal school, college or university instruction through television. It is the term often used to differentiate educational television (ETV) programs Vs the use of TV for direct formal instruction purpose. Thus, Educational television (ETV) generally indicates any television, which is used for the purpose of imparting education. According to Behera (1995) Educational television includes ITV

and non-commercialized TV programs. On the other hand, Heink (1996) defines instructional technology as the use of technology to improve education and it is systematic interactive process for designing instruction or training used to improve performance.

Further, Willis (2002) clearly stated that the ITV is a teaching media that can be integrated in to a curriculum at three basic levels such as single lesson, selected unit and full course. According to him, single lesson refers to ITV programs addressing one specific topic or concept by way of providing a lesson introduction, overview and summery. The second level which is about selected units is series of programs providing the content foundation for a learning unit in the course of curriculum. Under the full course programs, one or more ITV series that are integrated in to a full semester course in conjunction with the printed text book.

On the other hand, Mthewos (2006) defined the program as educational technology as non electrical and electrical materials such as film projectors, charts, tape recorder, photographs and so on. As McGraw (1965) the greatest impact to education in the history of instructional technology came from 2nd World war where the efforts were made to teach the military various skills.

2.3 The Role of Technology in Education

In the history of development of education, technological advancements have led to important changes in teaching-learning process from time to time. Thus, multimedia services provide greater supports for the advancement of education quality in various ways. It allows the combination of different techniques and giving the formats, such as pictures, animations, text, or music in flexible ways via different sensory organs. Fundamentally, media designers often assume that multimedia allows for a better adaptation of lessons to the learners' needs and preferences largely. Further, the multimedia teaching is also expected to initiate learners, thus raising their invested cognitive effort, which in turn should result in better learning.

In the field of teaching and learning process, one of the major topics is how multimedia lessons interact with the human cognitive structural design. In resolving such multimedia lesson interaction with human cognitive structural design, in a theoretical method developed by Mayer (2001,2005), Schnotz (2001,2005) and Banner (2003) they have developed Theoretical Models Multimedia Learning that tackle this issue. Both models commonly adopted the assumption that

the type and amount of presented information multimedia have to be modified to the limitations of the cognitive system, especially those of working memory. Further, in the cognitive Load Theory (CLT) which was developed by Sweller and colleagues, and has become increasingly influential in instructional psychology during the last ten years, the same assumption is at the core regarding multimedia lesson (Paas and van Gog, 2006). From these one can understand that, to make effective use of plasma TV in teaching two things are mainly needed such as technical ability and an accepting of the pedagogy. Using multimedia, it is possible to show students how things work rather than telling them; even better, an environment and culture that enables students to work things out for them can be provided. Innovative use of technology in teaching has, until recently, relied on a few enthusiasts who have overcome the barriers to learning both about the pedagogy surrounding learning technologies and how to use the technologies themselves. In line with this, Seale (2003) pointed out that change has been more gradual than many pundits predicted 'evolutionary' rather than 'revolutionary'.

2.4 ICT in Teaching and Learning

Now a day, every aspect of life of people in the world exists in the most interconnected situation. In this highly interconnected world situation, technology has invaluable importance in achieving educational policy. ICT offers an increasingly wide range of opportunities ranging from the IT skills to complex interactive multimedia, virtual learning environments (VLEs) and electronic discussion. For the efficient use of technology, academic staff must develop a complex range of understanding, skills, and competencies which broadly divided into several categories such as pedagogic, learning and teaching issues, curriculum design, application of technology to learning and teaching and other technical skills. Technical skills are least important to the process of developing effective learning; to the contrary they also appear most popular to staff offered training.

In practice, teaching-related issues are significantly more important than technical skills to enhance the learning experience. Having a good plan, simple technology can create effective teaching-learning opportunities. After the preparation of Dearing Report (1997) increased emphasis has been given to the active promotion of good practice in learning and teaching, academic and educational development within universities. Recognition of the importance of e-learning has also contributed to the development of centers supporting development and training

in ICT technology. Though the location of academic and ICT development centers vary depending on institutions, they have a common aim to promote good practice in teaching and learning as well as in the effective use of ICT. Regarding this, Littlejohn et al. (1999) provide a case study of developments supported by the Centre for Academic Practice at the University of Strathclyde.

In line with this, Parrington (1999) argued that, the Teaching and Learning Technology Centre (TLTC) was set up at London Metropolitan University to promote the effective use of learning technologies in teaching by supporting training, pedagogy, curriculum, evaluation and Learning to Teach with Technology technical developments. As he pointed out, at this center the staff development used to concentrate on learning and teaching issues within subject or discipline more recently activities that generate the development of generic issues have increased. Historically, ICT in teaching and learning has been developed and improved by individual 'enthusiasts' within departments. Thus, some institutions, like the University of East London, support named academics within departments, giving them the role of promoting ICT within their discipline (Littlejohn et al., 1999).

The digital tools are, of course, center in what I would argue is the established and recognized field of computer-assisted language learning (CALL), but also increasingly a core part of the education of English language teaching (ELT) in general (Shemsu, 2018). As Bates (2005) argued technical cultural artifacts have long been a feature of the world of education; and particularly language education (Selaberry, 2001). In English Government Educational department and skills supported group "Impact 2 in the UK" project researchers say the researchers focus on the ICT in school program can change the result of the students those groups take 60 schools student result in those group divided into two parts, group one those use ICT and the other not use ICT final they conclude that students use ICT in school their result improved from the previous than those students do not use plasma or ICT in the school program their result is not improved. This research adopts integrated teaching and learning of Plasma-TV improved student's result (Bates, 2005) as cited by (Shemsu, 2018).

As stated by Laundo (1994) ICT is a very crucial instrument having several importance such as in modern problem solving, to understand problem better, to design solution and ultimately create the kind of society we want. The idea indicates that with the absence of ICT, it is

impossible to bring remarkable changes in education by cultivating citizens who have world views and problem solving skills in general. In achieving this, ICT has a profound impact on our lives and educational system because of its potential for changing our vision by creating foundation for understanding the overall situations. Through understanding, we control our vision, create solution, and provide new services and products to change ourselves and the country at large.

Regarding the implementation of plasma TV, there are also converging ideas about the role of plasma TV implementation. Some scholars argued that even though the plasma TV plays considerable roles in education quality, it does not mean that ICT can be applied in all country without any limitations. Factors like society's perception and attitudes as well as lack of awareness about a given technology seriously affect the role of plasma TV implementation. In relation to this, Emerey (1977) pointed out that when instructional TV project was started in 1950 in USA, there were great resistances in the fear of that TV instruction destroys value of face-to-face instructions, being displaced of teachers (loses job) and its costs in education. With the same manner, Loundon (1994) suggested that it would be a mistake to assume that all resistance to a new media comes from conservativeness or anti-progressiveness particularly in education. Undoubtedly, there must be convincing reasons beyond simple resistance. Many teachers feel threatened because they believe that recent technological development particularly plasma teaching method tend to put greater gap between the teachers and the students though the developers of TV teaching method denied the reality of this. However, meaningful teaching-learning occur in a collaborative and cooperative working situations.

In resisting the need to have ICT technology in education, Khine (2006) as cited by Wagshum (2013) argued that humans naturally work in learning and knowledge building communities, exploiting each other's skills and sharing each other's knowledge. Naturally, they seek out others to help them to solve certain problems and perform tasks collaboratively. Whereas, plasma teaching developers believe that learning is an independent process when learners rarely have opportunity to do anything that counts in collaborative with teacher or other students. However, concentrated in a single instructional method, medium cheats learners out of more natural and productive modes of thinking and learning situation. To this end, collaborative- working

encourages interactive, interdependent and interrelated skills and ability which promote meaningful teaching and learning process.

Accordingly, Kedir (2006) suggested that education is a collaborative and collective tasks rather than transferring knowledge form pre- designed sources (teacher/sender) to recipients (students). Plasma teaching method failed to consider learning and literacy as creative and cooperative activities through which learner's analysis and interpret their own lived experiences, make connections between these experiences and those of others so as to extend both conscious and understanding actions with reflection. Regarding this, Khine, (2006) similarly suggested that student should be engaged in solving complex and challenging problems. Otherwise, they will be exposed to develop oversimplified views of the world situation. The world we are living is a full of problems, therefore, the student should expose themselves to challenging tasks to give appropriate responses to the appeared problems and a given teaching learning process ought to promote students to develop a habit of problem solving. Regarding TV teaching, Khine (2006) reflected strong opposition about plasma TV teaching-learning process. According to Khine, meaningful learning focuses on what phenomena mean to the learners that requires active manipulation of idea and artifacts rather than rehearsing what something means to the TV-teacher and curriculum developers. As indicated here, the meaningful learning occurs when learners become active, constructive, intentional, cooperative and working on authentic task at large.

2.5 Plasma TV Education in Ethiopia

Following the massive technological innovation and influence of globalization, countries in the world shared new technological innovations in education for a long. This is also common for Ethiopia's education sector. Following rapid expansion of modern education in Ethiopia particularly after the Second World War, Semegn (2006) argued that the need to practice supplement teaching with instructional materials has been recognized as an option. At that time the Ethiopian schools were substantially dependent on text prepared by foreign experts. Most of these texts were not adapted to Ethiopian conditions in the lessons incorporated. This condition forced the MoE to find alternatives way in the preparation process of materials to Ethiopia's education. It was realized when the American program known as point four was launched in cooperation with MoE towards papering material (Atseda, 2018). In this way they agreed to

establish audio-visual center of assist in the supply of text book and other teaching aids, to Ethiopian schools at large. Then, the MoE succeeded in producing local text books, manuals, wall posters, charts, pamphlets, films, sound production and others. Accordingly, the increasing demand of audio-visual aid forced the MoE to adopt the use of educational TV (Semegn, 2006).

As stated by Garte (1974) the use of educational technology like TV in Ethiopia was started in 1968 with in its some limitations in the implementation of the program. Taking in to account, the significance of implementing information communication technology particularly in education sector, the then government of Ethiopia has given great attention to educational technology especially in high schools. With relation to ICT in Ethiopia's education, Demissew (2006) pointed out that ICT has gradually been introduced in the country. He further stated that the program first start with instructional TV (Plasma TV) followed by computer based instruction, ultimately, multi-modal or all ICTs that contribute to the achievement of educational goals and targets in schools.

Teaching and learning through plasma TV is a recent phenomenon in the history of Ethiopian education policy. According to Pan African ICT (2009) report number (1), teaching and learning through satellite TV in Ethiopian secondary and preparatory schools for grades 9 and 12 was started in 2004. In line with this, Ethiopian government launched satellite TV program as part of the national School-Net Initiative in 2004, which is a nationwide network of Ethiopia's secondary schools. Regarding this, Kim and Gebeyehu (2014) argued that Center for Education ICT (CEICT), ICT-leading organization for general education under Ministry of Education (MOE), broadcasts 2978 television programs of 10 subjects (English, mathematics, chemistry, biology, physics, geography, civics, economics, technical drawing, general business) for grade 9-12. This program is broadcasted via satellite and secondary students in class watch the programs in plasma television for 20 minutes or so out of the 40 minutes class (Kim and Gebeyehu, 2014).

According to Akale Wold et al., (2012) the government spent high expenditure on this project with the assumption that education system must be changed to active learning by using plasma technology that brings individuals to advanced world by brining every corner of Ethiopian high schools with equivalent educational standard. As Pan-Africa Research Agenda on Pedagogical Integration on ICTs (2009) report, the government turned to the two South African companies for help, Kagiso and Sasani to realize the program. According to the report, this project had two

parts while the first part was producing the educational TV program for grades 9 to 12 and the second part included creating supporting materials for both teachers and students. The initiative was supported by 80 USA million dollars from World Bank loan.

Regarding the this Khine (2006) pointed out that, when the project began in 2004 Ethiopian Ministry of Education MoE was requesting two thousand nine hundred seventy eight individual programs to be produced in twelve months. As the same author stated in response the intended program, Kagiso and Sasani created " Memar TV" or " to learn" in Amharic, Ethiopian official language for this purpose,60 researchers, script writers and subject experts, and 80 full- time technical staff were participated in launching the program. In line with this graphics, studio presentation and visual taped in both South Africa and Ethiopia were included in the program. As indicated in the program, the project was aimed at alleviating the lack of enough skilled teachers and overcrowded classrooms in Ethiopian education system broadly. Finally, to implement the program, four hundred fifty schools were equipped with eight thousand plasma screen. However, as Khine (2006) the developers forwarded their doubts on the issues of implementation of the program. As they pointed out their fear is related with the issues like; the possible marginalization of teachers; lack of understanding English since teaching is in a local language until high schools, and the passive nature of learning from TV screen. In the same way, some scholars argue that TV should be used as teaching aids and where the classroom teacher has a complete control and uses TV for demonstration, observation and magnification as a tool which he/ she manipulated with his/ her hands as she/ he wants (Kim and Gebeyehu, 2014: Akale Wold et al., 2012: Khine, 2006 and Lemlem, 2010).

2.6 The Concept of Implementation of ICT in Teaching

2.6.1 The Necessity of Satellite TV in Education

Like any other technological innovations the adoption of satellite TV in education is assumed as important to improve the quality of education. Regarding to this Sharma et al., (19194) has stated that Satellite has the power to one-way transmission of data, voice, motion, video and other messages. Thus, it enables the learners to see and hear what is transmitted for them at the times including the TV-teacher from the screen. In TV teaching, when inconvenience are made by TV-teacher and when classroom teacher tries to correct that, the student get confused to decide the

correct idea. In such conditions, as Sharma et al., (1994) pointed out the TV-teacher neither sees students nor their responses to questions. Accordingly, where there is no informative feedback, there may not be effective control at all. The TV-teacher suffers from the disadvantage of not knowing the reaction of his /her audience (students). Sharma explains that satellite TV can provide wide spread educational services to rural areas much more quickly than could be done by expanding a terrestrial microwave system. Besides, satellite technology is capable of reaching a large number of students over an extensive geographical area.

2.6.2 Combination of Media for Teaching and Learning

Laundon (1994) suggested that using combination of media for teaching and learning is most effective but the variation in learning depends on how a medium is used in the intended program. This indicates that the selection of one medium is the matter for effectiveness of broadcasting on designed lesson and the students, interaction with it because merely passive listening or viewing does not lead to learning. In addition to this, there is a relationship between the children's interest in TV learning and the classroom teachers. In relation to this issue Scholars like Sharma (1994) suggested that there was a close relationship among a particular curriculum, the classroom teacher and the children's interest in the TV-program.

As Steinberg pointed out, the negative attitudes and inability to use TV by classroom teacher arises from various factors such as uncritical acceptance of many academic attitudes toward the television medium; and lack awareness about the opportunities which TV offers to educational contribution in classroom (Steinberg, 1968). Regarding the issue of proper implementation of the program, Barnes suggested that through effective utilization of the available programs, the teacher can make the lesson more meaningful which may easily understandable for all students. Research findings showed that teachers, acceptance is necessary for the effective use of instructional technology (Barnes 1965).

2.6.3 The Significance of Using TV in Classroom Lesson

The significance using TV in classroom depends on the effectiveness of the researcher who uses it in the classroom. If the teacher has no relevant skill to use that TV and has no awareness about the importance of using TV, he/she does not implement this medium in classroom effectively and effectively. Regarding this, Waniewick (1972) pointed that while carrying out the teaching

and learning process, whatever instructional tool is used, the amount of information observed, assimilated or accepted by the learner depends up on the credibility of the content; the clarity of its presentation; the students' interest and abilities to master the subject matter.

Since, TV is a means of communication than other, the students' preparation as important as teachers' preparation for the meaningful classroom interaction (Wagshum, 2013). Besides, plasma teaching method strongly affects the classroom teacher's autonomy as that of students, because most of the time the classroom teachers are forced to do what they are told by the plasma teacher rather than using their own various teaching methods so as to address the needs of individual learner. However, scholars like Khine (2006) argued that students learn best when the teacher uses different teaching methods that benefit all learners than the one way teaching method like plasma TV.

2.6.4 TV Teaching and Level of Understanding

In some studies Heinic et al., (1993) and Wagshum, (2013) incorporated diagram in that experts put the level of understanding using various ways in to diagram. As indicated in the drawn diagrams in the above mentioned sources, obviously TV-teaching is considered as a passive way of receiving information. However, those very important methods seem to be left behind while teaching and learning process relied on plasma TV. Because of the absence of uniform interest and uniform ability, a single method of teaching may not help to achieve the intended program. In the teaching learning process some students prefer ideas to be presented via visual channel like teacher explanations and discussions; and also some other students are interested in learning by doing. Generally, implementing instructional media in classroom lesson requires critical thinking and great care so as to achieve the desired educational objectives in the intended. This why, in classroom there are different students with different level of understanding which may need different treatment and special instructional media (tools). For instance, as Heinic et al., (1993) argued students with mental retardation need highly structured learning situations, because their field of experience and ability to incorporate messages in to mental constructs is limited. They also further stated that students who are hearing impaired, blind, or visually impaired require different learning materials that enable them to catch specific idea from what they are following. However, Steinberg (1968) suggested that if TV is effectively used as teaching aid in classroom lesson, it has the power to create a picture of the world in students'

minds. Accordingly, it is a key point that the classroom teachers have to use TV properly in classroom and initiate the students to observe the lesson seriously.

2.7 Empirical Review

2.7.2 Introduction

In the above section of this chapter some key theoretical aspects about the plasma TV education and other related issues were discussed. The section reviewed the meanings of plasma TV, the use technology in education, history of education in Ethiopia and the concept of performance of plasma TV. The following section reviews the empirical literature on the previous studies in Ethiopia and the rationales to use plasma policy in education.

2.7.3 Rationales for Implementing Educational ICT Policy in Ethiopia

Komza (2005) argued that the four alternative rationales among which some are picked by the Ethiopian ICT in Education policy are indicated below;

2.7.3.1 Support Economic Growth

Since economy is a backbone of the overall development of a specific country, it is in a core of any sector all over the world. The rationale for investment in educational ICT, which is also pointed out in the ICT in Education of Ethiopia (Assefa, 2008) is the role it can play in preparing a future workforce and supporting economic development at large. As Asefa suggested the key to support economic growth policy approach is an articulation of specific ways that the educational deployment of ICT can support these broad economic goals, lest the connections between the two be hollow platitudes. The reason is that for most countries, a major economic goal is sustainable economic growth. As Stiglitz and Walsh, (2002) pointed out economists attribute such growth to increases in productivity, which can include the absorption or more productive equipment, more skilled and productive workforce, and the creation of new knowledge.

As Kozma, Corresponding educational policies can connect the use of ICT to the development of students' ICT skills which can be performed in the labor force; in building their capacity to use technology; to solve complex real-world problems that can contribute to productivity; and to the

development of new kinds of 21st c and lifelong learning skills which support knowledge generation, innovation, and entrepreneurialism in a knowledge economy (Kozma, 2005).

Robert (2014), referring to (Ashton, Green, Sung, and James, 2002) sited Singapore and Jordan as an example of this approach. As the sources clearly stated, Singapore's education policy has always been strongly linked to the development of human capital. The most recent economic develop plan in Singapore challenges businesses and workers to move beyond productivity gains resulting from the pervasive use of technology to the development of a knowledge economy, which depends on the development of new businesses based on research, innovation, and knowledge generation (Robert, 2014 in Atseda, 2017). Further, in co-ordination with this economic plan, the Education Ministry of Singapore instituted a number of reforms under the title "Learning to Think, Thinking to Learn; Towards Thinking Schools, Learning Nation" (Ibd).

As mentioned above, the program of Jordan is another example of economic-based education ICT policy. Faced with constantly high unemployment and poverty, the Government of Jordan created a program of economic and social transformation in 2001 having the assumption to develop high value-added sectors and to establish a knowledge economy (Robert, 2014). With relation this program, as Robert stated the top priority has been the development of the nation's human resource at large. To this end, the Jordanian education policy commits the ministry to reform curriculum so as to balance traditional subject matter with learning process outcomes that make effective use of ICT and that engender knowledge creation and management.

2.7.3.2 Promote Social Development

The other rationale to implement TCT in education as indicated by Robert (2014) is "to promote social development" across the country. As he stated, other countries have focused more on the potential social impact of ICT and governments have justified ICT investments with policies that advance cultural creativity; boost democratic participation; encourage their use to share knowledge; make government services more widely available; and enhance social cohesion and the integration of different cultural groups and individuals with different abilities. Thus, within education, socially-oriented policies offer the prospect of connections between classrooms across cultures, increased parental participation, student access to specialized educational services, and the delivery of educational services to remote populations. Similarly with the economic rationale

above, the key is to articulate specific means that educational ICT can support these broad social goals.

Adoption and practice of education policy vary from country to country, even time to time with in the same country. In view of this, unlike Ethiopia, the education policy of the European Commission is in line with the above discussion. Regarding this, Atseda cited the European Commission (2000 and 2004) the Commission's policy of "information society for all" emphasizes the need to bring every business, school, home, and citizen into the digital age. Thus, as indicated in the policy, one of the goals is to promote digital literacy that would provide students with new skills and knowledge that they will need for personal and professional development and for active participation in an information-driven society. The policy further addresses ICT's contribution to learning, especially for those who, due to their geographical location, socio-economic situation or special needs, do not have easy access to traditional education and training program. By applying networking system among schools, the policy promotes collaborative projects between countries and cultures that can contribute to improving mutual understanding, social integration and intercultural dialogue across the Union (Robert, 2014).

2.7.3.3 Advance Education Reform

In adopting the technology in education, to assume educational reform is one of the rational in the core of policy. According to Verspoor (1989) any major change in an education system can be, and often is said to be reform. Regarding advance education reform, Robert (2014) used the term to refer to major curriculum revisions, shifts in pedagogy, or assessment changes. As some other scholars, such as Olson, (1995) and Means et al., (2004) ICT can play a particularly important role in supporting education reform and transformation. The issues of education reforms that have been related with the introduction of ICT involves curriculum reforms that emphasize high levels of understanding of main concepts within subject matters and the ability to apply these concepts to solve real-world problems (Bransford, Brown, & Cocking, 2000). Other curriculum reforms emphasize what are sometimes called "21st century skills", qualities that prepare students for the knowledge, such as collaboration, creativity, economy, information management, communication and the ability to direct one's own work and learning (Resnick and Wirt, 1996) cited in (Atseda, 2017).

As indicated above, pedagogical changes in ICT-related issues treat the students as active agents who are engaged in collaborative projects that solve complex, real world-like problems or in sustained investigations and interactions that generate new ideas by building on and extending the ideas of others. In implementing the program Bransford, Brown and Cocking (2000) pointed that the pedagogical role of teachers is to structure and support these practices by providing resources and explicitly modeling cognitive and social processes and prompting students to take up these practices. Regarding the above mentioned international studies have reported the use of these technology-based reforms in schools and classrooms in many countries around the world (Pelgrum and Anderson, 1999; Kozma, 2003b). Therefore, these ICT-based curricular and pedagogical approaches are beginning to appear in national educational policies around the world.

Similarly, the South African education ICT policy document (Department of Education, South Africa, 2003) stated that "Learning through the use of ICTs is arguably one of the most powerful ways of supporting learners to attain the nationally arranged curriculum goals. In particular, the use of ICTs for learning encourages several issues such as learner-centered learning; active, exploratory, inquiry-based learning; collaborative work among learners and teachers; and creativity, critical thinking, analytical skills and informed decision-making ability" (Atseda, 2017)

2.7.3.4 Support Education Management

Under this category, the last rational to implement ICT in education is to support education management. Accordingly, Kozma (2005) suggested that some countries advocate the use of ICT to improve the management efficiencies or accountability of schools or the education system. As the result, these policies mainly emphasizes on computer-based testing and the use of digital data and management systems. In line with this Department of Education, United States (2004) report argued that, the current educational ICT policy of the United States emphasizes the use of technology to efficiently deliver online contents and assessments. Further, the program helps to provide teachers, principals, and parents with student performance and attendance data that can be used to personalize instruction; support decision making and the allocation of resources; and promote accountability.

As a report of Ministry of Education, Malaysia (2003) cited by Komza (2005) similarly stated that, the educational ICT policy of Malaysia stresses the use of ICT to increase productivity, efficiency, and effectiveness of education management through office automation and data analysis.

Generally, as discussed above these four policy rationales that are specified by Robert (2014) are not mutually exclusive. In this regard, it is common to get number of countries that have used two or more of these rationales together in mutually interrelated manner. In view of arguing the case of rationales in Ethiopia, the Ethiopian ICT in Education policy somehow combines an economic rationale with an education reform (the report of FDRE, 2004). In line with this one arguing that by reforming the curriculum to provide students with learning skills, creative thinking skills, and communication skills they will prepare a workforce with excellence for the future.

Accordingly, the identified rationales also supported by Ministry of Capacity Building (2006) report argued that by deploying the ICT in education policy, teaching and learning will be facilitated; education quality will be improved in secondary schools; and ICT will be an enabler for widening access to education for the Ethiopian population, for supporting literacy education, and for facilitating delivery and training at all levels. In achieving this, activities such as production of Educational TV programs, installation Plasma Display Panels (PDPs) in every classroom of secondary schools, establishing a computer network system, and installation of satellite TV programs transition system at the center of Educational Media Agency are mainly performed (FDRE, 2004).

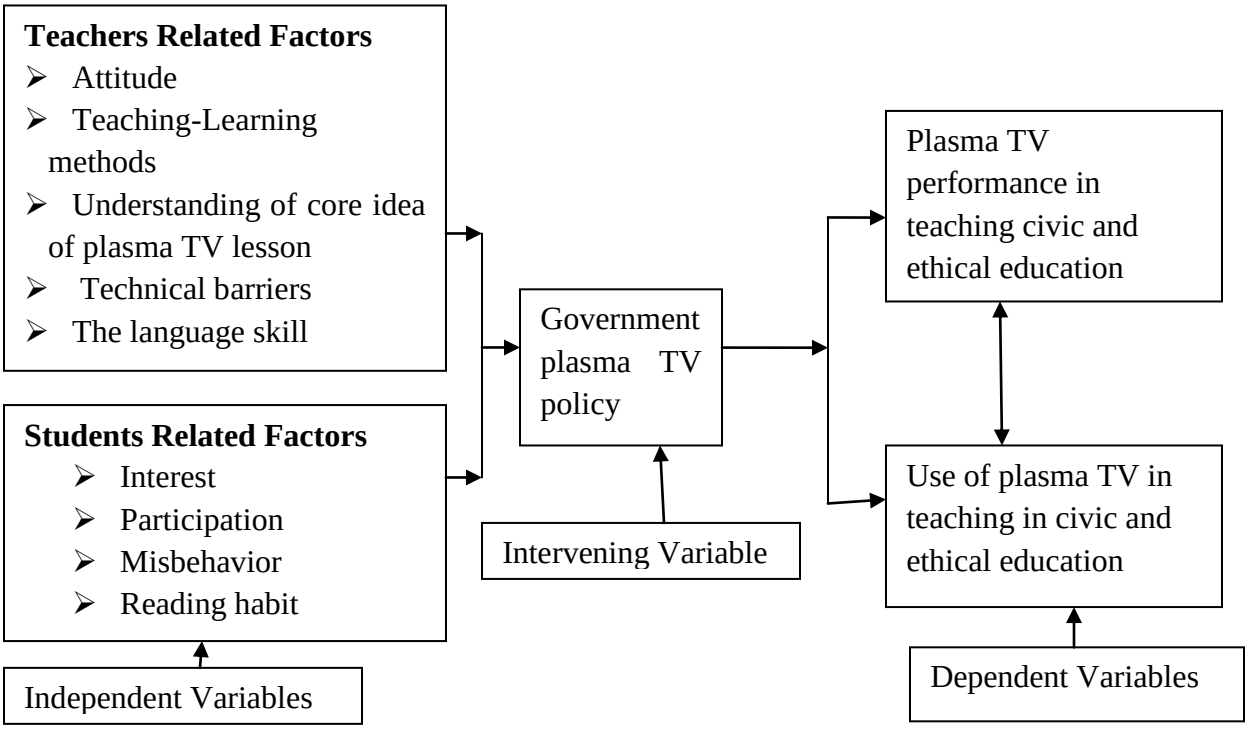
2.8 Conceptual Framework

In dealing with the developing of conceptual frame work, this study tries to raise some key elements that assumed to have effect on implementation of plasma TV. The conceptual frame work under this study clearly identified teachers and students as the main factors that may influence integration of ICT in teaching learning process. Thus, teacher related factors were those directly influence teachers' use of the plasma-TV in the teaching-learning process. The factors specifically includes teaching and learning methods, teachers' attitude, understanding of

the abstract idea of the plasma-TV lesson, technical barriers, the language skill, and school management problems are among others.

On the other hand, students' factors were indicating to factors influenced by the use of the plasma-TV in teaching civic and ethical education lesson. They include students' interest, participation, and misbehavior, reading habit, attitude and skill. Regarding this, the conceptual model shows that the government policies influence both the implementation of new technologies by the teachers and the students, which in turn, would affect the extent of integration of the plasma-TV in teaching and learning of civic lesson. As indicated bellow implementation of the plasma-TV in teaching and learning process would depend on both the teachers related and students' related factors in general.

Fig 2.1: The framework of the study



Source: Adapted from Maithya R. and Ndebu (2011)

For instance, if a teacher is equipped with the necessary attitude and language skill on how to integrate plasma TV in academic activities, then he or she would be willing to try out this in a good manner, he or she became confident enough in using plasma in the teaching of civic and

ethical education. Moreover, it indicates the teacher's teaching and learning methods beliefs would force the teaching plan adopted by the teachers when the teachers were teaching a given lesson. The attitude of the teachers towards integrating plasma TV in classroom lessons could be unfair by the level of behind by the school management.

In this study performance in civic lesson, was preferred to measure factors of implementation of plasma TV lesson. This is mainly due to the reason that the pilot study indicated, the school was mainly focused on teaching through classroom teacher than plasma teacher. In addition, teachers were not applying the plasma program so as to measure the overall performance of plasma TV. Further, as suggested by researchers like Getinet (2008) the challenge includes lack of strong implementation process in plasma performance.

CHAPTER THREE

3. Research Methodology

3.1 Description of the Study Area

This study was conducted on factors affect the implementation of Plasma TV education in Civic and Ethical Education at Jajura Town Administration, Hadiya Zone, SNNPRS, Ethiopia (HZSEP, 2019). The Zone is divided in to thirteen Woreda and four town administrations. Based on the 2007 Central Statistical Agency of Ethiopia, Hadiya Zone has a total population of 1,547,848. The male sex accounts 782,128 and female 765,720 number of people. Hossana is a Capital of Hadiya Zone in the SNNPR which is located in the coordinate of 7°34'60" N and 37°52'60" E Hadiya Zone Statistical Abstract (HZSA, 2019). The town has a total of 315,887 HH. Rural inhabitants comprise 89.3 % and urban inhabitant's number 10.7% of the population with an estimated area of 3,542.66 square kilometers (CSA, 2007).

Jajura is one of the recently established reform town administrations in the zone. It is geographically located by coordinate points of $7^0$31'' N-7^0 68" N and 37^0 29''E-$37^0$76'' E. The town is located nearly in western side to the capital of Hadiya Zone, Hossana. It is 250 km far away from Addis Ababa and 20 km from its Zonal center. The town is occupied by the native peoples who speak Hadiygna language. The total population of the Jajura town is 27,537 the male sex account 14,252 and female 13,285. The topography of the land is flat and suitable for living. The climatic condition of the town is characterized by Woina Dega with average rainfall and temperature of 1150mm and 16.40c respectively. Traveling from Jajura to Hadiya zone is connected by more than one route (HZSA, 2019).

3.2 Research Approach

The researcher used mixed method type of research approach (qualitative and quantitative method). The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. According to Mark et al., (2009) mixing qualitative and quantitative approaches give the potential to cover each methods weakness with strengths from the other method. In this study, a combination of qualitative and quantitative approaches of conducting research was employed, which has been practiced, as recommended by Creswell (2009). Thus, study used a mixed

method approach because of exploring the breadth and studyinl8g the depth about the factors those affect the implementation of plasma TV in the study area.

3.2.1 Reasons for Using Mixed Methods

Several purposes captured the major reasons for using mixed methods in education policy implementation research. However, as Cohen, et al., (2007) it is to view problems from multiple perspectives so as to enhance and enrich the meaning of a singular perspective. It is also for the reason that to contextualize the information, to take a macro picture of a system and add in information about individuals who are part of the issue. Another reason is to merge quantitative and qualitative data to develop a more complete understanding of a problem, to develop a complementary picture, to compare, validate, or triangulate results, to provide illustrations of context for trends, or to examine processes/ experiences along with outcomes (Ibid).

3.3 Research Design

A research design is assumed as a guideline which shows where the researcher is going to. As John A.H. et al., (2007) suggested research design is the blueprint for fulfilling research objectives and answering research questions. Research design ensures that the study would be relevant to the problem and that it uses economical procedures. There are three types of research design; namely exploratory (emphasizes discovery of ideas and insights), descriptive (concerned with determining the frequency with which an event occurs or relationship between variables) and explanatory (concerned with determining the cause and effect relationships) (John A.H. et al., 2007). A type of research design employed under this study was descriptive survey design. The need to employ descriptive research design is description of the state of affairs as it exists at present moment. In line with this, this study describes and critically assesses the factors affecting the implementation of plasma. In attaining this objective, the study utilized cross-sectional in the sense that all relevant data was collected at a single point in a specific time. The reason to opt a cross-sectional study design is due to the vast nature of the study and the limitation of time. Regarding this, Janet M. Ruane, (2006) suggested that obtaining information from a cross-section of a population at a single point in time is a reasonable strategy for pursuing many descriptive researches.

3.4 Sources of Data

For this study, both primary and secondary sources of data were used. Primary sources of data were used to obtain data from students, teachers and directors in the selected school. In addition to these, it was used to gather data from education office of the town administration. Whereas, secondary data were obtained through analyzing researches (published and unpublished), articles, books, policy documents, manuals in the school, and etc.

3.5 Population, Sampling Techniques and Sample Size

3.5.1 Population

For this research, the samples of the study were grouped in to the selected secondary school students, teachers, school directors and officials from the Jajura Town Administration Education office. Based on this, the survey was carried on three hierarchical levels. In the first level, officials from the Jajura Town Administration Education office were address. In level two, school directors and teachers were assessed as implementers. Students were in the third hierarchical level as the end users. In line with this, size of population in each category of the study samples were identified bellow. At Jajura Town Administration education office there are nine (9) officials including the Head and Vice of the office. In addition to this, the school has a total of fifty nine (59) academic staff including school Director and Vice Directors. In the third category the school has a total of one thousand six hundred eighty (1680) students. Regarding this the selected school has 810, 609,128 and 133 in 9^{th}, 10th, 11th and 12^{th} grades respectively.

3.5.2 Sampling Techniques

In selecting the sample from above mentioned categories, the researcher used both probability and none probability sampling techniques. In selecting the sample size from teachers, directors and education officers the non-probability technique was employed. Stratified random sampling technique was also used to get information from different grade levels. This technique is opted because it is used to contribute in minimizing bias when dealing with the study population. Through applying this sampling technique, the sampling frame can be organized into relatively homogeneous groups (strata), in this particular case, grade level before selecting elements for the sample. This step increases the probability that the final sample will be representative in terms of

the stratified groups (Janet, 2006). The strata's are grade levels such as grade 9, grade 10, grade 11 and grade 12.

Scholars like Catherine Dawson (2009) suggested that, the correct sample size in a study is relied on the nature of the population and the purpose of the study conducted. Though there are no uniform rules to select the sample size, it is usually depends on the population to be sampled in the study. In this study to select sample size, a list of the population formally registered students in 2019/2020 academic year by the Jajura secondary and preparatory school were obtained. The total population of the study accounts 1680 students which includes grade 9 (810), grade 10 (609), grade 11 (128) and grade 12 (133). The sample size here is considered as representative of each grade level and also large enough to allow for level of precision, level of confidence and for the research findings acceptability. Therefore, to select the sample size of the student, the probability sampling technique using Kothari (2004) was employed. The following formula was deployed to calculate the sample size since it was relevant to studies where a probability sampling method was employed using (Kothari, 2004) formula and taking the degree at 95% confident 5% of precision level.

$$n = \frac{z^2 pqN}{e^2 (N-1) + z^2 qp}$$

Where: n= the minimum number of sample size within the range of acceptable error margin

N= the total number of students which is (1680s)

z=confident level (95%) and which is 1.96

e=acceptable error margin $(0.05)^2$

p= proportion of sample population (0.11)

q= estimate of the proportion of population to be sampled (0.89)

3.5.3 Sample size

$$n = \frac{(z)^2 pq\ N}{e^2 (N-1) + z^2 qq}$$

$$n = \frac{(1.96)^2 0.11 \times 0.89 \times 1680}{0.05^2(1680-1) + 1.96^2 \times 0.11 \times 0.89} = 137 \text{students}$$

P9=population of grade 9 = $\frac{p9}{N} \times n = \frac{810}{1680} \times 137 = 0.48214 \times 137 = 66$

P10=population of grade 10 = $\frac{p10}{N} \times n = \frac{609}{1680} \times 137 = 0.3625 \times 137 = 50$

P11=population of grade11 = $\frac{p11}{N} \times n = \frac{128}{1680} \times 137 = 0.076190 \times 137 = 10$

P12=population of grade12 = $\frac{p12}{N} \times n = \frac{133}{1680} \times 137 = 0.079166 \times 137 = 11$

n=137 would be the minimum sample size of students for reliable result

Accordingly, 137 respondents were selected from the total of 1680 students. These 137 respondents were selected from grade 9, grade 10, grade 11 and grade 12 on proportional basis. Therefore, [810x137/1680] =66 from grade 9th out of 810, [609 x 137/1680] =50 from grade 10th out of 609, [128x137/1680] =10 from grade 11th out of 128 and [133x137/1680] =11 from grade 12th out of 133 were selected. In addition to this, interviews were administered on the sample of 3 civics teachers, 2 vice directors and 2 education officers out of 68. The researcher used this small number of interviewee because of data saturation due to related responses from majority of interviewees.

Table 3.1: Sample size of the study area

No	Grade level	Total Number of students			Sample Size	Percentage %	Sampling Technique
		M	F	T			
1	9	425	385	810	66	8%	Simple random
2	10	330	279	609	50	8%	Simple random
3	11	73	55	128	10	8%	Simple random
4	12	70	63	133	11	8%	Simple random
5	Sample for qualitative	52	16	68	7	10.3%	Purposive
	Total	950	798	1748	144	8%	

Source: The researcher own computation from Jajura Secondary School, 2020

3.6 Instruments of Data collection

Since, the study will focus on qualitative and quantitative; the researcher will use both primary and secondary data collection tools such as observation, interview, questionnaire, and document analysis.

3.6.1 Questionnaire

The questionnaires were prepared and administered for tk2he sample respondents (students). The researcher developed the questionnaires with close-ended and open-ended categories after reading various literatures. Then, the questionnaires were given to the advisor for comment and were duly commented. Putting the advisor's constructive comment into practice, the questionnaires were duplicated and distributed to students. In conducting good research, questionnaire has a paramount importance. One of the necessities to use questionnaire in research may help the researcher to cover the large number of sample. Regarding this, John A. et al., (2007) suggested that, the reason for the appearance and layout of the questionnaire are of great importance in any survey where the questionnaire is to be completed by the respondent.

3.6.2 Interview

The purpose of the interview was to gather relevant information about teachers' and students' about their feelings and attitudes towards plasma TV which may not be assessed properly by other instruments. The researcher deployed both structured interview with the sample respondent. Then, the researcher and participants were arranged the interview time and place together. To this end, the researcher interviewed 3 teachers, 2 Vice directors and 2 education officers in the town were interviewed. Accordingly, the researcher was conduct interview with teachers, vice directors and officials from education office by taking note.

3.6.3 Document Analysis

Since, plasma teaching-learning method is a recent phenomenon in Ethiopian education, there may not such much available records in secondary schools. Therefore, the researcher collected some necessary data from school records such as paper works by teachers and lesson plans, researches, national documents, and other related documents to substantiate the data. Curriculum documents, textbooks, teacher's lesson plans, students, notes, school timetables, and other school programs and documents were collected and analyzed. Lincoln and Guba (1985) support the use of document analyses as these are readily available and stable sources of data. Garson (2005) also recommends gathering whatever site documents might be available in the research setting as data.

3.7 Pilot Study

Before collecting the data, a pilot study was conducted for testing a questionnaire which reveals the weakness, if any. In line with this, Kothari (2006) stated that piloting helps to clear up any confusion in an instrument of data collection and allow the research to determine the adequacy of instructions to respondents. In doing so the intended interview, open-ended and cloth-ended questions were tested by my colleagues. The pilot test was conducted at Jajura secondary and preparatory school with 11 students. Each questionnaire had 32 items. The reliability of the pilot study was computed using SPSS version 21.

The sample of pilot test was selected by using Kothari (2004) formula and taking the degree at 95% confident 5% of precision level $n = \frac{ps}{N} \times n$

Whereas: n= the minimum number of sample size of pilot study

ps= the total sample size of students which is (137s)

N= population of the study (1680)

Pilot sample $n = \frac{ps \times n}{N} = \frac{137}{1680} \times 137 = 0.0815 \times 137 =$ 11 students

Table 3.2 Coefficients of reliabilities for item

Questionnaire for	No. of items	SD
Students (close -ended)	11	.000

All questions were reliable because of the value in between 0 and 1, Kothari (2004). According to my colleagues, the questionnaires were more related to the objectives of the study.

Table 3.3 Case processing summary (students)

Case No. Of items	11	100%
Excluded	0	0
Total	11	100%

All of processing summary was valid and no excluded items were found in pilot testing from students' response.

3.8 Data Analysis

After gathering the necessary data, data presentation, data analysis, and data interpretation were conducted. The data were analyzed and interpreted based on the concepts of a particular theoretical orientation and empirical evidence. The quantitative data collected from the using the questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS) version 21. Software mainly used a descriptive statistical analysis such as frequency and percentage will be

used to summarize the data. On the other hand, the qualitative data from Key Informant Interview was analyzed by using the description as well as narration in order to triangulate its validity and reliability with the quantitative data.

3.9 Validity and Reliability

Threats to internal design validity

History events: which occurred between observations of measurements: since the school is found in a rural area, our students will not contact with technology. Therefore, during data gathering, students may not have enough confidence in giving a response.

Maturation: the informant students and teachers who were selected to answer questionnaires gave response according to their interest rather than the actual facts. And also classroom teachers took themselves as only plasma operator and the assumption that plasma a substitute their work, this may be lead them to biases to response out of reality. In these cease respondents followed their internal filling than the external influence. Instrumentation: When the researcher gathering information from one question different ways (open-ended and close- ended), the researcher got a different idea and not supported each other. It is difficult to conclude.

Diffusion of treatment: different between or within a group might result in due to unplanned independent variable exposure. The sample group might get biased information from the population; this might lead them to give the response to the questionnaires according to the gathered information from the environmental influence. This may change the result of the study.

Threats to external validity

Interaction of personal variable and treat mental effect: this means the way to approaching to treat the same group to treat for selection or collecting data systematically. If the research sometimes asked directly, he/ she may not get the correct answer. So, he/she will ask indirect questions to get the correct answer. The treatment effect of the research will be changed the real situation of gathering information interactional effect of selection, history or maturational biased. The research will collect biased data or information. This will lead to the biased result.

Multiple conduct nosiness: sometimes used many instruments for collecting data it might be difficult to close the result of data analysis.

3.10 Ethical Consideration

According to Johnston, (2009) research ethics deals with how someone treats those who participate in the studies and how he/she handles the data after he/she collected. Ethical considerations are very important for every research or study. Interviewees were informed that this work is purely for academic purposes and not for other reasons. Therefore, respondents of this study were assured of confidentiality in respect of all information that they were provided. They were asked if they were not volunteers to be recorded the researcher got their permission to do so. They were informed that in every case, names will be kept confidential thus collective names like the respondents will be used in the study. All documents used have also been properly acknowledged and documented to avoid issues of plagiarism.

CHAPTER FOUR

4.DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the interpretation of the collected data in line with the guideline in the methodological part of this study. To facilitate ease in conducting the empirical analysis, the results of descriptive statistics were presented first, followed by the descriptive analysis. The purpose of this study is to critically assess the factors affecting the implementation of teaching civic and ethical education in plasma-TV: the Case of Jajura secondary and preparatory school in Hadiya zone, Jajura town administration. Therefore, the study seeks to answer the problem of the implementation of teaching civic and ethical education in plasma-TV.

Data were collected from directors, teachers, students and officials in education office at the selected town administration. Based on the response obtained from the respondents, the interpretations of data were presented in a consecutive table for each item. The interview also conducted with directors, teachers and officials from education office. 137 questionnaires having 42 items in each were administered and distributed to the selected sample students in the selected school, out of which 137 (100%) filled and returned. Among interviewed respondents, three individuals were civic and ethical education teachers, two school Vice principals and two of them were education officers. Moreover, the research made a clear interpretation of data analysis merged two-point, three-point, four-point and five-point scales (e.i yes-no, very high- high-moderate and low, strongly agree- agree-.undecided- disagree and strongly disagree). Generally, this section is organized in the following manner: First, the general information about Plasma TV were presented and analyzed. Second, data collected through questionnaires and interviews were analyzed concurrently.

4.2 Characteristics of the Respondents

4.2.1 Demographic Characteristics

Three prominent demographic characteristics namely: sex, age and marital status of the respondents have been found very important in the data collection. Accordingly, these variables have been presented in Table, 4.1.

Table 4.1: Distribution of the respondents of questionnaire by sex, age and marital status

No	Sex	Male	Female		Total
1	No	80	57		137
	%	58.4	41.6		100
2	Age	<20	20-25	>25	
	No	106	25	6	137
	%	77.4	18.2	4.4	100
3	Marital status	Single	Married	Divorck8ed	
	No	123	11	3	137
	%	89.8	8.0	2.2	100

Source: researchers' own computation, 2020

As shown on the above table, 80 (58.4%) of the students are males, whereas 57 (41.6%) are females. This indicates that the numbers of male students are greater than that of female students. The sample was taken proportion to the population and the population covered the greatest portion as it was shown in chapter three. Regarding age, 106 (77.4%) respondents are bellow the age group of 20, 25 (18.2%) respondents are between the age group of 20-25 and 6 (4.4%) respondents are above 25 years. This implies that most of the students attending in selected secondary school are young. It is due to that in the area students join primary school relatively in the average school age, mostly from 6-8 years. Regarding marital status as indicated in the above table, most of the students 123 (89.8%) was single, 11 (8.0%) respondents were married and 3 (2.2%) respondents were divorced. From this, one can understand that most of the respondents were single. As the ages of respondents indicate, most of the respondents were not mature enough to got marriage.

Table 4.2: Distribution of the respondents of interview by sex, age and marital status

		Teachers	Directors	Officials	Total
Sex	Male	2	2	2	6
	Female	1	0	0	1
	Total	3	2	2	7
Age	20-30	1	0	0	1
	31-40	2	2	2	6
	Above 41	0	0	0	0
	Total	3	2	2	7
Marital status	Unmarried	1	1	0	2
	Married	2	1	2	5
	Divorced	0	0	0	0
	Total	3	2	2	7

4.2.2 Responsibility of the Government and School in Accessibility of Plasma TV

Table 4.3: Accessibility of plasma TV teaching in civic and ethical education lesson

No	Variables	Respondent	Rating scale						MN	SD
			No		Yes		Missing			
			1		2		888			
			N	%	N	%	N	%		
5.	Do you agree with the idea that there is there plasma TV in all classrooms of your school?	137	-	-	134	97.8	3	2.2	2.00	.000
6.	Does plasma TVs in your school particularly in your class is properly functioning?	137	105	76.6	32	23.4	-	-	1.23	.425

Source: Researchers' own computation, 2020

MN=Mean SD=Standard Deviation

As indicated in item number 5 of table 4.2, the respondents requested to respond the existence of plasma TV in their classroom. Accordingly, from respondents N= 134 (97.8%) replied "Yes" and N=3 (2.2%) missed to respond the question. The majority of the respondents' result 97.8% in the table above showed "Yes" for the question related to the prevalence of plasma TV in their classroom. The mean, standard deviation of students (M=2.00, SD=.000) indicated the value approaches (2), "Yes" there is plasma TV in their class. Therefore, it may be concluded that there is plasma TV installation in all classes.

In an interview conducted with interviewee from education office in the town;

> *There are four public and one private (Catholic), totally five primary schools in the town administration. Regarding the secondary school, we have only one high school in the town administration. The plasma TV in the school was adjusted in 2006, and since then it is being implemented in the school. So, the school has plasma installation nearly in all classes (Interview, May 2020).*

Furthermore, in an interview conducted with teachers and directors in the school, it was confirmed that there are plasma TV in the selected school since 2006. They have clearly and confidently confirmed that there is plasma TV installation proportional to each grade level and sections in the selected school.

In line with this, the FDRE (2004:8) pointed out that;

> *The Government gave justifications for introducing 'plasma' program as 'in the globalized world in which information and communication technology is vital, (and hence), installation of satellite receiving devices known as plasma display panels (PDPs) in every classroom at secondary level is necessary'.*

Regarding the above discussion, the data gathered from interview, questionnaire and literature showed that the plasma installation is available in the secondary schools. This shows that government has invested a lot of resources in the plasma installation.

According to item number 6 of table 4.2, the respondents requested to answer either the existing plasma TV in their classroom is functioning or not. Accordingly, from respondents N= 105 (76.6%) replied "no" and 32 (23.4 %) replied "yes". The majority of the respondents' result 76.6% in the table above showed "no" for the question related to the functioning of the existing plasma TV in their classroom. The mean, standard deviation of students (M=1.23, SD=.425) indicated the value approaches (1), "no" the plasma TV in their classroom is functioning. Thus, it is difficult to conclude that there is proper functioning of plasma TV, since more than half of the respondents agreed with the absence of proper functioning of plasma TV in their class. When the above responses compared with the interview conducted with teachers, directors and education officers in the town, the interviewees similarly confirmed that the existing plasma TVs were not properly functioning in the selected school.

One of the school directors pointed out that;

> *The existing plasma TVs were functioning relatively in a better way but, not properly. The school working to implement the plasma lesson, but there several challenges to implement it properly. Not only the shortage of resources, but also the attitude and interest of implementers make the implementation of the program improper. Therefore, it is not possible to say the program is fully implemented in the school (Interview, May 2020).*

In addition, some other interviewee (one of the teachers) was also mentioned some of the implementation problems which widely observed in the side of the higher government officials related with electric power function. The teacher pointed out "lack of responsiveness to the demands of maintenance from school and interest of teachers to implement it" were make the program not properly implemented. He also strictly told that the selected school had great problem in using the existing generator as an optional power source (Interview, May 2020).

With regard to the above mentioned issue, literatures suggested that the Government's objectives in introducing the "plasma" mode of instruction are quite attractive on paper, but they doubt about proper implementation. TV was used for many years in some towns of Ethiopia for non formal education and to enhance the formal traditional instruction (Tilson and Bekel, 2000). However, it is essential to examine the current exclusively "plasma" based classroom situations carefully from different perspectives due to its improper implementation.

As both the primary and secondary data showed the plasma TV teaching is not going in line with the intended way. The primary data were showed the existence problem in proper implementation whereas, the literature suggest'8ed examining the way plasma TV is implemented. Thus, it shows that there is an implementation problem in the study area.

4.2.3 Management and Maintenance of Plasma TV

Table 4.4: Responsible bodies for management and maintenance of plasma TV teaching

No	**Variables**	**Respondent**	**Rating scale**								**MN**	**SD**
			Directors		Teachers		Students		Technicians			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
7.	Who do you think is the responsible for the television management in the classroom during the formal classroom time?	137	21	15.3	105	76.6	7	5.1	4	2.9	1.96	.567
8.	From the experience in your school, whose responsibility is that to give maintenance services for the dysfunctional plasma TVs?	137	30	21.9	78	56.9	-	-	29	21.2	2.20	1.016

Source: Researchers' own computation, 2020

From item number 7 of table 4.3, the respondents requested to point out the responsible body for plasma TV management. Accordingly, from respondents N= 21 (15.3%) replied "Directors", N=105 (76.6%) replied "Teachers", N=7 (5.1%) replied "Students" and N=4 (2.9%) replied "Technicians" to plasma TV management. The majority of the respondents' result 76.6% in the table above showed "Teachers" for the question related to the plasma TV management in their classroom. The mean, standard deviation of students (M=1.96, SD=.567) indicated the value approaches (2), "Teachers" are the responsible bodies to manage plasma TV in their classroom.

Therefore, it may be concluded that teachers are mostly responsible to the management of plasma TV in the classroom. In an interview conducted with directors and teachers it was confirmed, that teachers are the bodies who operate plasma TV in the class room.

On the other hand, one of the interviewee responded that;

> *The students (particularly class monitors) manage plasma TV in the class room. In the school, it is common that, most teachers give responsibility to the students to manage the plasma. There are some class monitors who are very active and can use the remote control better than some teachers. So, in addition to teachers class monitors have the responsibility to manage plasma program in the classroom (Interview, May 2020).*

With relation to this, MoE (2006a; 2006b) and CEICT (2011a) further describes that classroom teachers, students, and school directors are also responsible to utilize the program at school level. Thus, as supported by most sources indicated above, teachers are the responsible in using plasma in the classroom.

As indicated in the item number 8 of table 4.3, the respondents requested to respond the responsible body for plasma TV maintenance when it is not working. Accordingly, from respondents N= 30 (21.9%) replied "Directors", N=78 (56.9) replied "teachers" and N=29 (21.2%) replied "Technicians" to plasma TV maintenance. The majority of the respondents' result 56.9% in the table above showed "teachers" for the question related to the plasma TV maintenance when it is not working. The mean, standard deviation of students (M=2.20, SD=1.016) indicated the value approaches (2), "teachers" are the responsible for maintenance of plasma TV. Based on this, it is possible to conclude that technicians are responsible for the maintenance of plasma TV when it is not working. Similarly, in an interview conducted with teachers and directors it was confirmed that teacher (especially IT teachers) are the responsible bodies to the maintenance of Plasma TV. According to the interviewees, it is common that their school get maintenance for their plasma from teachers and directors. With relation to this, some of the interviewees added that some teachers and directors who have hints in maintenance of electronic materials were usually participated in the plasma TV maintenance.

Littlejohn *et al.* (1999) suggest that;

> *Institutions must recognize and budget for the ongoing cost of providing technical support along with maintenance and upgrading of equipment and facilities. Ideally, technical support involves a supportive relationship between IT personnel and individual teachers. It was reassuring to know that willing help is available and we are then more prepared to take risks and try new things.*

As indicated above, there is a problem in recruiting technicians for the maintenance services of plasma and related issues in secondary schools. The literature recognizes the necessity of technicians in the school, but the respondent showed that their school gets the service mostly from teachers.

Table 4.5: Plasma TV Repairing

No	Variables	Respondent	Rating scale						MN	SD
			Never		Lately		Moderately			
			1		2		3			
			N	%	N	%	N	%		
9.	Concerning the plasma TVs with minor and major defects in proper functioning, in what interval your school repaired them?	137	12	9.8	47	34.3	78	56.9	2.48	.654

Source: Researchers' own computation, 2020

Regarding item number 9 of table 4.4, the respondents requested to point out in what pace get the plasma TV repaired. Accordingly, from respondents N=12 (9.8%) replied "never", N=47 (34.3%) replied "lately" and 78 (56.9%) replied "moderately" concerning plasma TV repairing. The majority of the respondents' result 56.9% in the table above showed "moderately" for the question related to the plasma TV repairing. The mean, standard deviation of students (M=2.48, SD=.654) indicated the value approaches (3), "moderately" the plasma TV get repaired. In the above discussion high number of respondents agreed with the moderate option. Therefore, it is possible to conclude that the plasma TV in the selected school moderately get repaired when it is not working.

In an interview the school directors interviewed;

> *They raised the plasma TV repairing as the challenging problem in TV teaching program. Due to the absence of well trained and equipped manpower in the school, the repairing of TV takes a time but, not too much time. Sometimes the TV may not work when it faced very minor case because most of the teachers couldn't know what happened in the TV (Interview, May 2020).*

Regarding this, teachers said "too late, even some TVs never got repaired". Here the respondents' ideas are different, but it is possible to conclude that the plasma couldn't get repaired soon.

Table 4.6: Contributions of plasma TV in teaching Civic and Ethical Education lesson

No	Variables	Respondent	Rating scale								MN	SD
			Low		Medium		High		Very high			
			1		2		3		4			
			N	%	N	%	N	%	N	%	%	
10	In which degree you agree with assumption that the plasma TV is contributing to improve your academic achievement in Civics education?	137	7	5.1	93	67.9	23	16.8	14	10.2	3.83	.670

Source: Researchers' own computation, 2020

From item number 10 of table 4.5, the respondents requested to judge the contribution of plasma TV in improving students' academic achievement in civic and ethical education lesson. Accordingly, from respondents N= 7 (5.1%) replied "low" N=93 (67.9%) replied "medium", N=23 (16.8%) replied "high" and N=14 (10.2%) replied "very high" to the contribution of plasma TV in improving students' academic achievement in civic and ethical education lesson. The majority of the respondents' result 67.9% in the table above showed "medium" for the question related to plasma TV contribution for improving students' academic achievement in civic and ethical education lesson. The mean, standard deviation of students (M=3.83, SD=.670) indicated the value approaches (2), "medium" contribution of plasma TV in improving students' academic achievement in civic and ethical education lesson. The result in the above discussion about the contribution plasma TV in improving students' academic achievement most of the respondents responded high. Therefore, it is possible to conclude that plasma TV moderately contributes in improving students' academic achievement in civic and ethical education lesson.

In contrary, in an interview conducted with teachers, one of the interviewee suggested;

> *Though the plasma TV is assumed and believed by most that it has importance in students' academic achievement, plasma TV teaching contributed less in students' academic achievement. Based on the existing situation in the school nothing tangible contribution is recorded about the plasma TV lesson (Interview, May 2020).*

On the other hand, the rest teachers confirmed plasma TV teaching has great contribution in improving students' learning due to its standardized provision of contents if it is properly applied. In addition to this, students in the open ended questions also confirmed that they agreed

with contribution of plasma TV for their academic achievement. But, what most of them indicated is if and only if the program is implemented with integration to the classroom teacher.

Regarding this, Amare (1988) suggested that;

> *Excessive rigidity could lead to a waste of time. Initially, the aim of using plasma TV was to have uniform teaching-learning process by narrowing the gap between poor and rich, nearest and remotest and urban and rural. Of course, there is a uniform transmission throughout the country from the center but no uniform benefits from it, let alone throughout the country even in the classroom due to individual difference. Sometimes, teacher's guide, student's text book and the transmission mismatched. Moreover, plasma did not allow cooperative and collaborative teaching learning method and diminished teachers' creative abilities as that of students. In the same way, the students couldn't take note properly, they wrote down tattered and illegible notes.*

To support this, Tewoderos (2008) also pointed that it is dangerous to assume that educational TV is remedy for today's educational challenges. Therefore, careful planning must be curriculum driven. Technology should not be adopted for the sake of technological adoption but to improve or enhance current methods of teaching and learning.

As indicated above, the students' response is highly integrated with the data from literature and it shows that if plasma is implemented carefully, it contributes to improve academic achievements of the students.

Table 4.7: Challenges of plasma TV teaching

No	Variables	Respondent	Rating scale								MN	SD
			Attitude		Skill		Infrastructure		Other			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
11	What do you think is the main challenge of plasma education implementation in Civics education?	137	75	54.7	46	33.6	14	10.2	2	1.5	1.58	.734

Source: Researchers' own computation, 2020

Regarding item number 11 of table 4.6, the respondents requested to identify the challenges for plasma TV implementation in civic and ethical education lesson. Accordingly, from respondents N= 75 (54.7%) replied "attitude", N=46 (33.6%) replied "skill", N=14 (10.2%) replied

"infrastructures" and N=2 (1.5%) replied "other" to the challenges of plasma implementation in civic and ethical education lesson. The majority of the respondents' result 54.7% in the table above showed "attitude" for the question related to the challenges of plasma TV implementation in civic and ethical education lesson. This indicates that the responses are highly selected in two areas. In line with this attitude and skills covered the largest portion of the response. Therefore, it is possible to conclude that bad attitude is the main challenges for implementation of plasma TV followed by lack of skill to manipulate the plasma TV in civic and ethical education lesson. The mean, standard deviation of students (M=1.58, SD=.734) indicated the value approaches (1), "attitude" is the challenges for plasma TV implementation in civic and ethical education lesson.

In this regard, in an interview conducted with officials from education office, school directors and civic and ethical education teachers, it was confirmed that the attitude that students and teachers reflect about plasma TV highly impedes the implementation of plasma TV teaching.

Interviewees unanimously indicated that:

> *Inability (low technical skills) to implement plasma TV is a critical problem. Poor provision of infrastructure is another challenge for the implementation of plasma TV teaching. Lack of attitude and interest towards the program is also increasingly existing (Interview, May 2020).*

In addition, students in the in the open ended questions also identified several factors such as shortage of power supply, poor language skill, ignorance, management problem, speed and sound problems.

Furthermore, Banks and Banks (1997) explained that language plays an important role on students' learning and achievements. Language, as a system of communication, is an essential bridge for sharing, values, knowledge, skills and attitudes within and across cultures. It has incredible power as the paramount instrument of cognitive development, and it can open or close the door to academic achievement. Besides, Rubanguma (2000) in Altaye (2001) clearly explains the effect of student's proficiency on the language used as a media during instruction. According to Rubanguma, the more the students have a good command on the language used as a media of instruction, the more the learners have a chance to be successful in their learning progress.

As shown above, both skill and attitude covered a high portion in implementing plasma lesson. Following that, the availability of resources also affected implementation of plasma TV at large.

4.2.4 Implementation of Plasma TV in Teaching Civic and Ethical Education

Table 4.8: Infrastructures and facility

No	Variables	Respondent	Rating scale								Mean	SD
			SD		D		UN		A			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
12	In your regular civics class you always use the plasma TV program to attend the lesson from TV teacher.	137	43	31.4	85	62.0	-	-	9	6.6	1.82	.740
13	As one of the key element in implementing plasma TV program, your school gets electric power function properly.	137	5	3.6	2	1.5	3	2.2	127	92.7	3.84	.621
14	By what option you agree from the alternatives for the statement that states the speed of the TV teacher is fair.	137	35	25.5	89	65.0	-	-	13	9.5	1.93	.797
15	Comparing with the classroom teaching model, time allotted for each activity in your civics lesson is sufficient.	137	15	10.9	61	44.5	-	-	61	44.5	2.78	1.136
16	In plasma mode of teaching it common that to the miss-match of the text and the plasma teacher.	137	19	13.9	40	29.2	1	.7	77	56.2	2.99	1.191

Source: Researchers' own computation, 2020

According to item number 12 of table 4.7, the respondents requested to respond about the habitual use of Plasma TV in civic and ethical education lesson. Accordingly, from respondents N= 43 (31.4%) replied "strongly disagree" N=85 (62%) replied "disagree" and N=9 (6.6%) replied "agree" about the habitual use of Plasma TV in civic and ethical education lesson. The majority of the respondents' result 62% in the table above showed "disagree" for the question related to the habitual use of Plasma TV in civic and ethical education lesson. The mean, standard deviation of students (M=1.82, SD=.740) indicated the value approaches (2), "disagree" about the habitual use of Plasma TV in civic and ethical education lesson. This indicates that most respondents were failed to agree with the idea raised above. Therefore, it is possible to conclude that there is no habitual use of plasma TV in the selected school.

From item number 13 of table 4.7, the respondents requested to point out about the proper availability of electric power function in their class. Accordingly, from respondents N= 5 (3.6%)

replied “strongly disagree” N=2 (1.5%) replied “disagree”, N=3(2.2%) replied “undecided” and N=127 (92.7%) replied “agree” about the availability of electric power function. The majority of the respondents’ result 92.7% in the table above showed “agree” for the question related to the proper functioning of electric power. The mean, standard deviation of students (M=3.84, SD=.621) indicated the value approaches (4), “agree” in the availability of proper function of Electric power. As indicated here most of the respondents showed agreed with the issue raised about availability of electric power. Based on this we can conclude that electric power is available in the selected school.

To support this, Getinet (2008) suggested that there was a shortage of power and signal therefore, it needed a signal amplifier and an additional power source in the schools that uses plasma TV. In this regard, the school principals should create good condition and adjust installation problems for the proper implementation of plasma TV.

Regarding item number 14 of table 4.7, the respondents requested to decide about the fairness of speed of TV teacher in civic and ethical education lesson. Accordingly, from respondents N= 35 (25.5%) replied “strongly disagree” N=89 (65%) replied “disagree” and N=13 (9.5%) replied “agree” about the speed of TV teacher is fair in civic and ethical education lesson. The majority of the respondents’ result 65% in the table above showed “disagree” for the question related to the speed of the TV teacher. The mean, standard deviation of students (M=1.93, SD=.797) indicated the value approaches (2), “disagree” in that the speed of the TV teacher is fair. Depending on this 90 % of the respondents selected two options (SD and DA) respectively with relation to the speed of TV teacher in civic and ethical education lesson. Therefore, it is fair to conclude that the speed of TV teacher in civic and ethical education lesson is not fair.
In line with this, surprisingly one of the teachers tried to point out;

> *The speed of TV teacher is not fair even for teachers themselves. So the speed of the speed of TV teacher did not considered the students background even though very few students were comfortable with the speed (Interview, May 2020).*

Regarding the above discussion, Lemma (2006) as cited by Getinet (2008) quoted the teachers response as;” the transmission is also very fast, we cannot control it and the instructional time ends without the students understanding the subject matter” shows the non-repeatable and 'non-re-windable' nature of such kind of live transmissions, unless they are copied for later use, which is practically impossible in the cases of these school because they have no equipment to do so.

Neither the teacher nor the students have control over the transmissions. It is pre-programmed so that it does not cater the needs and pace of the students. This kind of education system requires the students to adjust themselves to the technology which replaces the teacher.

Besides, Tessema and Hussien (2006) have commented on the newly introduced transmission and said it is a "one size fits all" or the same thing to different person method to education and thus does not cater for the diversity of the students.

From item number 15 of table 4.7, the respondents requested to point out about the sufficiency of time given for each activity in civic and ethical education lesson. Accordingly, from respondents N= 15 (10.9%) replied "strongly disagree" N= 61 (44.5%) replied "disagree" and N=61 (44.5%) replied "agree" about the time given for each activity in civic and ethical education lesson is sufficient. The majority of the respondents' result 44.5% in the table above showed "disagree" for the question related to the sufficiency of time given for each activity in civic and ethical education lesson. The mean, standard deviation of students (M=2.78, SD=1.136) indicated the value approaches (2), "disagree" in that the time given for each activity in civic and ethical education lesson is sufficient. This indicates that the respondents have given relatively competent responses for the question related with time given to civic and ethical education lesson. The variation of the responses here is only one and this indicates the time provided for the civic and ethical education lesson in plasma TV is neither sufficient nor short.

According to Berhanu, as per video of televised activities, it seems that students were provided with insufficient time to accomplish the activities. Most of the lessons were covered by the TV teacher's explanations. That is, most of the activities to be accomplished by students were given 3 minutes and below that. Only few of them covered above 5 minutes. The minimum time given for a given task in the old plasma lessons was 30 second. This is 2 minutes in the new plasma lessons (Berhanu, 2016).

From item number 16 of table 4.7, the respondents requested to respond about the mismatch of plasma TV transmission with the text in civic and ethical education lesson sometimes. Accordingly, from respondents N= 19 (13.9%) replied "strongly disagree" N= 40 (29.2%) replied "disagree", N=1 (.7%) replied "undecided" and N=77 (56.2%) replied "agree" in that sometimes the transmission doesn't match with the text. The majority of the respondents' result

56.2% in the table above showed "agree" for the question that says "sometimes the TV transmission doesn't match with the text". The mean, standard deviation of students (M=2.99, SD=1.191) indicated the value approaches (2), "agree" concerning the TV transmission doesn't match with the text. As indicated in the above discussion, most of the respondents were agreed with the option provided about the prevalence of miss-match of plasma TV transmission with text. Based on this one can conclude that the TV transmission cannot match with the text.

Regarding this, Amare (1988) argued that, of course there is a uniform transmission throughout the country from the center but no uniform benefits from it, not alone throughout the country even in the classroom due to individual difference of students. Sometimes, teacher's guide, student's text book and the transmission on the screen become mismatched.

Table 4.9: Skill and attitude of teachers towards plasma TV

No	Variables	Respondent	Rating scale								Mean	SD
			SD		DA		A		SA			
			1		2		4		5			
			N	%	N	%	N	%	N	%		
17	If you are requested to give you your decision in that your Civics teacher shows interest to use plasma, you will be.	137	5	3.6	27	19.7	86	62.8	19	13.9	3.64	1.063
18	From the experience of your regular classroom learning, your Civics teacher can manipulate plasma TV properly.	137	9	6.6	47	34.3	76	55.5	5	3.6	3.15	1.137
19	During transmission, your teacher helps you by providing you additional elaboration on the topic raised by the plasma TV teacher.	137	2	1.5	13	9.5	86	62.8	36	26.3	4.03	.882
20	In your formal classroom lesson your teacher always encourages you to attend the lesson through plasma education.	137	8	5.8	37	27.0	91	66.4	1	.7	3.29	1.058

Source: Researchers' own computation, 2020

From item number 17 of table 4.8, the respondents requested to point out about the interest of civic and ethical education teacher to use plasma TV in civic and ethical education lesson. Accordingly, from respondents N=5 (3.6%) replied "strongly disagree", N= 27 (19.7%) replied

"disagree", N=86 (62.8%) replied "agree" and N=19 (13.9%) replied "strongly agree" in that the civic and ethical education teacher shows interest to use plasma TV. The majority of the respondents' result 62.8% in the table above showed "agree" with the information that the civic and ethical education teacher shows interest to use plasma TV. The mean, standard deviation of students (M=3.64, SD=1.063) indicated the value approaches (4), "agree" concerning the civic teacher shows interest to use plasma. As the mean score clearly depicts, most of the respondents agreed in that their civic and ethical education teacher has not shown interest to use plasma TV. Thus, depending on the above information one can conclude that teachers are not interested to use plasma TV in their classroom teaching. In the view of teachers interviewed concerning their interest to use plasma TV, they unanimously pointed out that they are not that much interested to use it. Like the response of students, the interviewed teachers were confirmed that they are not interested in delivering the lesson through plasma TV. As they described due to the power fluctuation, weak signal quality, the speed of the program, interest of students and misbehaving of students during transmission teachers lack interest to use plasma TV. In addition to these, the interviewees were raised that they never got any support and training concerning plasma. Surprisingly, one of the interviewee pointed out that the TV teaching takes more of the time and this makes teachers to lack interest on it.

Regarding the issue above, Kassahun M. and Zelalem T. (2006) and Jensen and Sandlin (1991) suggested that program of science and technology is the major areas were society come up essential of solving problems flexibility of the environment and bring civilization by developing the necessary knowledge, skill, and attitude. It depicts that school organization should create much more awareness about the constructive use of Plasma-TV teaching approach.

From item number 18 of table 4.8, the respondents requested to point out about either the teacher can manipulate plasma TV properly. Accordingly, from respondents N= 9 (6.6%) replied "strongly disagree" N=47 (34.3%) replied "disagree", N=76 (55.5%) replied "agree" and N=5 (3.6%) replied "Strongly agree" with the idea that the teacher can manipulate plasma TV properly. The majority of the respondents' result 55.5 % in the table above showed "agrees" for the idea concerning the teacher can manipulate plasma TV properly. The mean, standard deviation of students (M=3.15, SD=1.137) indicated the value approaches (4), "agree" in that the teacher can manipulate plasma TV properly. In an interview conducted with teachers to identify

whether the teachers can manipulate the plasma TV or not, all the interviewed teachers confirmed that they can manipulate it properly. They confirmed that as policy implementers they can manipulate it. As they pointed out, even though they can do that, it is common to face challenges in searching the specified channel in the earlier (online) mode of delivery. Moreover, it is also common to get some teacher in their school who can't manipulate, even who fear to touch the remote. In relation to this the interviewees were confirmed that they didn't get any training. As they confirmed it is necessary to deliver training to teachers on how to manipulate plasma TV.

As confirmed by Berhanu (2016):

> *Teachers were confident enough to teach via plasma, but they had problem of professional competence to employ the technology. Even most teachers have not the necessary skill on how to operate the plasma. May be 'on' 'off' is the elementary. Besides, to select or search whatever programs, they have a problem. Students are better than them.*

From item number 19 of table 4.8, the respondents requested to point out their idea about their teachers' support by explaining unclear ideas during transmission. Accordingly, from respondents N= 2 (1.5%) replied "strongly disagree" N=13 (9.5%) replied "disagree", N=86 (62.7%) replied "agree" and N=36 (26.3%) replied "Strongly agree" in that during transmission the teacher helps by explaining unclear ideas. The majority of the respondents' result 62.7% in the table above showed "agree" in that during transmission the teacher helps by explaining unclear ideas. The mean, standard deviation of students (M=4.03, SD=.882) indicated the value approaches (4), "agree" with the idea that during transmission teacher helps by explaining unclear ideas.

With relation to this, Steinberg (1968) through effective utilization of the available programs, the teacher can make the lesson more meaningful by explaining unclear ideas for the students. This is to mean that the teachers are expected to use their maximum efforts to make the lesson more meaningful and understandable for their students.

From item number 20 of table 4.8, the respondents requested to point out about either the teacher always encourage students to attend the lesson through plasma education. Accordingly, from respondents N= 8 (5.8%) replied "strongly disagree" N=37 (27%) replied "disagree", N=91 (66.4%) replied "agree" and N=1 (.7%) replied "strongly agree" with the idea that the teacher

always encourage students to attend the lesson through plasma education. The majority of the respondents' result 66.4% in the table above showed "agree" with the idea that teacher always encourage students to attend the lesson through plasma education. The mean, standard deviation of students (M=3.29, SD=1.058) indicated the value approaches (4), "agree" for the question deals with the teacher always encourage students to attend the lesson through plasma education. As indicated in the mean score, proportionally high number of respondents agreed with issue raised above. Therefore, depending on the above analysis it is fair to conclude that the teacher encourage students to attend the lesson through plasma. By the same token in an interview conducted with teachers, they confirmed that they encourage students to attend the lesson through plasma.

Table 4.10: Skill and attitude of students toward plasma TV

No	Variables	Respondent	Rating scale								Mean	SD
			SD		DA		A		SA			
			1		2		4		5			
			N	%	N	%	N	%	N	%		
21	During the formal delivery of lesson in a plasma TV, students can easily understand the language of plasma TV-teacher.	137	19	13.9	78	56.9	40	29.2	-	-	2.45	1.057
22	As one of the beneficiary of plasma TV education you are assumed as highly interested to learn from plasma TV.	137	1	.7	17	12.4	86	62.8	33	24.1	3.97	.899
23	Some people consider that you learn more from TV-teacher than class room teacher.	137	24	17.5	83	60.6	30	21.9	-	-	2.26	.995
24	Talking with the issue of plasma TV, it is assumed that students can take a note easily during transmission.	137	18	13.1	81	59.1	37	27.1	1	.7	2.43	1.049
25	Students spend majority of their instructional time listening to the plasma transmission without making any interaction.	137	-	-	15	10.9	76	55.5	46	33.6	4.12	.875

Source: Researchers' own computation (2020)

From item number 21 of table 4.9, the respondents requested to point out about easily understand the language of plasma TV-teacher. Accordingly, from respondents N= 19 (13.9%) replied "strongly disagree" N=78 (56.9%) replied "disagree", N=40 (29.2%) replied "agree" with the

idea that they can easily understand the language of plasma TV-teacher. The majority of the respondents' result 56.9% in the table above showed "disagree" with the idea that they can easily understand the language of plasma TV-teacher. The mean, standard deviation of students (M=2.45, SD=1.057) indicated the value approaches (2), "disagree" for the question deals with that the students can easily understand the language of plasma TV-teacher. As obviously depicted in the mean score, most of the respondents disagree with issue raised above. This shows that there is problem in understanding the language of TV teacher. Thus, we can conclude that the students can't easily understand the language of TV teacher. In an interview conducted with teachers, it was confirmed that the students continuously faced challenges to understand the languages of TV teacher. As they strictly spoken, in most of their experience nearly all the interviewees were pointed out that the students can't properly understand the language of TV teacher.

Rubanguma (2000) as cited in Altaye (2001:9) clearly explains the effect of student's proficiency on the language used as a media during instruction. However, teachers in this category agree that the majority of the students cannot follow and understand the lessons broadcasted through the plasma TV. One of the main problems in implementing plasma lesson is language problem. Most of the students do not have the necessary English language skill to listen and understand the live transmissions and it is also very fast (Getinet, 2008).

From item number 22 of table 4.9, the respondents requested to point out about either they are highly interested to learn through plasma TV. Accordingly, from respondents N= 1 (.7%) replied "strongly disagree" N=17 (12.4%) replied "disagree", N=86 (62.8%) replied "agree" and N=33 (24.1%) replied "Strongly agree" with respect to having high interest to learn through plasma TV. The majority of the respondents' result 62.8% in the table above showed "agree" with the idea that students are highly interested to learn through plasma TV. The mean, standard deviation of students (M=3.97, SD=.899) indicated the value approaches (4), "agree" for the question that deals with the students are highly interested to learn through plasma. Similarly, in an interview conducted with teachers they confirmed that students are not interested to learn through plasma. From their experience, most of the interviewees were pointed out that students didn't showed interest while following lesson through plasma. As one of the interviewee referred students' misbehavior is more common during plasma teaching than the face to face teaching. Not only

these, but also some students feel tired and look outside during plasma TV teaching. Therefore, this shows that, students are not highly interested to learn through plasma TV.

Sharma (1994) suggested that there is no way for both students and teachers for discussion and reflection on the lesson with television teachers. This makes students passive and loose interest to follow TV teacher.

From item number 23 of table 4.9, the respondents requested to decide that the students learn more from TV-teacher than class room teacher. Accordingly, from respondents N= 24 (17.5%) replied "strongly disagree" N=83 (60.6%) replied "disagree" and N=30 (21.9%) replied "agree" with the idea that the students learn more from TV-teacher than class room teacher. The majority of the respondents' result N=86 (60.6%) in the table above showed "disagree" with the idea that the students learn more from TV-teacher than class room teacher. The mean, standard deviation of students (M=2.26, SD=.995) indicated the value approaches (2), "disagree" with the idea that students learn more from TV-teacher than class room teacher.

From item number 24 of table 4.9, the respondents requested to point out about taking a note easily during transmission. Accordingly, from respondents N= 18 (13.1%) replied "strongly disagree" N=81 (59.1%) replied "disagree", N=37 (27.1%) replied "agree" and N=1 (.7%) replied "strongly agree" with the idea that the students can take a note easily during transmission. The majority of the respondents' result 59.1% in the table above showed "disagree" with the idea that the students can take a note easily during transmission. The mean, standard deviation of students (M=2.43, SD=1.049) indicated the value approaches (2), "disagree" for the question deals with that the students can take a note easily during transmission. As indicated in the above discussion, proportionally high numbers of respondents showed disagree with the issue raised about note taking. Thus, it is fair to conclude that the students can't take a note easily during TV transmission. In the same way Getinet (2008) argued that the students couldn't take note properly, they wrote down ragged and unreadable notes.

From item number 25 of table 4.9, the respondents requested to point out about that the students spend majority of my instructional time listening to the plasma transmission without making any interaction. Accordingly, from respondents N= 76 (55.5%) replied "disagree", N= 46 (33.6%) replied "agree" and N=15 (10.9%) replied "strongly agree" with the idea that the students spend

majority of my instructional time listening to the plasma transmission without making any interaction. The majority of the respondents' result N=80 (56.3%) in the table above showed "disagree" with the idea that students spend majority of my instructional time listening to the plasma transmission without making any interaction. The mean, standard deviation of students (M=4.12, SD=.8755) indicated the value approaches (3), "disagree" for the question deals with the issue that they spend majority of their instructional time listening to the plasma transmission without making any interaction. As the mean score clearly depicts the average number of respondents indicate disagree with the idea related to spending instructional time in listening to the plasma. Therefore, it is possible to conclude that the students did not spend their instructional time in listening to the plasma TV.

4.2.5 Evaluating the current status of plasma TV in teaching civic and ethical education

Table 4.11: Evaluating plasma TV in class room instruction

No	Variables	Respondent	Rating scale				Mean	SD
			No		Yes			
			1		2			
			N	%	N	%		
26.	Do you think the TV programs are helpful for enhancing classroom instruction?	137	2	1.5	135	98.5	1.99	.120

Source: Researchers' own computation, 2020

Regarding item number 26 of table 4.10, the respondents requested to respond on the idea that the TV programs are helpful for enhancing classroom instruction. Accordingly, from respondents N=2 (1.5%) replied "no" and N= 135 (98.5%) replied "yes" for with respect to the TV programs are helpful for enhancing classroom instruction. The majority of the respondents' result 98.5% in the table above showed "yes" for the question related to the students' thinking about the TV programs is helpful for enhancing classroom instruction. The mean, standard deviation of students (M=1.99, SD=.120) indicated the value approaches (2), "yes" the students think that the TV programs are helpful for enhancing classroom instruction. As clearly indicated in the mean score, very high number of respondents replied yes for the question raised above regarding TV program enhance classroom instruction. Therefore, depending on the above information it is possible to conclude that TV program is helpful to enhance classroom instruction.

According to interview conducted with school directors they confirmed that;

> *The plasma TV teaching program strongly contributed to enhance classroom instruction and in doing so it encourages quality education. In line with this, interviewees from teachers and education office depicted that plasma TV teaching is helpful to enhance classroom instruction. In addition they confirmed that plasma TV teaching is achieving its intended goals with its minor defects in implementation (Interview, May 2020).*

The above idea supported by Labeke and Ainsworth (2001) as it is hoped that learners benefit from the properties of each representation in using multiple representations. Based on this, multiple representations, ultimately will lead to a deeper understanding of the subject being taught. As the same author suggested, number of studies have reported problems that beginners have in learning to translate between representations.

Table 4.12: Comparing plasma TV teaching with face-to-face teaching

No	Variables	Respondent	Rating scale								Mean	SD
			Learn less		Learn the same		Learn more		Missing			
			1		2		3		888			
			N	%	N	%	N	%	N	%		
27	Some people consider that you learn more from TV-teacher than class room teacher.	137	16	11.7	59	43.1	61	44.5	1	.7	2.33	.678

Source: researchers' own computation, 2020

From item number 27 of table 4.11, the respondents requested to point out what they believe on that students learn from plasma as face-to-face teaching method. Accordingly, from respondents N= 16 (11.7%) replied "learn less", N=59 (43.1%) replied "learn the same", N=61 (44.5%) replied "learn more" and N=1 (.7%) missed to answer the question concerning the students learn from plasma as face-to-face teaching method. The majority of the respondents' results 44.5% in the table above showed "learn more" for the question related to the students learn from plasma as face-to-face teaching method. The mean, standard deviation of students (M=2.33, SD=.678) indicated the value approaches (3), "learn more" about the students learn from plasma as face-to-face teaching method. As indicated above, most of the respondents as learn less regarding students learning ability through plasma TV. Therefore, based on the above analysis one can conclude that students learn more in face to face than plasma TV teaching. Majority of

interviewees regarding students' interest in comparing TV teaching with the classroom teacher, they outlined that the students prefer to learn through classroom teacher than the TV teacher. Therefore, as confirmed by the interviewees the students do not learn through plasma as face to face teaching. As assured by the interviewees, the students learn more through classroom teacher than plasma teacher.

To support this idea, Kedir (2006) pointed that teaching through plasma method erodes the human relationship between teachers and students. Besides, students are de-motivated to learn from plasma lesson because; there is no effective communication between TV teachers and students.

Table 4.13: Students responsibility to learn from plasma TV

No	Variables	Respondent	Rating scale						Mean	SD
			Not responsible		Less responsible		Responsible			
			1		2		3			
			N	%	N	%	N	%		
28.	How do you rate your responsibilities to learn from plasma TV?	137	18	13.1	71	51.8	48	35.0	1.22	.661

Source: researchers' own computation, 2020

From item number 28 of table 4.12, the respondents requested to rate the students' responsibilities to learn from plasma TV. Accordingly, from respondents N= 18 (13.1%) replied "not responsible", N=71 (51.8%) replied "less responsible" and N=48 (35%) replied "responsible" concerning rating the students' responsibilities to learn from plasma TV. The majority of the respondents' result 51.8% in the table above showed "less responsible" for the question related to the rate of the students' responsibilities to learn from plasma TV. The mean, standard deviation of students (M=1.22, SD=.661) indicated the value approaches (2), "less responsible" in rating the students' responsibilities to learn from plasma TV. This shows that the respondents are clearly indicated that they are less interested to learn through plasma TV.

Table 4.14: Interest of students

No	Variables	Respondent	Rating scale								Mean	SD
			Not interested		Less interested		Interested		More interested			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
29.	How do you rate your interest to learn by plasma?	137	2	1.5	82	59.9	48	35	5	3.6	2.66	.574

Source: researchers' own computation, 2020

Regarding item number 29 of table 4.13, the respondents requested to point out about the interest of students to learn by plasma. Accordingly, from respondents N= 2 (1.5%) replied "not interested", N=82 (59.9%) replied "less interested", N=48 (35%) replied "interested" and N=5 (3.6) replied "more interested" concerning rate of the interest of students to learn by plasma. The majority of the respondents' result 59.9% in the table above showed "less interested" for the question related to the interest of students to learn by plasma TV. The mean, standard deviation of students (M=2.66, SD=.574) indicated the value approaches (2), "less interested" interest of students to learn by plasma TV. The mean, standard deviation of students (M=1.22, SD=.661) indicated the value approaches (2), "less interested" in rating the students' interest to learn from plasma TV. This shows that the respondents are clearly indicated that they are less interested to learn through plasma TV.

Regarding this, most of respondent in the open ended questions confirmed that they prefer to learn through classroom teacher. As they pointed out due to language clarity, speed and interactive exchange of information, for them classroom is preferred than TV teacher.

Table 4.15: Students achievement and attention

No	Variables	Respondent	Rating scale				Mean	SD
			No		Yes			
			1		2			
			N	%	N	%		
30.	Do you think that plasma-teaching method improves students' achievement?	137	52	38	85	62	1.62	.487
31.	Do you believe that the TV transmission catches the attention of students?	137	2	1.5	135	98.5	1.99	.120

Source: Researchers' own computation, 2020

According to item number 30 of table 4.14, the respondents requested to respond their thinking on that plasma-teaching method improves students' achievement. Accordingly, from respondents

N= 52 (38%) replied “no” and N=85 (62%) replied “yes” regarding plasma-teaching method improves students’ achievement. The majority of the respondents’ result 62% in the table above showed “yes” for the question related to plasma-teaching method improves students’ achievement. The mean, standard deviation of students (M=1.62, SD=.487) indicated the value approaches (2), “yes” that the plasma-teaching method improves students’ achievement. As shown in the result above most of the respondents responded yes regarding TV teaching improves students’ achievements. Therefore, it obviously indicates that plasma-teaching method improves students’ achievement.

In addition, the study supported by Cairncross and Mannion(2001) and Holley and Haynes(2002) as multimedia instructional programs that support interactivity and assist students in customizing instruction to their needs can provide additional benefits to learners. Student feedback was very positive when this replaced the usual lecture technology was used to present a rich learning environment which encouraged students to learn something naturally tedious. Further argued that plasma lesson presented more smart activities, but students and classroom teachers should be adapt this after the plasma-TV lesson presentation.

As shown in item number 31 of table 4.14, the respondents requested to respond that the TV transmission catches the attention of students. Accordingly, from respondents N= 2 (1.5%) replied “no” and N=135 (98.5%) replied “yes” regarding idea that the TV transmission catches the attention of students. The majority of the respondents’ result 98.5% in the table above showed “yes” they believe that the TV transmission catches the attention of students. The mean, standard deviation of students (M=1.99, SD=.120) indicated the value approaches (2), “yes” they believe that the TV transmission catches the attention of students.

Table 4.16: Language competency of students

No	Variables	Respondent	Rating scale						Mean	SD
			Poor		Good		Missing			
			1		2		888			
			N	%	N	%	N	%		
32	How do you rate the student’s language competency to understand message from the television teacher?	137	60	43.8	75	54.7	2	1.5	1.56	.499

Source: Researchers’ own computation, 2020

According to item number 32 of table 4.15, the respondents requested to point out about the student's language competency to understand message from the television teacher. Accordingly, from respondents N= 60 (43.8%) replied "poor", N=75 (54.7%) replied "good" and N=2(1.5) missed to respond the question concerning the student's language competency to understand message from the television teacher. The majority of the respondents' result 54.7% in the table above showed "good" for the question related to the language competency of students. The mean, standard deviation of students (M=1.56, SD=.499) indicated the value approaches (2), "good" to the students language competence.

In relation to this, in an open ended question most of the students confirmed that plasma teaching helps to improve the students' language proficiency. Except very few students, most of the respondent agreed that though they are not good in speaking the language of plasma teacher, it helps to improve the language competency.

4.2.6 Evaluating the Role of Teacher

Table 4.17: Interest of civic and ethical education teacher towards plasma TV

No	Variables	Respondent	Rating scale								Mean	SD
			Not interested		Less interested		Interested		More interested			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
33.	How could you see the interest of your civic and ethical education teacher towards teaching through plasma TV?	142	5	3.6	76	55.5	49	35.8	7	5.1	3.43	.755

Source: Researchers' own computation (2020)

As indicated in item number 33 of table 4.16, the respondents requested to point out about the interest of civic and ethical education teacher towards teaching through plasma TV. Accordingly, from respondents N= 5 (3.6%) replied "not interested", N=76 (55.5%) replied "Less interested", N=49 (35.8%) replied "interested" and N=7 (5.1%) replied "more interested" concerning the interest of civic and ethical education teacher towards teaching through plasma TV. The majority of the respondents' result 55.5%) in the table above showed "less interested" for the question related to the interest of civic and ethical education teacher towards teaching through plasma TV.

The mean, standard deviation of students (M=3.43, SD=.755) indicated the value approaches (2), "less interested" regarding the interest of civic and ethical education teacher towards teaching through plasma TV. Accordingly, one can conclude that their civic and ethical education teacher are not interested to teach through plasma TV.

Table 4.18: Satisfaction and performance of civic and ethical education teacher

No	Variables	Respondent	Rating scale								Mean	SD
			SD		DA		UD		A			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
34.	Your civic and ethical education teacher is passive and dissatisfied with the current mode of instruction.	137	51	37.2	61	44.5	24	17.5	1	.7	1.82	.740
35.	Teacher writes some formulas and notes on the board.	137	1	.7	5	3.6	4	2.9	127	92.7	3.88	.477

Source: researchers' own computation, 2020

According to item number 34 of table 4.17, the respondents requested to point out either the civic and ethical education teacher is passive and dissatisfied with the current mode of instruction. Accordingly, from respondents N= 51 (37.2%) replied "strongly disagree", N= 61 (44.5%) replied "disagree" and N=24 (17.5%) replied "undecided" with the idea that the civic and ethical education teacher is passive and dissatisfied with the current mode of instruction. The majority of the respondents' result 44.5% in the table above showed "disagrees" regarding the idea that the civic and ethical education teacher is passive and dissatisfied with the current mode of instruction. The mean, standard deviation of students (M=1.82, SD=.740) indicated the value approaches (2), "disagree" for the question deals about civic and ethical education teacher is passive and dissatisfied with the current mode of instruction. Therefore, as indicated above most of the respondents disagree with idea that their civic and ethical education teacher is passive and dissatisfied with the current mode of instruction. Thus, we can conclude that the teachers are not passive and dissatisfied with the current mode of instruction. Similarly, in an interview conducted with teachers, it was confirmed that the teachers are not as such passive and dissatisfied with the current mode of instruction. As they outlined in a similar way, teachers are

actively engaged in the implementation of current mode of instruction by tackling the different challenges.

According to Emery (1977) basically, the use of educational TV may not be considered as a passive experience but the way the classroom-teacher uses the material leads to passive experience. This is to mean that the way educational TV was utilized in classroom determines the overall teaching-learning process whether as active or passive. It is better to build the teachers with necessary skills which enable them to use educational TV properly and effectively in classroom. Regarding to this, Heinich (1993) suggested that teachers must have sufficient knowledge and they must have necessary skills of the subject matter they are going to teach and sufficient techniques of teaching.

From item number 35 of table 4.17, the respondents requested to point out the idea which is about teacher writes some formulas and notes on the board. Accordingly, from respondents N=1 (.7) replied "strongly disagree", N= 5 (3.6%) replied "disagree", N= 4 (2.9%) replied "undecided" and N=127 (92.7%) replied "agree" with the idea that the teacher writes some formulas and notes on the board. The majority of the respondents' result 92.7% in the table above showed "agree" with the idea that the teacher writes some formulas and notes on the board. The mean, standard deviation of students (M=3.88, SD=.477) indicated the value approaches (4), "agree" for the question deals with the issue that the teacher writes some formulas and notes on the board. As indicated above very high numbers of respondents agree regarding writing formulas and note on the board. Therefore, depending on this one can conclude that the teacher writes some formulas and notes on the board.

Table 4.19: Provision of short summary by the teacher

No	Variables	Respondent	Rating scale								Mean	SD
			Never		Sometime		Always		Miss			
			1		2		3		4			
			N	%	N	%	N	%	N	%		
36.	The teacher provides short summary at the end of lesson.	137	6	4.4	78	56.9	52	38.0	1	.7	2.34	.561

Source: researchers' own computation, 2020

As indicated in item number 36 of table 4.18, the respondents requested to point out about that the teacher provides short summary at the end of lesson. Accordingly, from respondents N= 6 (4.4%) replied “never”, N= 78 (56.9%) replied “Sometimes”, N=52 (38%) replied “always” and N=1 (.7%) missed to answer the question related with the idea that the teacher provides short summary at the end of lesson. The majority of the respondents’ result 56.9% in the table above showed “sometimes” concerning the idea that the teacher provides short summary at the end of lesson. The mean, standard deviation of students (M=2.34, SD=.561) indicated the value approaches (2), “sometimes” regarding the question deals with the issue that the teacher provides short summary at the end of lesson. Based on the above analysis most of the respondents responded that their teacher always give them short summary at the end of lesson. Therefore, as clearly depicted here in the mean score, it is possible to conclude that their teacher provides short summary at the end of lesson.

CHAPTER FIVE

5. FINDING, CONCLUSIONS AND RECOMENDATIONS

5.1 Findings and Conclusions

The present study was conducted with the main objective of assessing the implementation challenges of teaching civic and ethical education through the plasma-TV. It was also examined the accessibility of plasma TV teaching; the role of teachers in plasma TV implementation and the current status of plasma TV in teaching civics and ethical education in the study area. The study revealed many issues related to plasma TV and various factors that affected the proper utilization of plasma TV in teaching civic and ethical education. Based on the information generated from the data gathered, interpreted and analyzed, the following conclusion was drawn.

- The finding revealed that the schools under this study have plasma TV installations nearly in all classes.
- The selected school has not trained technicians to maintain plasma when it is not working. As a result, the plasma TV with both minor and major problems stays relatively a long time to get repaired.
- The study showed that the present ways of implementing plasma TV couldn't promote active learning and effective teaching. As the information generated from each sources, the plasma mode of teaching didn't give room for students' participation and group works in comparison with face to face teaching.
- The TV teachers didn't consider individual difference in academic achievements within students as well as cultural differences between students. As a result, most students lost interest of learning through plasma TV and the speed of transmission was another factor which forced students' to dislike the program. Some teachers and most of students couldn't understand the language accents of TV teachers properly.
- In the finding of the study, electric power fluctuation was mentioned as a critical challenge in implementing plasma TV teaching in the study area.
- Note taking from TV screen was another challenge for students in plasma teaching. Most teachers didn't take training or orientation on how to use plasma TV even they couldn't search if the program from the screen is not available.

- As the study showed, the plasma couldn't catch the students' attention towards the lesson and it couldn't make their interests of learning. Due to this, from requested students many respondents strongly oppose plasma teaching method while few of them support it. However, as an academician the researcher under this thesis claimed that unless the plasma TV method properly utilized, it cannot assure active learning and effective teaching.
- Since the TV teachers takes too much time, the allocation of time for each activity in the plasma TV teaching was not sufficient to accomplish a given tasks properly.
- The students' language skills were very low. Due to this they couldn't understand the concepts of plasma TV lesson in a way intended and assumed.
- As the study showed, due to its improper implementation, plasma teaching method didn't encourage students' critical thinking and reasoning abilities. Even as suggested by some respondents it contributed students to develop over simplified world by providing concrete objects and make them passive receivers than interactive participants.
- As a principle, the vast majority of respondent in the study and researchers confirmed that plasma TV teaching has contribution in improving classroom instruction. Even though the plasma TV has many advantages in teaching learning process, its impacts seen to overshadow its benefits, may be due to the way in which the instructional TV is implemented in the classroom lesson.

5.2 Recommendations

Suggestions for corrective and complementary measures to enhance the potential of plasma TV implementations are essential. Such recommendations demand an in-depth examination of the influence of different factors regarding the program. Based on the findings and conclusion of the study, the researcher suggested the following major points of recommendations to overcome the disclosed problems under the study.

- ✓ The schools should give due attention in implementing the program in line with the intended way of implementation. They should implement it as a regular and formal part of education policy. The schools should work on awareness creation, follow up and provide immediate response on plasma related issues like other academic issues.

- ✓ The concerned bodies (particularly Ministry of Education) should train and recruit professional technicians who provide maintenance services to plasma in secondary schools. In addition to this, the teachers should take practical training on how to implement plasma TV before they start teaching. Further, educational bureau in its part should offer short term training and give advance orientation for teachers and students every year though expensive to ensure the quality of education.
- ✓ The plasma TV developer and other concerned bodies should make some sorts of modification on the speed of transmission so as to make the transmission balanced with the pace of students and teachers. Further, as much as possible, the ministry of education should replace native TV teachers by local teachers or should select understandable accents for transmission medium which benefit all students and teachers.
- ✓ The secondary and preparatory schools in the study area should establish different clubs so as to make students improve their language skill. Clubs like English Language Improvement Clubs (ELIC) are very important to improve students' language skills. Zonal as well as regional education bureau should give materials and technical supports for each club to make them improve their language skill.
- ✓ Classroom teachers should create conducive learning atmosphere by using different mechanisms and they should use the time allocated effectively rather than leaving everything for plasma. The teachers should write and explain some important formulas and definitions for students and they should give supplementary materials like hand outs if possible for students. The students should prepare themselves and should be responsible to learn from plasma TV.
- ✓ The school should give due attention in conducting investigations to solve the problems in their schools.
- ✓ Last but not least, great awareness should be made for teachers, students and the community at large concerning the use to implement plasma TV teaching.

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Appendix I

Addis Ababa University

College of Education and Behavioral Studies

Department of Civics and Ethical Studies

Questionnaire to be filled by Students

Dear student,

The purpose of this questionnaire is to collect relevant information on factors affecting implementation of plasma TV teaching in civic and ethical education at Jajura secondary and preparatory school. Therefore, it is to get your opinion and experience on the identified issue. This information will be purely used for research purpose only. To this end, your honest and straight forward response is very important and would contribute highly to the success of the study. Writing your name is not necessary.

Thank you in advance!

Bekele Dentore

I. Back ground information

a. Sex: 1. Male ☐ 2. Female ☐

b. Age: 1. Less than 20 ☐ 2. 20-25 ☐ 3.More than 25 ☐

c. Grade Level: 1. 9th ☐ 2. 10th ☐ 3. 11th ☐ 4. 12th ☐

II. General information about plasma TV in Jajura School

Instruction: put (√) mark on the statement that you choose for the following questions

1. Do you agree with the idea that there is there plasma TV in all classrooms of your school? 1. Yes ☐ 2. No ☐
2. Does plasma TVs in your school particularly in your class is properly functioning? 1. Yes ☐ 2. No ☐
3. Who do you think is the responsible for the television management in the classroom during the formal classroom time? 1. Directors ☐ 2. Teachers ☐ 3. Students ☐ 4. Technicians ☐
4. From the experience in your school, whose responsibility is that to give maintenance services for the dysfunctional plasma TVs?
   1. Directors ☐ 2. Teachers ☐ 3. Students ☐ 4. Technicians ☐ 5. Other ☐

5. Concerning the plasma TVs with minor and major defects in proper functioning, in what interval your school repaired them?
   1. Immediately ☐ 2. Moderately ☐ 3. Lately ☐ 4. Never got repaired ☐
6. In which degree you agree with assumption that the plasma TV is contributing to improve your academic achievement in Civics education?
   1. Very high ☐ 2. High ☐ 3. Medium ☐ 4 Low ☐ 5 Very low ☐
7. What do you think is the main challenge of plasma education implementation in Civics education? 1. Attitude ☐ 2. Skill ☐ 3 Infrastructure ☐ 4.other ☐

III. Major Factors for the implementation of Plasma TV in the selected school

Instruction: Indicate the extent to which you agree on points related to factors affecting the implementation of plasma TV by putting (√) against each item

No	Item	SA	A	DA	SD	UD
1.	In your regular civics class you always use the plasma TV program to attend the lesson from TV teacher.					
2.	As one of the key element in implementing plasma TV program, your school gets electric power function properly.					
3.	By what option you agree from the alternatives for the statement that states the speed of the TV teacher is fair.					
4.	Comparing with the classroom teaching model, time allotted for each activity in your civics lesson is sufficient.					
5.	In plasma mode of teaching it common that to the miss-match of the text and the plasma teacher.					
6.	If you are requested to give you your decision in that your Civics teacher shows interest to use plasma, you will be.					
7.	From the experience of your regular classroom learning, your Civics teacher can manipulate plasma TV properly.					
8.	During transmission, your teacher helps you by providing you additional elaboration on the topic raised by the plasma TV teacher.					

9.	In your formal classroom lesson your teacher always encourages you to attend the lesson through plasma education.					
10.	During the formal delivery of lesson in a plasma TV, students can easily understand the language of plasma TV-teacher.					
11.	As one of the beneficiary of plasma TV education you are assumed as highly interested to learn from plasma TV.					
12.	Some people consider that you learn more from TV-teacher than class room teacher.					
13.	Talking with the issue of plasma TV, it is assumed that students can take a note easily during transmission.					
14.	Students spend majority of their instructional time listening to the plasma transmission without making any interaction.					

SA = strongly agree SD = strongly disagree A = agree D = Disagree UD = undecided

IV. Evaluating the Current Status

1. Do you think the TV programs are helpful for enhancing classroom instruction?

   1. Yes ☐ 2. No ☐

2. Do you believe that students learn from plasma as face-to-face teaching method?

   1. Learn more ☐ 2. Learn less ☐ 3. learn the same ☐

3. How do you rate the students' responsibilities to learn from plasma TV?

   1. Responsible ☐ 2. Less responsible ☐ 3. not responsible ☐

4. How do you rate the interest of students to learn by plasma?

   1. More interested ☐ 2. Less interested ☐ 3. not interested ☐

5. Do you think that plasma-teaching method improves students' achievement?

   1. Yes ☐ 2. No ☐

6. Do you believe that the TV transmission catches the attention of students?

   1. Yes ☐ 2. No ☐

7. How do you rate the student's language competency to understand message from the television teacher?

   1. Excellent ☐ 2. Very good ☐ 3 Good ☐ 4 Fair ☐ 5 Unsatisfactory ☐

V. Evaluating the Role of Teacher

1. How could you see the interest of your Civics teacher towards teaching through plasma TV?

1. More interested ☐ 2. Less interested ☐ 3. Not interested ☐

2. Your Civics teacher is passive and dissatisfied with the current mode of instruction.

1. Strongly agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly disagree ☐

3. Teacher writes some formulas and notes on the board.

1. Strongly agree ☐ 2. Agree ☐ 3. Disagree ☐ 4. Strongly disagree ☐

4. The teacher provides short summary at the end of lesson.

1. Always ☐ 2 Sometimes ☐ 3. Never ☐

Open Ended Questions

1. Dose plasma-TV lesson support non-plasma-TV lesson in your civics lesson? How?

_____

_____

_____

_____

2. What are the most difficult problems you face during transmission of plasma TV teaching?

_____

_____

_____

_____

3. Does plasma increases the language skill of teachers and students? How?

_____

_____

_____

_____

4. What do you opt, learning Civics from visually in TV teacher or classroom teacher? Why?

_____

_____

_____

_____

5. Please comment if you have any other ideas about plasma teaching-learning problems in your school.

_____

_____

_____

_____

Appendix II

Addis Ababa University

College of Education and Behavioral Studies

Department of Civics and Ethical Studies

1. Interview guide for teachers, school directors and officials from education office

The purpose of this interview is to collect relevant information on factors affecting implementation of plasma TV teaching in civic and ethical education at Jajura secondary and preparatory school. Therefore, it is to get your opinion and experience on the identified issue. This information will be purely used for research purpose only. To this end, your honest and straight forward response is very important and would contribute highly to the success of the study. Writing your name is not necessary.

Thank you in advance!

I. Back ground information

a. Name of the school _____

b. Sex: _____

c. Age: _____

d. Level of Education: _____

e. Service years: _____

f. Title: _____

II. Main data: Interview questions related to factors affect the implementation of plasma TV.

1. Do you think that plasma TV lesson is important in teaching civic and ethical education? How?

2. Do you think that the existing plasma TV in the school is properly functioning? Why?
3. From your experience do you think that plasma TV teaching encourages active learning method?
4. Have you ever faced any problems during transmission of lessons? What are the problems you encountered?
5. How do you explain the pace and the language clarity of transmitter at plasma TV lesson?
6. For you, who is the policy implementer of the plasma TV education in the school?
7. Have you get or offer any training concerning plasma TV? Explain?
8. How do you evaluate the student-teacher participation during plasma TV transmission?
9. What do you do when an interruption occur during the transmission of lesson?
10. How do you compare your students' face to face learning with plasma mode of learning in your school?
11. Do you think that teachers are passive and dissatisfied with the current mode of instruction? Why?
12. Some people said that the policy regarding the plasma TV education didn't meet its intended goal? How do you see it?