Role of TeleSchool in Students' Engagement during COVID-19 Lockdown: A Phenomenological Perspective

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Abstract

The upsurge of the Covid-19 pandemic and the consequential lockdown led to school closure globally. To cope up with this educational emergency in Pakistan, federal government took the initiative of launching a national television station, "TeleSchool". The current study intended to discover the perception and experiences of educational stake-holders; students, teachers and parents regarding role of TeleSchool in students' engagement during COVID-19 lockdown. Data collected through semi-structured interviews, focus group discussions and document analysis were triangulated to enhance the credibility of research. Interpretative phenomenological analysis was employed to analyze the data that led to the emergence of three main themes: perception and knowledge about TeleSchool, its content and role in students' engagement. All the research participants agreed that the content was effective and captivating for young children but it was not watched frequently. All participants appreciated that at least it was an effort on the part of the government to fill the gap of students' face-to-face learning to some extent. It was suggested by many participants that ministry of education can launch a regular channel to cater the needs of both formal and non-formal learning.

Keywords: COVID-19, school closure, TeleSchool, students' engagement, phenomenology.

Introduction

The contemporary world has been hit by an unimaginable catastrophe of Covid-19. The pandemic; as declared by the World Health Organization has generated a public health emergency and affected millions of lives all over the globe (WHO, 2020). In addition to damaging human lives and economy, it has drastically influenced and re-shaped the education system, particularly in developing countries like Pakistan. States with limited resources had to go for a lockdown that led to shutdown of educational institutes. This unprecedented closure of schools disrupted education of 1.27 billion children. The pandemic affected 1.6 billion children to be out of school which is almost

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80% of the World's total enrolled children (World Bank Blog, 2020). A study surveying 149 countries determined that almost all of them have switched to online mode of learning (World Bank Blog, 2020). However, when states were switching and prioritizing to online modes of teaching to mitigate the learning loss of students, there emerged a paradox. Students who were vulnerable to educational damage did not have access to online solutions. As per UNESCO report, 60% of the national distant learning is counting on online modes. Ironically, 47% of primary and secondary school children; almost 500 million children do not have internet access at their homes (UNESCO, 2020). Consequently, it has widened the inequalities and the disparity gap between haves and have-nots. Governments have invested a lot on adopting both mixed modes; online and TV/radio in their distance learning plans in order to bridge the gaps for access to learning prospects (Beaunoyer, et al., 2020).

In Pakistan too, government was conscious of the fact that education must continue through one alternative or the other. Like other developing countries, Pakistan was also facing the challenges of providing resources and access to learning opportunities to all the students particularly in the remote areas. To cope up with this educational emergency, federal government took the initiative of launching a national television station namely, "TeleSchool". The purpose was to impart education covering larger population across the country. Decision was taken keeping in view the fact that in a population of 430 million students, only 7% have access to online mode whereas, 60% have reach to TV (World Bank Blog, 2020). The current study intended to discover the experiences of educational stake-holders; students, teachers and parents regarding role of TeleSchool in students' learning engagement.

Background of the Study

The disruption caused by the COVID-19 crisis impacted education sector with an unprecedented damage. World Health Organization (WHO) was justified for lockdown to protect human lives as the pandemic proved to be highly contagious and the only known precaution is social distancing and following the prescribed SOPs. As part of necessary implications, Government of Pakistan also imposed smart lockdown in March 2020. The lockdown led to shutting down of educational institutions all over the world, including Pakistan.

Termination of Schools

UNESCO (2020) reported that this closure of schools has affected 91% of students around the globe that include 99% students from the poor third world countries. World Bank (2020) stated that the school closure has a very regressive effect on students' learning even if it is for a short period of time. The cognitive and motor skills of young children are more affected by this discontinuity. School closure not only deprived children with the learning opportunities but also impacted their growth and social development particularly the children from the marginalized groups with no other

educational alternatives. Parents were not prepared for this unprecedented time to facilitate learning of their children at home. This is more prevalent in lower socio-economic families where parents are less educated and have limited resources. Secondly, working parents leave their children at home alone; so children can be vulnerable to risky behaviors.

School closure can also lead to increase in drop-out rates which is already high in case of Pakistan (22.5 million out of school children including more girl children than boys; as per Pakistan Education Statistics, 2016-17). The prolonged closure of schools can put pressure on children of economically distressed families to contribute financially that will increase child labor. During Protracted school closure, Girl children are asked to limit themselves to household chores and thrown to early marriages (UNESCO, 2020).

Measures, Alternatives and Initiatives for Education in lieu of school closure

Profoundly transmuting all the global practices, COVID-19 has also reshaped education. Educators all over the world are striving hard to meet the students' needs and emerging challenges. In this regard, UNESCO patronaged and stimulated all the states to continue education via distance mode of education including virtual learning, e-learning and online learning. During Spanish Flu pandemic in 1918, educators used to send learning assignments as home task. Students used tangible alphabets and speller boards to rehearse spellings (Rich, 2020).

No doubt digital and technological advancement has created lot of innovative learning opportunities to cope up even in these uncertain times. Many countries adopted different learning mechanism. As pandemic initiated from Wuhan, China immediately started parallel online teaching practices to safeguard students' learning in February 2020. Bulgaria switched to e-learning in April, 2020. Finland also adopted distance and digital learning solutions for teaching instructions and providing guidance to students upon school closures. Government of Indonesia launched "School from Home (SFH)" system to migrate meaningful and effective learning from school to students' home (Rasmitadila et al., 2020). In advanced countries like United Kingdom, educational institutions utilized variety of digital platforms like Adobe Connect, Skype for business and Microsoft Teams when regular face-to-face teaching was interrupted (Ngambi et al., 2020). Rajasthan state in India initiated "Social Media Interface for Learning Engagement (SMILE) Project" for continuing home schooling. However, the project encountered constraints of lack of internet access in far flung areas, dearth of smartphones in marginalized families and limited mobile data (Sharma, & Gandhi, 2020). During lockdown, the government of Italy used the slogan, "School Never Stops" for demonstrating its commitment in guaranteeing right of education for every child (Pellegrini & Maltinti, 2020). The influence of television media is also endorsed in a recent study conducted in Punjab province of Pakistan. Wajeeha, et al. (2020)

investigated and compared the relationship between Facebook and television in information seeking and found television as the more powerful medium than Facebook.

Government's TeleSchool

Pakistan is a developing country and encountering almost the same challenges as any other third world country. Keeping in mind the issues of digital divide and financial constraints, federal ministry of education (MoFEPT) launched Pakistan's very first television channel; TeleSchool. The aim was to impart education across the country by taking learning content to students' safe home environment. Annual Status of Education Report (ASER) accounted that 60% of Pakistani population living in small villages and distant areas have access to television. Teleschool was launched on April 14, 2020 in collaboration with Pakistan Television Corporation (PTV) while technical assistance was supplemented by Allama Iqbal Open University (AIOU), Islamabad. The project is sponsored by the financial patronage of World Bank. Various EdTech NGOs like "Knowledge Platform", "Sabaq Foundation", "Taleemabad", "Muse App", and "Idara-E-Taleem-O-Aagahi" contributed their educational content to government initiative, free of cost. Government is determined to continue this channel even after the lockdown in order to improve literacy rate, reduce children drop out, address adult education and to reach 22.5 million out of school children.

In Pakistan, television was being used as tool for non-formal education, mostly broadcasting programs on agriculture, vocational and technical education (Malik & Aslam, 2011). The purpose was to raise awareness and address common problems of peasants and low skill workers who cannot attend regular institutes but want to earn respectable livelihood. There has been always a need of regular educational channel which can supplement students' learning at home. Break out of COVID-19 pandemic, consequent lockdown and substantial school closure made it mandatory. It was no possible to cater the needs of all the students by using only online learning mode because of resources constraints.

Transmissions of TeleSchool get on air seven days a week; from 8:00am to 06:00 pm and delivers lesson from KG class to Grade 12. Subjects of English, Urdu and Math were covered for KG to Grade III while all subjects are taught in higher classes. Lesson duration was 15 minutes for early grades (KG to class III) and 20 minutes for higher grades (Class IV and above).Content mostly comprised of storytelling videos that not only cover educational learning but also delivered information regarding basic health and hygiene, nutrition, financial literacy and self-awareness. Government raised sufficient awareness regarding launch and content of TeleSchool via social media, print media, uploading schedule on website of Ministry of Federal Education and Professional Training (MoFEPT) and by sending SMS to public at large.

The Purpose Statement

The outbreak of the COVID-19 struck the world unimaginably and has revolutionized the whole scenario of education system globally. The significant repercussions were closing the educational institutes and warranted for a design where only virtual education can be possible. However, it led to digital divide and widened the disparity gaps of social class. In developing countries like Pakistan, neither the state nor the public at large have the resources to avail the luxuries of online learning. "Approaching the unapproachable" was the real task in these devastating circumstances? In such situation, Ministry of Federal Education and Professional Training took an initiative to compensate the learning of students. Though a television channel cannot substitute regular face-to face school learning but it can mitigate the discontinuity at least to some extent. In this scenario, the phenomena of TeleSchool were being investigated to examine its role in engaging students' learning at primary level.

Significance of Study

This study is imperative and timely as it aimed to shed light about contribution of government's initiative of TeleSchool in captivating students' engagement during these unprecedented times. The study can anticipate much-needed information on how educators are ensuring that learning continues for every young learner. The findings of the study can reveal the extent to which policies can ensure educational equity. It can provide useful insight to educational planners, policy formulators and academicians to recognize which strategy in TeleSchool worked well and what did not, so that we can be better prepared for the future.

Central Research Question

What is the role of TeleSchool in students' engagement at primary level?

Sub-Questions

1. Was sufficient awareness being raised regarding launch, content and schedule of TeleSchool?
2. Did all the students have access to watch TeleSchool programs?
3. Do learning difficulties of students were considered?
4. Were the content of TeleSchool aligned with the curriculum and level of students?
5. Did any strategy adopted for monitoring students' progress?
6. Did TeleSchool play an effective role in students' engagement during lockdown?

Theoretical Framework of Study

Study was led by the interpretivist paradigm. Interpretivists claim that individuals generate their own cognitive and affective meanings by intermingling with a

phenomenon in multiple ways. This perception and interpretation of deriving own connotation is profoundly subjective to individual's present and past experiences with the phenomenon along with the background/situation in which the encounters happens (Kivunja & Kuyini, 2017).

Research Methodology

Existing study adopted qualitative approach with phenomenological design for exploring the role of TeleSchool in students' engagement during lockdown period at primary level in Islamabad Capital Territory. It concentrated on understanding the perceptions, opinion and experiences of public school stakeholders (primary school students, their parents and teachers) regarding Pakistan's very first educational television-TeleSchool during the lockdown period. The study also reconnoitered the experiences of three experts who were involved in TeleSchool project to gather information regarding their experience and involvement in the government initiatives. The study sought out data through semi structured interviews, focus group discussion and document analysis to get an in-depth and rich verbatim transcript.

The research employed triangulation approach to collect multidimensional perspectives of the TeleSchool phenomena. The focus group discussion was conducted with students of primary classes (Grade 4&5 children), semi-structured interviews with primary class teachers and parents of primary school children. Seven focus group discussions with 7-10 primary students in each group were conducted. Students were asked about their awareness and interest in TeleSchool program along with some questions about content of TeleSchool. Experiences of parents as one of the chief stakeholders of the education system were also worth analyzing to appraise their children's engagement for viewing TeleSchool programs. Thus, five parents were interviewed. Seven primary school teachers were approached for an open-ended inquiry to explore their perception about TeleSchool and whether they discover or observe any change in learning level of their students after they come back upon reopening of school. Opinion of three experts were sought out to investigate their involvement and lived experience of the TeleSchool. The understanding and insight obtained from these open-ended interviews enabled the researcher to present research's findings and recommendations about the role of TeleSchool in students' engagement during the school closure.

Research Design

The current study followed phenomenological approach and lens of interpretivism to explore the experiences and opinions of educational stakeholders regarding role of TeleSchool in students' engagement during the lockdown period. Phenomenology investigates shared meaning of "lived experiences" of some individuals regarding a common concept, experience or phenomenon which was TeleSchool in this study. Phenomenology helps in understanding the essence of a

particular phenomenon. It describes what all the participants have in common and how they professed or experienced a phenomenon. The purpose is to connect and develop a nexus in mutual experiences of individual to describe the universal essence. Phenomenology has its roots in existentialism and it uses an empathetic understanding of lived experiences of individuals of a certain phenomenon (Neubauer, et al., 2020).

Research Settings

The participants were interviewed from 20-11-20 to 25-11-20 within their respective school premises. Focus group discussions were designed in their own classroom; in their mother tongue and in absence of their teachers so that children remain relaxed, comfortable and can share their views without any hesitations. The participants were briefed about the purpose of the investigation and were motivated for their valuable contribution and time. Protocol sheets were developed separately for each cluster of participants and written informed consent were obtained. Anonymity and confidentiality of participation was also ensured. All the interviews were private (one-on-one) and completed uninterrupted in natural setting of the participants.

Research Participants and Demographics

Purposive criterion sampling technique was assumed to select the participants in order to seek out their detailed opinions and rich experiences about the TeleSchool. Most of the research participants were female including seven primary school teachers, three expert teachers who were involved in TeleSchool, five parents of primary school children and 51 primary students. Out of 51 primary school children who were involved in focus group discussion; 32 were girl students while 19 were boys. All the research participants were associated with public schools in Islamabad Capital Territory (ICT). Out of seven primary school teachers, four of them were teaching in urban areas of Islamabad and three were teaching in federal area. Most of the parents have lower socio-economic background and live in urban slums. The participants voluntarily contributed in the investigation without any incentive.

Research Instrument

Study was preceded using open-ended interviews and focus group discussions. Documents related to TeleSchool schedule, content selection and time-line of TeleSchool were analyzed. Researcher also viewed media coverage and reports about TeleSchool. The self-reported research instruments were developed after review of literature and the face validity of tools were validated by pedagogical expert. Triangulation of data also ensured validity of research.

Data Collection

Research data comprised of corpus obtained from open-ended; semi-structured interviews. Participants' responses were both documented and taped. The researcher also took reflective notes. Interviews with primary school teachers consisted of 03

major questions along with 08 probes and took approximately 18-20 minutes. Interviews with parents included 05 major questions and 05 probes that completed in 15 minutes. Interviews with content experts included 06 major questions and 10 sub-questions and covered 25 minutes. Focus group discussions with primary students took 10 minutes with 04 major questions and 07 sub-questions. It was assumed that all participants furnished truthful responses to the interview questions. The participants were shown their recorded answer booklet to provide them an opportunity if they want to revisit their responses and to check accuracy of the recordings.

Data Analysis

Interpretative phenomenological analysis (IPA) was deployed to scrutinize the obtained data. Data were manually coded and common themes were generated from the responses of interviews and focus group discussions. Data analysis emerged three main themes as follows:

1. Perception and knowledge about TeleSchool
2. Content of TeleSchool
3. Role in students' engagement

Theme 1: Perception and knowledge about TeleSchool

Theme 1 has following categories discussed as:

Category 1: Awareness of TeleSchool

All the seven primary school teachers were aware about the government's initiative of TeleSchool. 70% of the participants knew the purpose and schedule of TeleSchool programs. 50% of the research participants estimated that sufficient awareness was raised regarding the launch of TeleSchool program; 30% of them think that moderate awareness was raised and 20% think that there is insufficient awareness regarding public at large. All of them appreciated government's initiative and cited it as praiseworthy. Parents appreciated the launch of TeleSchool and said, "At least something is better than nothing". Experts quoted that "SMS alerts about the schedule and bandwidth frequency of TeleSchool were sent to public at large; multiple times". One expert quoted that: "we collaborated with PTV; which is still the most viewed channel in Pakistan".

Category 2: Access to TeleSchool Transmission

80% of the research participants stated that all the students had access to watch TeleSchool programs. 20% of the teachers apprehended as: "Most of our students belong to marginalized communities; day laborers and they don't have television sets; thus were unable to watch the transmissions". Some participants mentioned "load shedding issues" in their respective areas. Few participants mentioned that the TeleSchool transmissions were not on-aired on dish antenna. After school closure, many families moved to their native villages where they had no access to TeleSchool.

Category 3: Frequency of watching TeleSchool

Despite the accessibility, all participants agreed that the students didn't watch the TeleSchool program regularly; on daily basis. Four teachers believed that 30-40% of their students watched TeleSchool transmission; two teachers opined that 10-15% of their students watched TeleSchool while one teacher orated frequency of 5-10% students as viewers of TeleSchool. All the participants settled that even the students who viewed TeleSchool transmission did not watch it for more than an hour and 2-3 times in a week.

Theme 2: Content of TeleSchool

Theme 2 was emerged from following three categories as stated below:

Category 1: Easy, understandable content

Children who watched TeleSchool transmission found it quite interesting like they mentioned, "Jal GarhaykiKahani", "Peelay Dupattay", "Our super hero-Edhi Baba". Most of the students revealed their likeness about videos on mathematics and Urdu story telling videos. Beside that they mentioned names of some fascinating lessons as; Videos on "citizenship", "helping others", "fraction and electricity", "classification of animals", "structure of earth", "force and gravity". All the teachers who participated in research endorsed that the contents of TeleSchool were "easy and understandable". Language used was simple and concepts were comprehensible. One expert reported: "story telling methodology not only focused on language development but also considered social learning of students". One participant reported that: "though the content was easy but it didn't account the individual differences of students. Some slow learners faced difficulties in comprehending the concept". Another teacher mentioned that: "young children need repetition and drill of lessons that was missing in TeleSchool content".

Category 2: Content Relevance to Curriculum and Level of Students' Content

All the three experts, teaching participants and students validated that the content of TeleSchool was according to the level and age of the students and followed their curriculum. 80% of the teachers found content interesting and effective. The expert teachers however quoted that: "we have been given partial access to the contents from limited websites and that those NGOs then removed their educational videos from their websites later on".

Category 3: Interesting Content

All the participants agreed that the programs of TeleSchool were quite interesting; some mentioned them effective as well. According to 90% teachers, students liked the demonstrations and storytelling methodology of TeleSchool programs and often called them as "educational cartoons".

Theme 3: Role in Students' Engagement

The three expert involved stated that "TeleSchool was a blessing for those who don't have any other alternative mode of learning". They added that the students who availed the transmission found it effective. However, the teachers described that they didn't observe any evident and significant role of TeleSchool in students' engagement. For this they designate following reasons as:

1. The timings of TeleSchool were inappropriate. For instance, it used to start at 8:00 am for kindergarten and Class I. The analysis of documents collected from website of MoFEPT also confirmed these timings. It was quite difficult for young children to get up that early during holidays and watch the educational content. Secondly, at that time mothers used to busy in kitchen preparing breakfast and doing other households and young children cannot watch educational programs on their own without supervision of some adult.
2. Mostly young children need "live support", interaction and attention along with motivation and feedback that was lacking in TeleSchool. However, one expert opined that "some parents gave feedback on the Facebook page of their school".
3. As there was no check and balance or monitoring mechanism; consequently students and their parents didn't take it seriously.
4. Two participants expressed that it played some role in engaging students of higher grades where learners were conscious about their studies. Contrary on the other hand, one participant connoted that for higher grades students have lot of alternative options like interactive videos on YouTube and for them one-sided TeleSchool demonstrations were little boring.
5. All the participants agreed that the TeleSchool "content was effective and captivating for young children" but not watched frequently. In this context, home environment of children counts a lot. If the parents were sensitized about its effectiveness, they could give their children proper time to watch TeleSchool transmission and get some benefit out of it.
6. As far as learning and engagement of students is concerned, only educated parents and those who were cautious about the studies of their children made some efforts. However, most of the parents taught their children by themselves or send them to tuition but didn't ask them to watch TeleSchool.
7. One teacher reported that, "schools were being closed abruptly in emergency and students were in their home without any instruction/guidance about TeleSchool. If the students were stimulated by the school teachers that all the children have to watch the transmission; situation could be better to some extent".
8. Government in coordination with school management should have devised some monitoring mechanism or given some weightage in term of marks as

reinforcement for watching TeleSchool content. As one teacher orated: "since no strategy was adopted to monitor students' progress in relation to view TeleSchool so students didn't take much interest".

9. All participants appreciated that at least it was an effort on part of government to fill the gap of students' face-to-face learning to some extent. All the teachers agreed that TeleSchool could be beneficial if students have watched it under the guidance of an adult.
10. One teacher quoted: "TeleSchool could be valuable for them also to get unique ideas and activities of delivering the lessons in regular classrooms".
11. Expert teachers narrated that sometimes one topic is divided into several parts/video clips that were shown on different days and hence break the continuity of learning: "children get bored of these segmented videos".
12. As TeleSchool was supposed to cater the learning needs of whole country and it covered syllabus of ICT and all the provinces which were different from each other's. So students get confused when it announces on certain program as; "KPK English, Unit-3". Again it was quoted by an expert teacher; "students can get benefits from the TeleSchool transmission under the guidance of a mentor who can facilitate them about the course content which covered the curriculum as per SLOs and not merely the books".

Findings

1. Most of the research participants (70%) had some knowledge about the TeleSchool.50% of them were of the view that sufficient awareness was being raised about the launch of government's initiative. 30% of them think that moderate awareness was raised and 20% think that the awareness was quite insufficient. Few research participants including primary school students were aware about the schedule of the TeleSchool.
2. 80% of the research participants stated that all the students have access to watch TeleSchool programs. 20% of the teachers opined that their students did not have access to TeleSchool.
3. The subject experts involved described that as the TeleSchool was launched as a coping mechanism to bridge the learning gaps of students in emergency conditions so it didn't consider the learning difficulties of students in particular. One of the experts stated that: "it was mainly because we didn't assess learning difficulties so we couldn't focus them".
4. All the research participants endorsed that the content of TeleSchool was according to the level and age of the students and as per their curriculum. 80% of the teachers found content interesting and effective. Students also endorsed that most of the lessons and some stories were from their books.

5. The main disadvantage found was the lack of monitoring strategy to observe the progress of student learning. Moreover, no mechanism was devised to send feedback from students.
6. All the research participants described that they didn't observe any evident and significant role of TeleSchool in students' engagement for which they gave different reasons as described in data analysis section. Though students found the "story telling" methodology of TeleSchool quite interesting but sooner they lost their interest and did not watch it on regular basis. According to one teacher, TeleSchool were taken by students as "educational cartoons" that just amused them for time being and then they totally forgot the content. Another teacher stated that the content was suitable to early primary classes (Prep to III) but it lacks in depth information for senior classes.

Discussion

The current educational emergency enforced to opt for distance education. Nevertheless, it was understood that digital technologies would be unable to grasp the entire student population in Pakistan. The availability of smart digital devices, internet access and competency to use these devices were the main challenges. To mitigate the learning loss, education governing bodies in many countries collaborated with radio and television stations for broadcasting educational content. For instance, Ministry of Education in Italy and Italian State Television (Rai) drew an agreement to on air educational programs (Pellegrini & Maltinti, 2020).

Likewise, Ministry of National Education (MoNE) in Turkey reinforced its "digital educational portal" and teamed up with Turkish Radio and Television Corporation (TRT) to supplement school closure and support students' learning (Özer, 2020). All the learning materials were broadcasted via TRT and hence students without internet supply can get benefit of distance education through TV. Same strategy was followed in Pakistan to cover large group of population with limited resources and launching of TeleSchool was an attempt in this context. The study intended to investigate if government's initiative played any role in students' engagement at primary level. The research data revealed that most of the participants were being aware about the launching of channel but few know about its content and schedule. Government tried its best to raise the awareness about TeleSchool through print and social media, SMS service and public talks. Most of the participants reported that their students had access to watch TeleSchool. As TeleSchool was launched on emergency basis, it wasn't planned to address the learning difficulties of students. So is the case with monitoring students' engagement progress. However, it was ensured that the content should be aligned with the national curriculum and level of students. Unfortunately, TeleSchool failed to play any significant/effective role in students' engagement as was not watched frequently by the students. The findings resonated with

the findings of other studies in a way that particularly the students from the marginalized class of society become more at risk due to disruption in regular classroom teaching (Jaeger & Blaabaek, 2020). Another study conducted regarding induction of television programs in regular classroom of Ethiopia followed the problems of lack of coordination and supervision of an adult/teacher, pace of program being fast to comprehend, unfitting lesson planning. It also advocated involvement of teachers as monitors to get maximum benefits (Meless & Teshome, 2008).

Conclusion

All the research participants agreed that the TeleSchool content was effective and captivating for young children but it was not watched frequently. If the parents were sensitized about its effectiveness and they ensure their children to watch TeleSchool transmission; it could be helpful for them. School teacher may be involved in this process to monitor students' progress of viewing TeleSchool via WhatsApp groups as many research participants endorsed its effectiveness during lockdown period. Involving teachers can also fill the gap of "live support" of an adult. Some marks can also be allocated to reinforce and motivate the viewership of the channel.

Now as the TeleSchool transmission are on repeat telecast, its timing can be revised as 90% of the participants were of the view that schedule was not practical and feasible for young children. The study also revealed that the frequency of watching transmission was far better in urban areas where parents were educated or mindful about the studies of their children than the federal/rural areas where mostly parents were illiterate and belong to marginalized social class. Many research participants agreed to the consensus that at least state has thought about the education of their children and appreciated the initiative. It is also suggested that Ministry of education may launch its proper channel which is fully planned and organized for formal and non-formal learning. Government teachers can be engaged and trained in developing learning resource material for the channel on regular basis.

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