

Ghana Institute of Journalism

Assessing learners' perception on Ghana Learning Television (GLTV) as an effective tool for Learning during the COVID-19 pandemic: A survey of basic level education students.

An exploratory study

By

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DECLARATION

I declare that this research is an original work and contains no materials that has been published and submitted elsewhere.

This research work was done under the supervision of Dr. Kodwo Jonas Anson Boateng at the Ghana Institute of Journalism.

Name of the student: **Hannah Tinyep Moby**

Date: 14th December 2021

Sign: 

This research work was supervised by me and I declare that the above statements are true to the best of my knowledge.

Name of supervisor: **Dr. Kodwo Jonas Anson Boateng**

Date: 14th December 2021

Sign: 

DEDICATION

First of all, I want to thank God for how far he has brought me and the grace that has sustained me. I dedicate this work to my parents for their unrelenting support in my educational pursuits. They have always said if they missed the opportunity to be educated, they will ensure that their children do not miss the opportunity to be educated.

I am forever grateful.

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I am a learner who strives to learn and achieve more in life. I want to use this master's degree as a steppingstone to grow up the ladder in the development sector. I received numerous supports and backstopping to achieve this feat and I believe this will open doors in my professional life.

Juggling between work and school was one of the challenging phases of my life but I am happy to have come out more stronger, intelligent and resilient. I am excited about the future opportunities, responsibilities and privileges that this hard work will provide to my life.

Thanks to my former work colleague, Enoch Gyan for encouraging me to pursue my master's degree and not give up. This work is for you wherever you are.

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ACRONYMS

ERTL	Emergency Remote Teaching and Learning
GES	Ghana Education Service
GLTV	Ghana Learning Television
ICT	Information and Communication Technology

ABSTRACT

This research explored the perception of learners in the basic school level, specifically Junior High School 1-3 about the Ghana Learning television (GLTV) as an effective tool for learning during the COVID-19 pandemic. The GLTV is a dedicated educational television initiated by the Government of Ghana through the Ministry of Education in partnership with the Ghana Broadcasting Corporation to ensure that learners did not miss out on instructional time when schools were shut nationwide due to the COVID-19 pandemic. Responses from 20 respondents were solicited to gather qualitative responses. An interview guide was developed by reviewing related literature and carefully examining what the study seeks to achieve. Data gathered were thematized to gain insights on the perception of students regarding the GLTV. Findings from the study indicated that the Ghana Learning television is an effective tool for learning during the COVID-19 pandemic. Some respondents still subscribe to the channel, although face-to-face classes have resumed. In light of the COVID-19 pandemic, the channel served as a source of instructional teaching and learning to supplement face-to-face classroom teaching. Considering the high usage of the channel, GLTV was seen as interactive, exciting and inclusive. Findings confirmed the assumption that learners had varied needs, and the design and pedagogies employed the GLTV catered for the needs of these learners including those with disabilities (hearing and visually impaired students).

Although respondents watched other educational television such as the Class Act and Joy Learning, majority of the respondents preferred the GLTV. The results also broadly revealed that parents, guardians, and teachers played critical roles in encouraging and supporting learners to watch the channel when schools were shut due to the pandemic.

Keywords: Distance Learning; Emergency Remote Teaching and Learning; Educational Television; E-Learning; Ghana Learning Television; Thematic Analysis Method.

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CHAPTER ONE

1.1 Introduction

This chapter presents a brief background of the research area, its purpose and what it seeks to achieve by assessing learners' perception about the effectiveness of various educational learning televisions in Ghana that was launched as a result of the COVID-19 pandemic emphasising the Ghana Learning Television (GLTV). Central to the research study is also capturing the experiences of learners using other TV learning platforms and GLTV.

1.2 Background to the study

The coronavirus (COVID-19) pandemic caused an unprecedented crisis in several areas across the world. In education, the pandemic led to a massive halt in face-to-face activities in educational institutions across the globe. School closures were mandated as part of global efforts to curb the spread of the COVID-19 pandemic. During this period, education systems worldwide faced a series of unprecedented challenges. The World Health Organization (WHO), on March 11, 2020, declared the novel coronavirus (COVID-19) outbreak a global pandemic. The number of countries with cases had trebled. The global spread of the coronavirus resulted in the closure of educational institutions across the world and affected learners worldwide. As of April 2020, school closures had affected 1.3 billion learners in 186 countries or about 73.8% of total enrollment (Selbervik, 2020).

Educators and parents searched for effective ways to increase access to students and prepare them for the new evolution that was about to come as a result of the pandemic. Many institutions were under-resourced and lacked the capacity and rigour to institute online and Emergency Remote Teaching and Learning (ERTL). The pandemic outbreak implied that countries had to adapt and implement remote learning approaches to avert the adverse effect

of school closures on learners. Developed countries, in a short time, managed to move all lessons online. However, in the periphery, online learning exposed the stark digital divide between high-income countries and low-income countries (Zacharia,2020; Twinomugisha, 2020). In response to the COVID-19 crisis in education, some countries turned to television and radio to significantly increase access to remote learning. Countries had to plan for distance learning programmes guided by a concern for accessibility, equity, and inclusion.

Ghana, on March 12, 2020, reported its first two cases of the COVID-19 pandemic. The Ministry of Health released a press statement to confirm the report. The confirmed cases in effect were the beginning of Ghana's fight against containing the virus. The pandemic became one of Ghana most significant disruptions to education as it affected more than 90% of the world's student's population (UNESCO, 2020). In that same period, the nation became used to regular presidential briefings by His Excellency Nana Addo Danquah Akuffo Addo. In one of his updates on measures taken against the coronavirus, the president called for the closure of schools and universities and suspended all public and social events to slow the virus's spread. The Ministry of Education took drastic measures to ensure learning continued for all learners across the country. One of the momentous approaches was signing a Memorandum of Understanding (MoU) with the state broadcaster, Ghana Broadcasting Corporation (GBC), to deploy virtual lessons across the country through a dedicated TV channel called Ghana Learning Television (GLTV).

With the power of traditional TV, learners can learn effectively from electronic mediaresources (Valdivia et al., 2012). The initiative targeted preschoolers up to Senior HighSchool (SHS) students. It was to reach all learners across the length and breadth of the country, including the underserved communities, and encourage Ghanaian students to learn from home during the pandemic.

Learners during school closure had access to, among other learning platforms, TV and radio distance learning. They also have meaningful experiences to share about educational programming, especially the GLTV, because of its priority audiences. A learner revealed that instructors on GLTV exhibited mastery of the various subjects for good understanding by learners. Although all the TV learning platforms were programmed according to the Ghana Education Service Curriculum (GES), specific learners were targeted at specific times on specific TV platforms. GLTV produced a comprehensive programme schedule from pre-school to Senior High School three (3).

GLTV was not the only instructional programme on TV. Other channels like Joy Learning aired on Joy News, and Class Act aired on Citi TV were other educational televisions to support teaching and learning during the pandemic. Class Act is a virtual classroom for high school students and viewers who could not further their education or required refresher tutoring. In essence, Class Act took into account Adult Education, meaning it was not tailored to basic level learners. The Class Act has seen educationists and teachers take turns to teach learners at home during school closures. Ghana's then Minister of Education, Honourable Dr. Yaw Osei Adwutum, now the current Education Minister, has delivered lessons on the programme.

On the other hand, the multimedia Joy Learning provided lessons in subject-specific areas for Senior High School Children. This came at a time where there were ongoing discussions about Secondary Education in Ghana as a result of the free Senior High School (SHS) policy. After identifying the ever-widening gap of quality for the numerous senior high schools in the country, Joy TV started the Joy Learning initiative. Presently the channel focuses on teaching and learning the Senior High School curriculum.

This research is exploratory. It is to get a general sense of how GLTV has been used as an effective tool during the COVID-19 pandemic from the learners' perspectives

1.3 Research Problem

The COVID-19 pandemic revealed the stark digital divide amongst learners. In lieu of this, most countries adopted television and or radio-based programmes to implement distance learning and Emergency Remote Teaching and Learning. The Ghana learning television served as a single-purposed channel set to broadcast educational curricular content. The platform served as a distance learning platform for learners across all 16 regions in Ghana. Learners across West Africa were also able to access the 24-hour free-to-air channel. The ministry of education has supported this effort to utilise the power of traditional television and other educational technologies to provide remote learning opportunities for learners across the country. A year after implementing the initiative, the study examines the usefulness and effectiveness of GLTV on some learners in the basic school level.

1.4 Research Objectives

1. Investigate learner's general perception of the GLTV.
2. To find out learner's perception of using other television learning platforms.
3. To explore students' learning experience using the GLTV.

1.5 Research Questions

1. What are learners' general perception of the GLTV?
2. What are learner's perception of using other television learning platforms?
3. What are students' learning experience using the GLTV?

1.6 Assumption of the study

Because this study is exploratory, it seeks to gain insights into the extent to which learners perceive the use of GLTV to deliver effective teaching and learning in the absence of face-to-face school interactions. The study assumes that learners at the basic level had varied learning

needs and as such, the channel was able to fill some gaps in the missed instructional time of learners during the pandemic when all schools were shut. While empirical research data do not back this assumption, the study would explore the experiences and perceptions of learners in the basic level education system to draw conclusions in this research.

1.7 Scope of Study

Television has become an inescapable part of modern-day culture. We rely on it for a plethora of activities, including education. Educational television is not an isolated event in a learner's life because it forms part of a much extended learning system (Bates, 1980). Gardner's Theory of Multiple Intelligences (1983) introduces the concept that every learner learns in a different way. The spatial intelligence (visual) learner prefers to study with his or her eyes; the linguistic intelligence (auditory) learner prefers to learn by hearing; and the kinesthetic intelligence (movement) learner prefers to learn by moving. There are eight main learning styles, according to Gardner (1983). Two of the many intelligences are taught through television. It's all about paying attention and listening.

Most students at the basic level are in the concrete operations stage, which means they do not have to use objects to grasp a concept. A teacher can use a theory to create lessons on TV that take advantage of a student's cognitive development. Although educational TV in Ghana largely due to the pandemic, it has also sped up systems to build teachers' capacity to deliver more effective lessons. Particular subjects are used to create lessons for learners to keep them engaged while injecting assessments to deepen learners' understanding.

As explained before, educational television helps learners to learn by stimulating their interest in particular subjects. Finally, every student is an individual, and educational television can support teachers address different learning styles. Researchers have explored educational television to truly ascertain if it is indeed educational.

In conducting this research, in-depth interviews was used to garner learner experience and gather collective feedback about their perception of GLTV.

The study assessed from the learners' perspective, how useful and effective the GLTV has been and how it addressed educational shortcomings during the COVID-19 pandemic. Geographically, the study involved respondents at the basic school level in some selected schools in Ghana.

1.8 Methodology

Chapter three of this research gives fine details of the methodology used and provides justification for using and implementing those methodologies. The study will employ a qualitative research approach to understand how learners assess the GLTV channel. Since this study is purely exploratory, structured in-depth interviews with respondents will be conducted. Qualitative data captures participants' lived experiences through words, images, or behaviours (Merriam & Poth, 2018). At some point in the interviews, learners would be asked to appraise or give their opinions about what they think is the purpose of the GLTV and other educational television learning platforms in the areas of instructors' delivery, adaptability, understanding of the course content, inclusion and how some challenging subject content is explained.

Data relevant to the study will be collected and transcribed without annotations. The transcribed data will be sorted and thematised in order to gain insights into the data analysed and also see whether the data gathered addresses key issues and research questions in this study.

1.9 Relevance of the research

This research would make a significant contribution to research on distance learning and educational television and how it supplemented teaching and learning during the coronavirus virus in 2020 which led to national and global shut down of schools. The contribution of this study would be of wide interest to educationists interested in accessing the general perception of beneficiaries or target audience of the GLTV as well as the effectiveness of the GLTV initiative (from the learners' perspective and nationally to inform educational policy making). The national rollout of the GLTV is the first of its kind, therefore it would also be compared to similar educational channels in the country. This key contribution would have implication for future research and contribute to scholarly knowledge. Several education stakeholders and advocates would benefit from this study on how learners think the GLTV has been used as a tool to mitigate the effect of school closures in Ghana. The research would also serve as a baseline for further studies to build up the data base of educational television as a potent tool for teaching and learning and build on other theories, approaches and campaigns that support learning continuity.

1.9.1 Related Literature

Not until the COVID-19 pandemic distance learning was not likely to be normalised in Ghana's education system. The literature review would look education television in general. During the pandemic, numerous television stations aired instructional programming for learners to moderate the adverse effect of the pandemic on school-going children. This led to the design of educational television to help learners learn during the imminent school closures. Another area to support the literature is to explore the pedagogical approach used in delivering lessons on television. In as much as television programmes introduced on the Ghanaian screens had the sole aim of supporting learners, learners have a say in assessing the

effectiveness of these educational television channels because knowledge is one way or the other transmitted with effectiveness through these mediums.

Further explorations would be based on factors that stimulated and influenced learners to remain hooked to a particular channel. The method of analysis will follow a thematic method of analysis with a thorough literature review conducted to support this research, address the research questions and identify the appropriate research approach that places the research question in context.

1.9.2 Research limitations

A key limitation in this exploratory research study is the number of respondents sampled for the study. Due to the limited sample size, the research finding may need other research data to add more weight to the findings to serve as a concrete basis for generalizability.

1.9.3 Outline of the research study

This research study consists of five chapters. **Chapter one** introduces and provides background to the research, and what the research seeks to explore in the end. Chapter one introduces the research problem, objectives, research questions, scope of study, methodology, relevance of the research, literature to use and limitations to the study.

Chapter two consists of the literature review. The chapter reviews numerous literatures on, educational television, online learning, Emergency remote teaching and learning, hybrid learning and considers how educational learning television programming has contributed to improved learning outcomes in the absence of face-to-face teaching and learning.

Chapter three explains the methodology used to explore the research question, plus the sampling and data collection methods. Chapter three provided varied data on respondents to be recruited to take part in this research study.

Chapter four, the penultimate chapter, interprets and assess collected data.

Chapter five concludes the chapter and presents a discussion of the findings as well as some recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The COVID-19 pandemic has been one of the biggest disruptions to education in the world. Numerous learners missed in-person lessons as a result of that. Ghana is one of the promising countries in west Africa when it comes to education delivery. According to Worldometer, Ghana has about 31 million population of which a significant number are school going children. Ghana's formal education system comprises of primary, junior and senior secondary school and tertiary education. According to an article published by EdTech Hub, children in Ghana including 9.2 million pre-tertiary and 500,000 tertiary students were among the 1.5 billion learners globally whose studies have been impacted by school closures. During COVID-19, several donor agencies like UNICEF, Mastercard Foundation, Plan International, USAID and others joined forces to advance efforts of Ghana's education ministry to provide equitable learning opportunities for more than 9 million learners in Ghana. Learners were provided access to online learning platforms and educational websites as well as screen time with tutors via free-to-air educational television channels, radio, websites and SMSs.

In this section, an overview of technology in education is highlighted, some assertions on e-learning and educational television and the gaps identified for which this research is conducted.

2.2 Technology use in Education

Technology in the classroom has come a long way since the 1980s. Today, technology in education has advanced significantly. Technology has changed teachers' approach to teaching. Through technology, teachers are able to use devices such as computers, tablets,

smartphones and many more to demonstrate dynamic teaching processes synchronously or asynchronously. The need to inject technology use in education systems has become quite popular with education stakeholders and policy makers across the world giving keen attention to this education trend.

In the mid-nineties, education providers realized that Ghanaian professionals could not compete in the global market for jobs, because they were limited in skills, especially in the field of information technology (Nyarko, 2007). In order to achieve this, Ghana launched the World Links for Development program in 1997. (Agyemang; Hagan; Agyaben, 2019). The program was created to help teachers and students construct a world of learning through the use of technology. Teachers and students were aided in incorporating technology into their curricula to promote collaborative projects and distance learning among teachers and students in the use of computers, the internet, and communication tools to develop a more localized educational content on the internet (Kwei, 2001).

Several research studies have intimated the use of technologies in teaching and learning but there has been the rise to ascertain students' skillfulness in some of these technology usages. Sarfo, et al. (2011) did a study in Ghana to evaluate rural and urban students' attitudes about information and communication technology. The findings revealed that the location of male and female students does influence their attitude toward technology. Mereku et al. (2009) also did research on ICT integration in the classroom. The availability of ICT syllabuses/manuals, computers, and computer laboratories that are regularly available were factors impacting the usage of technology at the SHS level in Ghana. Of the 158 surveyed students, the findings showed that female students had less confidence in using technology compared to male students. That notwithstanding, the government of Ghana has partnered up with several institutions and donor agencies to ensure the integration of ICT use to transform the educational sector across all levels.

2.2.1 E-Learning

E-learning, often known as online learning, is a type of learning in which students use the Internet or other computer networks to communicate with their instructors and peers, as well as access learning resources (Curran, 2004). With the growing number of students enrolling and potential students being turned down every year due to a scarcity of classrooms, housing, and teachers, e-learning has emerged as a crucial driver for reform in the education sector. In 2019, the global on-line e-learning market was approximately USD 101 billion. Over the same period, the learning management systems market generated approximately USD 18 billion. It is also projected that by 2026, the total global e-learning market will grow exponentially to more than USD 370 billion (Statista Research Department, 2020).

Educators today face different challenges than their predecessors in teaching the professional of tomorrow. In recent decades, developments in academia have increased the demand for academic faculties, leaving less time for teaching than before. Traditional teacher-centred teaching is making way for a student-centred model that puts students in control of their own learning process. A recent shift to competency-based curricula emphasizes the learning outcome, not the process, of education. E-learning refers to the use of Internet technologies to deliver a wide range of solutions that improve knowledge and performance (Mushin, 2008). E-learning can be used by educators to improve the efficiency and effectiveness of educational interventions in the face of societal, scientific and pedagogical challenges. It has gained popularity over the past decade; however, its use is highly variable between institutions.

2.2.2 Education Television

Educational television is not a new phenomenon. History of teaching and learning via television began in the 1950s and in that same year, the first educational television programs

were created for open broadcast. In Europe and Japan, TV (especially public television) was originally intended to be educational, in the way that aided formal education in schools in countries that were devastated by the Second World War. The initial idea of teaching through open and generalized public TV has since evolved into a more efficient model of instructional TV managed by specialized and segmented channels.

Educational television is designed to give all people (not just a select few) the opportunity to get an education and watch a program without being interrupted by commercials. This form of television has obvious differences from television produced for entertainment. Educational television asks viewers to watch on purpose, expects them to participate, and encourages them to turn off the TV (Powell, 1962). Educational programming serves the community and reflects the values and attitudes of the community it serves. The beginnings of educational television were not without problems. Educational television is reliant on public and, in some circumstances, government assistance; unlike conventional entertainment channels, it does not have the luxury of selling advertising space.

Educational programs can lose too many viewers and the associated advertising money. Where are educational videos today? Reiser (as quoted by Marshall, 2002) speaks of the beginnings of technology-based learning and the correspondence with the audiovisual media introduced in schools in the 1900s. Saettler (as quoted by Marshall, 2002) recounts how technology-based learning entered schools through "school museums" that distributed slides, films, and other materials to improve classroom teaching. A large amount of educational television, in the form of videos, first appeared in 1910, and the public school system of Rochester, New York, was the first to adopt educational television for classroom use. With more technological advancements in the 1920s and 1930s, technology for educational

purposes has also expanded. Many countries have also learned to create context-specific knowledge based on learners' needs.

Television is one of the platforms for educational programming. It is undoubtedly one of the platforms that can be used to supplement teaching and learning aside the face-to-face teaching and learning method. Educational television is the use of television programs in the field of distance learning. Education television is seen as having the potential to offer high-quality distance learning in countries with high digital divide. The technology has been calling attention for its potential in social areas as it presents lower cost and has a much simpler user interaction model. Advocates for the use of media as a learning tool say that all media content is educational; that is, children learn from the content they interact with, regardless of the format in which it is presented. There is substantial evidence that seeing or using violent media content (e.g., violent TV shows or video games) is linked to violent and aggressive conduct (e.g., Anderson; Bushman, 2001). Educational media, on the other hand, is typically developed with the goal of informing and educating.

As such, educational television must be intentionally curriculum-driven with a deliberate plan to teach (Kirkorian; Anderson, 2008: p. 188). COVID-19 revealed the stark digital divide and learning gaps between learners in different parts of the world. While the effects of educational television on learners are still debated, there are many benefits to it.

Marshall (2002) looks at a number of studies on the usefulness of instructional television. According to Marshall (2002), both historical and contemporary research has demonstrated that educational television is an effective way of learning. Traditionally, educational television is broadcast on television. When interaction with a target is offered, "regardless of the means - be it television, computer, or even computer-delivered streaming video - the student can experience the educational television and relate the new material to what is already understood." (Marshall, 2002). It's crucial to note that, while instructional

television can teach, it's the teacher who makes the learning more meaningful. A teacher is a crucial part of the learning process because he or she directs students' attention to the most important aspects of a lesson. Technology that isn't put to good use is useless. According to Marshall (2002), it is critical that teachers help students understand the topics delivered on educational television. Concrete lessons and objectives help students learn better and also make educational learning productive.

2.2.3 TV can help a child's intellect

In many studies, researchers have observed how educational programs can help stimulate learners' intellect. According to research, learners who watch educational television programs for a few hours per day performed better on academic tests than those who did not watch TV. Research which set to explore the potential and limitation of Television Learning (t-learning) in Brazil showed that one of the significant reasons for the increase in the number of learners who use TV for distance learning is because majority of homes have televisions which helps learners to have access to educational opportunities, thus allowing for digital inclusion. Interactive television is a new form of media that has a lot of potential for language learning (Pemberton 2002; Underwood 2002; Atwere; Bates, 2003). It is important to therefore keep in mind that traditional television is already a powerful learning environment for learners. Television offers a rich multimedia experience where learners can immerse themselves in authentic materials and by communicating a culture.

TV can be a teacher for learners

Educational television is a great way to open learners' mind to different things and help them learn about topics they may not be exposed to in school. In like manner, television can reinforce what children learn in school and provide an additional method for teaching children important subjects.

TV can be good role models for learners and show things they wouldn't otherwise see

Without television, most children would never be able to see amazing things such as exotic animals, different cultures and beautiful cities. Nature shows and history programs, for example, are great resources for teaching learners about creatures and places they've never heard of. Learners can learn from this type of media to appreciate and understand the world around them. Also, when learners watch educational television, they are influenced by the characters, in this case the teachers and moderators they see. This promotes positive message and pique learners' interest which helps them to interact with what they are learning and also make good choices. Given this technological divide, most countries around the world used television and/or radio programs to implement distance education. Africa seemed to be the most active in trying to use TV or radio (70%), some combining both (34% of countries), while Europe and North America seem to use less radio than other regions, but yet very active in deploying television-based programs for distance learning (UNESCO 2020).

The value of educational broadcasting via television and radio also extends beyond the needs of students. In some countries, these programs are designed to provide intergenerational learning, including in local languages. They also include issues such as health and psychosocial well-being, both of which are important in supporting populations affected by the threat of COVID-19. Many television series are significant cultural events in and of themselves, serving as a shared reference for those who share or aspire to share a culture. It clearly allows for observing, reading, and listening in its non-interactive condition, making it a fantastic medium for learners to develop comprehension skills as well as obtain background cultural knowledge. The ability to understand spoken content is strongly encouraged. In his study of the possibilities of traditional television for language teaching, Sherrington (1973)

observes that a number of listening skills, such as recognizing and understanding, can be easily trained and practiced via television.

2.3 Indicators for assessing learner perception

The GLTV anchored and supplemented the teaching and learning time of students amidst the pandemic. This study seeks to outline the perception of learners regarding the Ghana Learning television using the following indicators;

Student participation and engagement: This will look at the extent to which learners are engaged in teaching and learning on the channel and the rate at which learners are engaged with exercises and assignments on the channel.

Equity and access: This indicator will examine and analyze data on how the GLTV makes the channel inclusive for learners with disabilities especially the visually and hearing-impaired learners. The research will elicit for respondents' knowledge of what provision has been made for such learners so that they do not miss out on what their counterparts are learning.

Student satisfaction and general perception: This key indicator will solicit for respondents' views on what they think the purpose of the GLTV channel is and whether or not the channel has lived up to its expectations.

Educational TV in other countries

According to Zacharia and Twimomugisha (2020), low and middle-income countries have been using television since the 1950s including interactive television lessons since the 1950s and more recently. In Morocco, Spain and South Africa, broadcasting live lessons was one of the fastest ways for these countries to get started with educational television. It is slightly different in Croatia and Spain where pre-recorded educational materials are presented in a form of entertainment called "Edutainment". While countries like Kenya used YouTube for

educational programming, Pakistan invented an educational app and Mexico partnered up with a private broadcaster to simultaneously broadcast content for students across grade levels. Countries like China and India provided students with daily and weekly schedules on their education television network. According to a study on the learning platforms for Oyo State Secondary School in Nigeria, findings showed that a very high number of the sampled respondents acknowledged that the learning platforms facilitated learning during the pandemic. The finding concurred with the study of Omiko (2011) who reported that majority of children were familiar with radio and television programmes. Ghana is one of the few countries with the likes of China, Brazil, Ethiopia, India and Mexico with a long history of using educational television to respond to school closures.

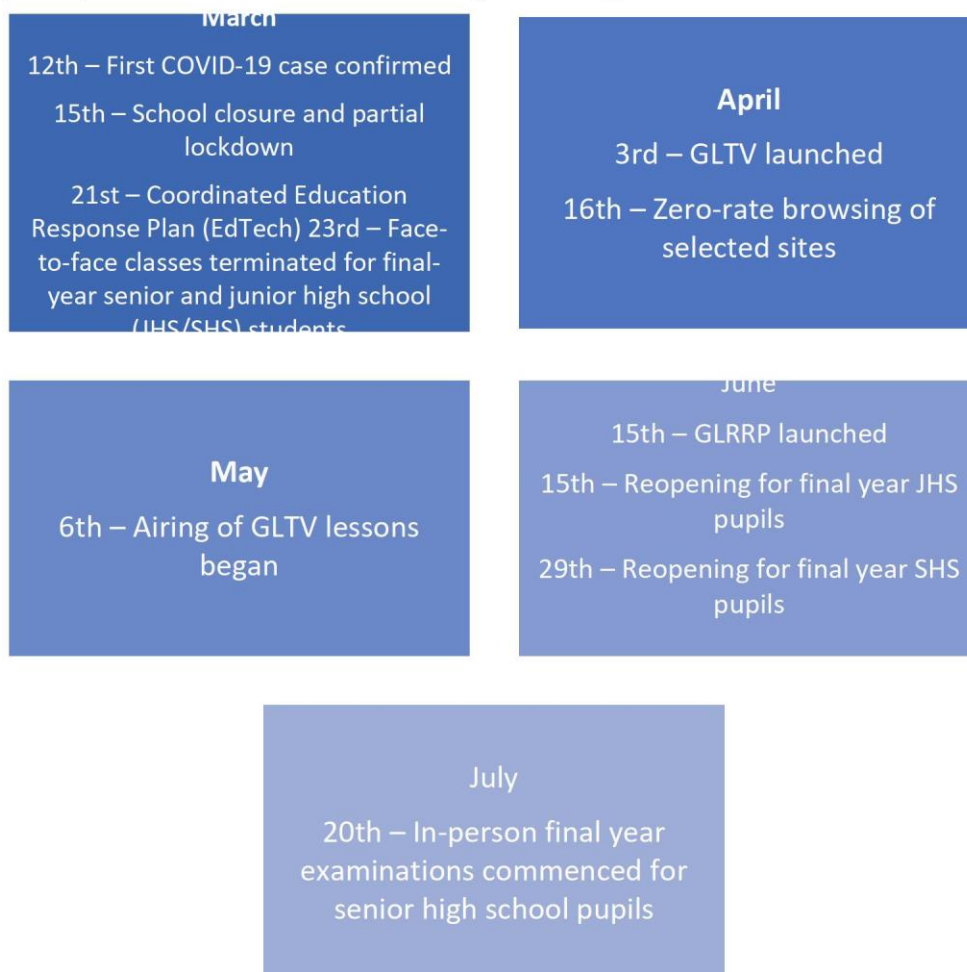
2.4 Launch of educational television and online solutions.

The Ghana Education Service (GES), the Ministry of Education and the Ghana Broadcasting Corporation launched and broadcasted a 24-hour free digital television channel called Ghana Learning Television (GLTV) on April 14 and May 6, 2020, respectively. The Ghana Learning Television together with a dedicated radio station provided students the opportunity to continue studying their core subjects – Mathematics, English, Science and Social Studies as well as selected electives (Graphic Online, 2020; Myjoyonline, 2020; & News Ghana, 2020). It relied on existing infrastructure, such as the dormant Centre for National Distance Learning and Open Schooling (CENDLOS) established in the 2000s and adapted it to align with the current content of the National Council for Curriculum Assessment for basic education. GLTV is broadcast on paid television channels such as DSTV, StarTimes and GoTV. Lessons are taught by selected professional teachers trained by the GES and Ghana Broadcasting Corporation in audio-visual lesson preparation and delivery. English is the official language, and no translations are made for local languages. This effectively excludes

slow learners and students from underperforming schools who only speak their mother tongue. As in many other African countries (Krönke, 2020), these virtual platforms are intended to help ensure inclusive and equitable access to participate in education at all levels. Data from the Afrobarometer Round 8 (2019) survey in Ghana suggests that many students especially those living in rural or poor households found it difficult or impossible to participate in e-learning initiatives because they don't have access to the necessary devices, thus, the internet, in some cases electricity. That notwithstanding, many learners in rural, urban and peri-urban areas subscribed to radio and television platforms to study MoE/GES e-learning programs (Afrobarometer, 2020).

Figure 1: Timelines for Ghana’s education response to COVID-19

(Source; EdTech Hub Ghana’s education response during the COVID-19 crisis: EdTech to the rescue?)



2.5 The Pedagogical Approach

According to Olson and Bruner, a television program is essentially one way of converting overall course objectives into teaching content and presenting it to learners via television as a mode of delivery. Knowledge or content, facts, ideas, concepts, relationships are considered to be independent of the means by which they are experienced. Knowledge, according to Olson and Bruner, can only be acquired through some type of human activity, such as experience, observation, or symbolic learning, such as words or pictures. As a result, "invariant" information can be received through a number of human activities, and these methods of gaining knowledge must be learnt as well.

Teaching is therefore an endeavor to aid students in learning both invariant knowledge and skills in acquiring that knowledge, because skills may be employed by the learner to acquire new knowledge. Knowledge can be transferred through different media including television. In their article *Technology in Schools: What the Research Says, A 2009 Update*, Lemke, Coughlin, and Reifsneider (2009) included a small section on educational television in the form of videos. The authors provided a quick overview of the advantages of educational television. "Decades of study on children's television has shown that television may be an effective teaching tool when the content is educational or repurposed for education. It is also stated that educational television has a positive impact on children: "Numerous research studies suggest that educational television can have a positive impact on children's intellectual and academic development" (Lemke, 2009).

2.6 Interaction with learners

Picciano (2002) indicates that the traditional classroom setting encourages the acquired knowledge to be compensated or supplemented, which is an important factor in group learning. Bouhnik and Marcus (2006) further argue that the interactions, such as the ability to

engage other learners in discussions within the traditional classroom environment, help absorb the learning process. Haythornthwaite (2001) gives an emotional dimension by stating that people who work together in a group are able to create an emotional bond or bond with each other. Swan (2001) has argued that an asynchronous form of communication is less able to provide students with 'social presence' within a specific learning environment. However, Packham et al., (2004) strongly argue that computer mediated communication can provide 'social presence' within an e-learning environment through tools such as emails, e-conferences and chat rooms. Trentin (1998) encourages that the interaction of learners with each other within an e-learning environment can enable them to break through their isolation and strengthen their relationship with their e-learning groups.

E-Learning discussions gives all learners an equal voice where no learner is able to dominate each other, therefore the asynchronous nature of the discussions makes it impossible for the E-tutor to control E-group discussions (Bouhnik & Marcus, 2006) . For example, Swan (2001) argues that most E-learners experience E-group discussions as more reasonable and independent than traditional classroom discussions. Vandergrift (2002) argues that the asynchronous nature of e-discussion allows students to reflect on their peers' contributions while creating their own before posting. These types of e-learning activities help students develop a culture of reflection and mindfulness to communicate with their peers. Swan (2001) argues that some of the difficult issues that require rapid call reversal and shared access to substances that cannot be easily used in electronic spaces require some formats that do not conform to the asynchronous communication system. Bonk (2001) argues that the lack of nonverbal cues, the delays in receiving responses, and the lack of spontaneity compared to face-to-face communication may be some of the drawbacks that e-learners have to overcome. This clearly shows the differences and similarities between E-interactions and face-to-face interactions.

On the other hand, Jonassen and Kwon (2001) suggest that the nature and activity of computer-mediated communication helps e-learning learners develop the ability to experiment, share ideas and think together. Picciano (2001) found that the level of e-learning experiences can be traced to the amount of discussions that took place during the course discussion. Brown (2001) also argues that the e-learning experience may be related to the degree of community involvement within the classroom and the dialogue between peers. Research conducted by Swan (2001) showed that students experience learning more from a course and are more satisfied when a larger percentage of their grades are based on discussion. This seems to indicate that e-learning interactions between students are one of the important ingredients that contribute to the success of e-courses.

Jonassen and Kwon (2001) also indicated in these discussed areas that brainstorming and reflection are the best fit for e-learning design, despite the fact that e-discussion can have different meanings to be face-to-face discussions. While instructional television cannot replace in-person teaching, it is a step forward from simply reading about subjects like science that needs to be practicalised. Students who do not have the opportunity to observe a plant or animal grow through its stages can watch it on an educational television. Bill Nye's science show does exactly that: it brings science to life. Educational television is designed to make learning fun and engaging and should therefore have the materials to do so. When those materials are unavailable educational television can be the life-saver and open door to the world of science that would otherwise be closed.

Research conducted by Santos et al., (2006) showed that educational television is one of the ways to expand distance learning especially during the COVID-19 pandemic.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology used for collecting data on the perception of the Ghana Learning Television as a learning tool during the COVID-19 pandemic. This chapter also describes the research paradigm, processes and procedures used to collect the data, approach and design that were used to achieve the purpose of the study.

3.2 Constructivist Paradigm

This study used a constructivist paradigm to explore and understand students' perceptions of GLTV. Constructivist researchers focus on interpreting and reconstructing the meanings that people (including the researcher) hold about the phenomenon being studied (Guba & Lincoln, 1994). Constructivists create knowledge by interacting with people (Guba & Lincoln, 1994), with dialogue and reasoning being the most essential research methods. Finally, constructivist researchers return to data sources on a frequent basis, asking what they meant to the respondents and attempting to integrate that meaning with what has been done (Rudestam & Newton, 1992). Therefore, for this research, in-depth interviews were conducted with twenty (20) junior high school students. Data were carefully studied in an effort to understand and construct the meaning of the participants perceptions and experiences using the GLTV channel.

3.3 Data Collection Methods

Data for the study was collected from both primary and secondary sources.

3.4 Qualitative Research Approach

For this study, a qualitative research approach was chosen since it was highly effective in determining the meaning that people assign to situations that they experience (Merriam, 1998). Learners' general perceptions of the GLTV were studied using phenomenological methods. Phenomenology is effective in studying a small number of subjects- in this case, 20 participants were identified to share the commonality of their lived experience with the phenomenon (Creswell, 2003). In gathering learner perception, qualitative method offers free and open interaction between the researcher and respondents, real time responses and probing, observation of respondents' facial expressions and body language are taken cognizance of and analysed alongside their verbal response. Essentially, this method is unstructured hence ideas can be built on allowing for in-depth discussions on research issues to acquire data with specific details.

Qualitative method was used to obtain broad and deep insights into what respondents think about the Ghana Learning Television and their perceptions and experiences using it as a distance learning programme during the pandemic in the absence of face-to-face teaching and learning. The in-depth data complemented data from related research. The qualitative method used was the purposive sampling method. The reason was because the researcher wanted to interact with students who have used the GLTV television or still use the channel to study during the school closures.

3.5 Study Design

The procedures used for selecting the participants, collecting and analyzing the data as outlined in this section.

3.5.1 Participants

Qualitative method of data collection using in-depth interviews was used to collect data and present the findings. In order to ascertain the effectiveness of the GLTV, 20 in-depth interviews were conducted using students in JHS 1 to JHS3. These were the key target groups for the research as they were “knowledgeable informants” (Lincoln & Guba, 1985, p. 234). Because the goal of the study was to assess the effectiveness of the GLTV programming, it was important to assess how students at the Junior High School levels utilized this free-to-air channel in the advent of school closures in the country. The data for this study was collected between September and October when school was in session. Respondents were also selected based on their stage in education and their ability to articulate their lived experiences. Twenty respondents from three schools were selected for this study. The interviews were conducted in person and remotely. In the face of the pandemic, the researcher employed innovative ways to interview learners based on the pandemic and the distance of the schools. Two of the schools are in the Greater Accra Region with the other in the Eastern Region of Ghana. Two of the schools are the schools of the winners of Ghana’s Most Outstanding Teacher Award 2019 and 2020 respectively. The third school was selected from the Ga West Municipal assembly to check for patterns in responses and to triangulate shared experiences by students who attended public schools and those who attended private schools. At the end 20 participants took part in the study. Out of the twenty (20), seven were males and thirteen were females. The teachers and headteachers in the sampled schools were very instrumental in helping to get the students who had used the television programming channel. The researcher visited the schools prior to the data collection and informed them about the research, its importance and assured them of confidentiality. The researcher also used the opportunity to seek for informed consent from the teachers and headteachers who were of course the gatekeepers of the schools and students before selected students were made to participate in the study.

3.5.2 Data Collection Method

Data collection and analysis for this study were intertwined. Albeit the primary source of data collection was through in-depth interview with respondents. The interviews occurred in the schools of some of the respondents. This was to make them feel comfortable in a surrounding that they were familiar with. Data collection also occurred remotely. On the phone, the researcher made sure to sure ample time to establish a rapport with each respondent to ensure that they were neither nervous nor tense. No power dynamics were established as the researcher introduced herself as a student also who happens to work in the education sector. With in-person interviews, all COVID-19 protocols adhered to. The researcher carried a box of surgical facemask and a bottle of alcohol-based hand sanitizers to give to respondents who did not have any. There was no physical contact during the interview process and the researcher kept a two-meter distance with the respondents.

3.5.3 Personal Interviews

An interview guide for the study was developed and used as a guide to engage the respondents. The guide helped to collect qualitative data from the sampled Junior High Schools. In fact, interview is the best technique to use “to find out those things we cannot directly observe such as feelings, thoughts and intentions” (Merriam, 1998, p.72)..As part of the introductory process, the interviewer introduced herself as an MA Development Communication Student from the Ghana Institute of Journalism (student ID card revealed to all participants), informed them about the purpose of the study, its benefit and their (respondents) right to refrain from partaking in the exercise despite the permission received by the school authorities.

After receiving the participants approval, the researchers started the audio recording of the conversations (based on the interview guide) with the respondents. During the interview,

participants were given the center stage to answer and express themselves in terms of what is important to them (Miles & Huberman, 1994; Strauss & Corbin, 1998). Copies of the interview guide (Appendix A) were left with the teachers and headteachers so that they identify the students, run them through the guide so that they were familiar with the guide ahead of the interviews. The interview after introductions began with “Tell me about how you first heard of the Ghana Learning Television”. Each interview averagely ended between ten to twenty minutes and the recording were fully transcribed because the transcripts “are necessary for valid analysis and interpretation of interview data” (Mishler, 1986, p. 50).

3.6 Research Design

A research design is the conceptual framework or blueprint within which the research will be conducted (Malhotra, 2004, p.31). This research was predominantly exploratory.

3.6.1 Exploratory Research

Wilson (2003, p.31) describes exploratory research as research aimed at developing initial ideas or providing insight into a phenomenon to generate further research. In line with this assertion, the research involved interviews with JHS1 to JHS3 students to find out their perception and experiences using the Ghana Learning Television as an alternative learning programme during school closures.

3.6.2 Fieldnotes

Some few highlights from the field were written down alongside the audio recordings. The field notes served a supporting data source for this study. The notes were typed to support the interview transcriptions (Maxwell, 2005). Details captured in the field notes included the sex of the respondents, timers, injected vernaculars. Other details of the notes included the demeanor and posture of the respondent as well as their attitudes.

3.7 Data Analysis

Data was examined severally in order to get a holistic view of emerging thoughts & ideas, thus exploring laid out information to make sense of the data. Bringing out similarities and differences between opinions and perceptions the researcher highlighted quotes and phrases that emerged and were important to the study.

3.7.1 Pre-testing

The questionnaire was pre-tested with a few respondents to help identify the gaps, appreciate the survey instrument as well as provide insights regarding the depth of the questions and the kind of responses it garnered.

3.8 Ethical considerations

A crucial ethical consideration of this study is the age range of the sampled respondents. Most of the respondents in Junior High schools are below the ages of 18 and are therefore unable to make certain decisions. As such, the researcher first consulted with her supervisor about the ethical considerations of this research. The researcher therefore got in touch with the schools to be sampled who then gave ethical clearance and informed consent for the researcher to proceed with the research. School management and class teachers were notified, presented with a brief of the research motive and the interview guide. In some cases, the parents of the sampled student gave verbal consent to the headteacher for their wards to participate in the research. The student despite the consent from their headteachers and parents/guardians were also told that they could decide to not participate if they did not want to because the study was voluntary. Thus, informed consent was sought from all the respondents and they were made to understand the implication of their participation. Learners

were also assured of privacy and anonymity. At the end of the interview in all the schools, the researcher provided snacks for all who participated in the research.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter analyses and discusses the data collected from respondents. This study assesses the Ghana Learning Television (GLTV) program as an effective tool for learning during the COVID-19 pandemic. The focus was on basic education level students. To address this phenomenon, three study objectives were developed. To solicit for information, the study was carried out using a total of 20 selected students from three different schools who watched or still watch the Ghana Learning Television Channel. An interview schedule was therefore developed to aid in the collection of information from the study sample. All 20 students participated in the study. Data collected from respondents of this exploration were transcribed and analyzed using the thematic analysis method. The data analyzed was presented in relation to the research objectives to ensure that all the objectives are addressed logically.

4.2 Demographic Profile of Respondents

This section presents the demographic profile of the respondents including the gender and educational level. The details of gender are presented in Table 4.1 below. Out of the 20 students who participated in this study, 7 representing 35% were males while 13 representing 65% were females. Additionally, out of the 20 participants, interviews were conducted with 1 JHS 1 student (5%), 8 JHS 3 students (45%) and 11 JHS 2 students (55%). The details of demographic profile are presented in table 4.1 below.

Table 4.1 Demographic Profile of Respondents

Source: Field Work (2021)

Demographic Variables	Frequency	Percentage %
Gender		
Males	7	35
Females	13	65
Level of Education		
JHS 1	1	5
JHS 2	11	55
JHS 3	8	40
TOTAL	20	100

4.3 Discussion of Findings

This section discusses the findings of this study in relation to the study objectives and analyzed with existing literature. The objectives that guided this study was to:

- Investigate learner’s general perception of the GLTV
- Find out learners’ perception of using other television learning platforms
- Explore students learning experience using the GLTV

4.3.1 Objective 1: Learner’s General Perception of the GLTV

The first objective of this study explored the general perception students had in relation to the GLTV program. To address this objective, respondents were asked how they first heard of the GLTV program. Findings show that, whereas majority of the respondents indicated that they heard about the GLTV program through the television, a few stated they heard about the

program from their guardian or external relations like an aunty, friends and peers. Some students stated:

I heard about it through television R1

I heard about it when I was watching the television R2

I heard about it through television R3

My aunty told me about the GLTV program R4

I heard it from my friends R5

In addition, the students were asked what their first thought were when they heard about the educational program. All of them responded positively showing how happy they were when they heard about it. Their responses revealed that they were very excited since the Covid – 19 pandemic made them stay at home for a long period of time neglecting their normal face to face schooling activities. They further indicated that the GLTV was an opportunity created for them to learn at home to be on par with their studies instead of being addicted to non - educative television programs thus they were very excited and expectant because it was a new initiative that was introduced to aid students in their studies. Some responses supporting this finding indicate:

When I heard about it I was very happy because at that time I had stayed in the house for a very long time without anything to do. So when I heard of it I was very happy R1

I felt happy. Because we had stayed home for a very long time, and I felt it would help us to learn and revise since we have been at home for a while R2

I was wondering how interesting it was going to be and how the teachers were going to teach the students R3

When I heard about it I said wow, this will help us a lot. Because we were at home due to the covid doing nothing. I was really excited and felt that it would help us catch up with what we were learning in school R4

I thought it would help us so that once we are home, we can learn a little bit because when you are in the house, you get addicted to television and other programs so this was helpful R5

When I heard about it, I thought it would be interactive and educative since we were not doing anything at home. And it could help us improve upon our academic performance R6

I was like, maybe they (GES/Government) want to help us learn because we were home, and schools are closed R7

More so, the researcher probed to ascertain, generally, what the students thought about the lessons on the Ghana Learning Television. Some respondents detailed:

They take their time to make you understand what is being taught on the channel. Actually, there was one teacher on the channel who got me glued with the channel more especially math and science R1

..... it is nice and when they are teaching, you would understand R2

Everything is good. This is because they show images to explain what they teach R3

They are good, and the teachers take their time to explain things to us clearly and we get to know things we never knew. We get the chance to listen to the channel to understand lessons taught in class that we did not fully understand and add more to our understanding R4

I think what they're doing is very good and still want them to keep it up. We can still use that opportunity to learn at home and on weekends too R5

The lessons that they carry on the channel is good. Sometimes, when I learn on the channel and go to school, I don't have difficulties studying the same topic or subject in the class because I learnt it on the channel R6

The statements above revealed that respondents had a positive general view of the GLTV program. Especially their views detailed that they did not only enjoy the program, but also the carefully selected expert tutors for each subject made learning easy and understandable for the students. This they emphasized provided a great platform for them to learn at home during the Covid – 19 pandemic. Some students iterated that because the tutors used images for illustrations learning was made more easier as compared to when they are in school. Others also asserted, that the platform helped them to catch up with their studies and also,they learnt new things which made it easier for them when repeated in school during the period they returned.

4.3.2 Objective 2: Learners' Perception of Using Other Television Learning Platforms

The second study objective sought to examine the perception that learners of GLTV formed while using other educational television platforms. To begin, the researcher sought to ascertain if learners had knowledge of other learning platforms and what made them watch these other learning television programs in addition to the GLTV program. Findings showed that about 10% of the respondents were not aware of the other educational television platforms. However, majority that is 90% of the respondents were aware of the other learning platforms created via the television. These platforms included the Class Act on Citi TV and Joy Learning on Joy TV. With this knowledge, the researcher probed further to inquire the knowledge the students had about the other learning programs identified. The majority with knowledge of it indicated that the Class Act of Citi TV mainly focused on educating students based on three subjects including Mathematics, English and ICT, demonstrating a limitation in the lessons taught. On the other hand, respondents revealed that, Joy Learning focused on Basic School to Senior High School subjects. Some responses to support this finding indicate:

Class Act, I saw it on Citi TV. Normally they teach three subjects at the JHS level, which are English Language, Mathematics and ICT. The Joy Learning on Joy TV also teaches from the basic school through to the secondary schools. They also teach most courses and subjects that they do in the schools R1

Class Act is an educational program on Citi Tv where they teach three main subjects namely, Mathematics, English and ICT. Joy learning is also an educational program where they teach lessons from the basic school to the secondary schools R2

On Class Act, they teach math, ICT and English Language. On the Joy Learning they teach subjects from the upper primary level to the SHS level R3

Class Act is an educational program on Citi TV where they teach, Maths, English, ICT and sometimes current affairs. Joy learning teaches from primary up to the senior high school R4

Furthermore, this study sought to inquire the reasons why learners continued to watch the educational program from other learning platforms in addition to the GLTV program. In response some interviewees stated:

I watch the program because of how the teachers taught us. They taught to our understanding. Also, they focused on the practical aspect of subjects which made me to continue watching R1

.....Because of how the teaching was carried out, it was good R2

I kept watching because as we were sitting home, I needed to do something, I needed to learn because my B.E.C.E was approaching so I needed to sit in front of the television and watch their illustrations and what they taught R3

..... They teach well and explain lessons further R4

What made me keep watching is that they are interactive. Joy learning was the only channel that made numbers available for students to call and ask for further clarification. That is, sometimes you are able to call and ask questions and they also teach for you to understand R5

The above statements evidently revealed that the respondents continued to watch the educational program from other learning platforms in addition to the GLTV because these platforms equally served the same purpose for which GLTV program was introduced. That is, they taught subjects students understood. Some stressed on the fact that the method of teaching used by the other learning platforms was beneficial to them. In addition, because of the Covid – 19 pandemic students recalled they stayed at home for too long thus, they needed

to adopt new means of aiding them to study at home. The other platforms such as Joy learning was revealed to be the only educational channel that made numbers available for students to call and ask for further clarification on lessons they did not understand.

With respect to the outcome ascertained concerning the other educational platforms, this study explored what learners liked and disliked about the GLTV program. Firstly, learners demonstrated they liked the program because of how interactive it was, they also helped students by giving them exercises and assignments which helped them to learn new things. The findings are presented and addressed in themes.

LIKES

- **Interactive**

In relation to this, learners specified that they enjoyed the GLTV educational program because the way the tutors taught the lessons were interactive and exciting. In addition, the practical or experimental sessions they emphasized was made easier for them which helped them to better understand the lessons and also keep them in memory. To support this claim some learners stated:

What I like about it is the interactive way the teachers teach us to make whatever we learn to stick in our brain R1

It was very interesting, interactive and they helped me to learn some things I didn't know. Because of the lockdown I decided to learn from them, it was very easier to jot things from them R2

What I like most are the assignments and the exercises. Also, the experiments they were performing helped increase understanding of the lesson R3

They did the experiments step by step to explain the concept. They also advised us to perform the experiments if we have the apparatus at home R4

- **Assignments**

Learners further revealed they liked the GLTV program because of the numerous assignments, exercises and varied questions that they solved which enlightened them on the subjects they were reading in school. Some participants said:

What I like most are the assignments and the exercises. Also, the experiments they were performing helped increase understanding of the lesson R1

They did the experiments step by step to explain the concept. They also advised us to perform the experiments if we have the apparatus at home R2

They gave time for students to solve questions that they give. That made me like them R3

What I liked about it was the exercises they gave to us. They usually assess us on previous lessons before moving on R4

I kept watching Ghana Learning Television because it was easier to understand what is being taught, they treated a lot of subjects my school was yet to treat R5

DISLIKES

Although positive results were generated from watching the GLTV educational program, it was not without deficiencies. To address this, some main themes were generated from

responses provided. This included repetition of lessons, no contacts provided for clarification, limited to some subjects and non – provision of assignment answers.

- **Repetition of lessons**

With reference some learners stated:

What I did not like about it was that there was too much repetition of the programs.

Sometimes, they can repeat a lesson that you have already understood three times. It sometimes makes it boring R1

The disadvantage was the repetition of lessons which sometimes makes you bored R2

It is very helpful and has helped during the covid period. But sometimes they do revision and repetition of lessons R3

I only dislike the repetition of topics R4

The above statements show that learners disliked the aspect whereby lessons were taught in repetitive manner making the program boring to them. From this finding it is surmised that lessons were repeated to make students further understand the topics taught however it would be better if they repeated lessons that were complicated to understand since boredom can reduce the commitment level of students to the GLTV program.

- **No contacts provided for clarification**

Other learners also emphasized that sometimes they do not understand the lessons taught thus they tend to have questions to ask for clarifications. However, because no contacts are provided to reach the tutors especially during the lessons, learners developed some dislike for the GLTV program and stressed that one of the educational television programs, Joy Learning made contacts available during lessons. As a result they preferred that educational

platform. This we conclude may be the reason for which learners adopted multiple learning platforms that will suit their needs. Some statements detailing this finding is as follows:

Sometimes we do not understand the lessons. But because they did not provide contact numbers like Joy Learning did, it becomes difficult for the teachers to know how the students were coping with the lessons R1

For me my only dislike is that at times I want to call to ask some questions but there is no number to call them R2

- **Limited to some subjects**

Furthermore, some respondents also revealed that the GLTV program does not provide lessons on all subjects detailing a limitation for the program thus learners indicated could not cover some of the areas they specialized in at school. Some responses to support this claim details:

What I did not like about it was that only few subjects were taught and it limited some of us R1

What I don't like is the time is too small and the lessons they teach does not cover some of the subjects we do R2

- **Non provision of assignment answers**

More so, with reference to the above theme, some of the learners stated that they developed some dislike for the GLTV program because some assignments given are not solved making it difficult to ascertain whether their answers were correct or incorrect. Some stated they went further to seek assistance from their parents after solving the assignments given from the program for them to see if they solved the questions correctly or not. However, the researcher believes that since the questions were provided by the tutors, the answers should also be

provided by them because not all parents are literates. From analysis of data some respondents stated:

They don't give us the answers once the assignment is given. I sometimes have to show it to my teachers just to make sure I had it correct R1

For the Ghana learning program, we answer questions but the teacher may not know if we were wrong or right. They sometimes do not display the answers they just ask us to show it to our parents R2

Additionally, respondents were questioned to determine the categories of people who motivated them to watch the program irrespective of the things they disliked about the GLTV program. From analysis it was revealed that, the key people who encouraged the learners to watch the educational television program were their teachers in school and parents at home. Some of the responses are shown below:

During the covid-19 restrictions, we had nothing to do so my parents sometimes call teachers to assign work to us. Due to this, some of our teachers told our parents about some of these educative programs on Tv. Our parents also told us to watch based on the advice from the teachers R1

Because I was at home doing nothing, I watch other programs which are not educative. But when my parents heard about Ghana Learning Television, they mostly make us watch it and other educative programs R2

My teacher kept on calling my mother to find out if I was still watching the program each time R3

Both my teachers and parents made me aware that most of the BECE questions were taught on the channel and that I should keep watching and learning. My teacher later would call to find out if I did R4

The above statements prove the collaboration between teachers and parents in ensuring that learners partook in the GLTV program. This collaboration can be seen by how tutors constantly or periodically called parents for feedback on whether their wards watched the program. They further encouraged the learners that the program was effective in helping them improve upon their studies and prepare them for final examination. Based on the finding it is concluded that, since these two key people play a major role in the life of the learners it was appropriate, they encouraged them to watch the program to acquire the educational needed knowledge in their area of study.

4.3.3 Objective 3: Explore Students Learning Experience Using The GLTV

In exploring the learning experience of students as they partook in the GLTV program, respondents were asked firstly to share their opinion about how the teachers on the Ghana Learning Television engaged them. Majority indicated that, the tutors engaged them during the lessons by ensuring that a lot of examples were used in teaching to ensure that they understood what was being taught. In addition, during the lesson learners indicated they were given short exercises to try out for which time was given to briefly work on them. Then after a while the tutors worked it out for students to ascertain whether learners were wrong or correct in answering the questions. Besides, a lot of off-screen exercises and assignments were given to viewers to engage them when on their own. Responses supporting this finding state:

The Ghana Learning Television kept us engaged by giving us questions to solve R1

They gave us time to copy all the questions before taking it off the screen. Sometimes, they made us show them to our parents or guardians R2

Whenever the teachers taught, they tried their best to give exercises on all what they have taught to find out if the students understood or not R3

They always gave us time to answer the exercises and later display the answers for us to compare. They were also calm and polite R4

They gave examples and followed with exercises R5

Usually when they are done teaching, assignments appear on the screen. They give you time to solve it, if it's wrong, they give you time to solve it. It's the same for all the subjects, they give you time. With homework too they give you time to do it R6

In exploring the learning experiences of students on the GLTV, the researcher did not overlook learners with disabilities. Although the researcher could not interview any persons with disability, learners however were asked their thoughts on how learners with disability would cope with the GLTV program. Majority indicated that the organizers of the GLTV program used interpreters expertized in sign language to reach to persons with disabilities. In addition, they indicated that on the screen a small portion was devoted to them whereby a small box appears with the interpreter performing his or her duty. However, respondents were disheartened because, irrespective of the kind of disability one had including most specifically the deaf, dumb, mute or blind, would be disadvantaged in one way or the other.

They interpreted the lessons using sign language for the deaf and dumb which helped them follow and understand the lessons R1

When the teacher is teaching, a small box appears at the right corner of the tv and there is a sign language interpreter for those who cannot hear nor speak R2

On the Ghana learning television, there were other teachers who were using sign language to help the deaf and dumb students and some also had to speak louder to enable these students to hear properly. But I am sure some may not be able to cope with the lessons especially those who cannot see R3

I think the only disabled persons that were able to cope were the deaf and the dumb. This is because some of them have interpreters who used sign language to explain to them what was being taught. Also, those who cannot see, the teachers speak very audibly for them to hear well.....the thing is they cannot see what the tutor is demonstrating R4

For the blind, they are able to hear the voices of the teachers and the deaf and dumb had the lessons interpreted through sign language.

Yes, there were sign language interpreters so that those with disabilities could understand.

What I will say is the people with hearing impairments, there were translators on the screen (of the TV) to illustrate what the teachers mean to them. So that's what I know about it.

Furthermore, this study examined how learners were able to adapt and get used to the Ghana Learning Television, having in mind that they had to tune in to the TV set at a particular time

to be able to catch up with the lessons. Respondents revealed that, because the lessons took place daily, they planned ahead by adding, watching Ghana Learning Television to my daily routine. This they emphasized, felt real as if they were in a normal school setting. Others also indicated that, because their lessons were not daily, they took note of their lesson times and tuned in to the channel to watch and learn at the said time. As some students stated:

It reached a point, I added watching Ghana Learning Television to my daily routine. Anytime it was time for JHS lesson, I pick my books and watch the station and try to solve the exercises they give R1

I saw the exercises they were giving and knew I could solve them. This encouraged me to watch more. I knew the time my class was being taught and so I tune in to the channel to watch and learn R2

During the lockdown, I saw the channel and the day I saw it, they were teaching form 1 lessons that is how come I got used to watching the channel although I don't watch it all the time R4

I always picked my books and joined every time there was a lesson just as the way it was in the normal classroom R5

I wake early and finish my house chores and go sit behind the TV at the time of commencement R6

It became like I am in school. I always feel like I am in school when I am watching the channel. It became part of my routine R6

More so, participants were questioned concerning how sufficient the teaching on Ghana Learning Television was as compared to the normal classroom teaching. Responses were grouped into three themes including unseen exercises by tutors, no means of asking questions and use of equipment. To address each differently respondents detailed.

- **Unseen exercises by tutors**

Some people asserted:

I think there is a slight difference between the two. This is because, with the Ghana Learning Television, when students are given work to solve, the teachers don't know the actual thing the students have done. They sometimes just assume that the students have been able to solve the questions. Whereas in the classroom, after teaching, teachers conduct exercise to assess whether the students understand the lesson or not. This is the only difference I see between the Ghana Learning Television and the classroom teaching R1

With the Ghana Learning Television, the teachers gave us exercises but could not see if what we were doing was right or not. They only assumed the students understood the lessons. Unlike the classroom learning where the teacher can see what the students are doing R2

The above statements clearly showed how respondents differentiated between the two. To them, in the physical face to face classroom situation, tutors are better able to conduct exercise to assess whether the students understand the lesson or not. However, with the

GLTV, tutors just assume that the students have been able to solve the questions when they are given assignments without physically viewing what the learners have actually done.

- **No avenue for asking questions**

Based on data collected some interviewees specified:

They are different... in school, we get to ask questions but, on the channel, we don't get to ask questions R1

Oh okay, it's easy to understand even though you don't get the chance to ask questions and it also helped us to learn ahead R2

In relation to this theme, respondents stated that with the face-to-face class they are able to ask questions freely anytime they intend to. However, with the GLTV setting, no avenue is created for asking questions thus they end up ending the lesson with unanswered questions.

- **Use of equipment**

In relation to this, learners detailed how different and appropriate the tools used for experiments on the GLTV program compared the ones used in their school. They actually saw a clear difference such that their schools could not afford the right tools and equipment to enhance their practical lessons. In response, some learners answered:

They were different because the channel demonstrated using equipment but it's not the same with my school because we don't have all the needed equipment R1

In our school it is not always that our teachers come to teach us, but on the Television, they always come to teach. The way they also used diagrams enabled us to understand what was being thought because in our school we do not have a science Lab to perform experiments, but on the Television, they do all that to help us understand very well R2

Lastly learners were assessed to find out if the Ghana Learning Television program was useful during the school closures as a result of the Covid – 19 pandemic. All respondents indicated that the GLTV educational program was very useful to them. They further expressed that, this helped them to revise and better understand lessons that were already taught in school before the lock down. Others also stated that, because they lagged behind, it created a platform for them to be abreast with their level at the time. More so, some revealed, they were just idle at home so this created a great opportunity for them to get busy with their studies and not focus on unnecessary things. Responses supporting tis assertions are detailed below:

I think it was very useful. This is because, after the covid break, when we went back to school, we were able to catch up with a lot of things. We also got other facts to add up to what we had learned already. Also, we were lagging in some of the subjects but because we had lessons on the Ghana Learning Television, we were able to catch up
R1

Yes, I think it has been useful. Because some topics that we had already treated were taught and I understood better. I also learned new topics as well R2

It was a good tool because, since teachers could not come to our homes to teach us, we could learn on the television. Also, since we are candidates, we needed to keep learning to prepare us for the BECE R3

I would say it was very useful. This is because we were forced to stay at home during the covid-19 era, the lessons helped students to continue learning R4

It was very useful because during the lockdown period, we weren't in school and learning at home was not easy to do. So, when the channel came, it made us feel like we were in school R5

Yes, because during the pandemic we couldn't go to school and so we learnt using the channel R6

Yes, it was very helpful. It was very helpful because it helped students who are distant from each other to sit in front of their TV set and watch the channel R7

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter 4 provided the results and detailed analysis of the data gathered for this study. In this chapter, there are some highlights of findings from the research and how that responds to the research objectives with recommendations for future research in the areas of learner perceptions on the Ghana Learning Television and other educational learning channels.

5.2 Summary of Findings

From this research, it was observed that educational television has gained some popularity and has the potential to support or supplement teaching and learning. The Ghana learning TV was set up to mitigate the adverse effect that learners were bound to face as a result of missing instructional time. A year down the line after the implementation of the Ghana learner television, learners are still warming up to the idea that it is a potent tool for instructional delivery during and after the pandemic. Educational television is a useful tool for teaching and learning as it has the potential of improving learner retention and outcomes. Researching learner perception on GLTV revealed some useful and insightful information on teaching and learning during the coronavirus pandemic. The GLTV played a critical role of delivering lessons during the school closures. This method ensured that students did not miss any instructional time. According to Chute, Thompson, and Hancock (2009), "television plays a role in delivering lessons to distant learners who do not have regular engagement with a formal teacher in preparation of assessment". The analysis throws more light on the extent to which the GLTV channel was deemed effective from the learners' perspective.

In line with the research objectives, findings from the research about learners' general perception of the GLTV indicated that majority of the learners thought positively about the channel showing that they were very happy about the channel and the opportunity it created for them to continue learning whilst home. Their perception about the channel included how they thought the channel was a good initiative for learners who could not have access to teaching and learning during the pandemic. To most of the learners, the channel was almost like a classroom teaching and learning with some nuances in the pedagogical delivery. They were able to observe and see subject experiments being done on the channel. As asserted by (Olson & Bruner, 1974) knowledge can be obtained only through some form of human activity - experience, observation, or through some form of symbolic learning, such as words or pictures.

It also came up across the board that the GLTV supplemented teaching and learning during the pandemic. Although this finding is in contrast with the study conducted by Picciano (2002) which states that the traditional classroom setting encourages the acquired knowledge to be compensated or supplemented, which is an important factor in group learning. Haythornthwaite's (2001) research also found that people who work together in a group are able to create an emotional bond or bond with each other which was somewhat missing using the channel because most of the learners had to learn on their own and alone. Findings also showed that respondents were able to study better alone and without interference. The findings however affirm that of (Bouhnik & Marcus, 2006) that, e-Learning discussions gives all learners an equal voice where no learner is able to dominate each other. This objective also supports the research conducted by Santos et al., (2006) that educational television is one of the ways to expand distance learning especially during the COVID-19 pandemic.

The study also pointed out that the learners watched other educational television channels to supplement the GLTV channel. Learners did so to concretise their learning as schools were

closed due to the pandemic. This supports the statement that educational television can have positive effects on the intellectual and academic development of children” (Lemke, 2009). Despite the usefulness of the channel, there has been shortcomings such as unseen exercises, lack of instructional time, repetition of some class sessions, the use of equipment and the avenue for asking questions are some of the challenges respondents brought to the fore. A study conducted by Marshall (2002, p. 1) highlights the need to note that while educational television can teach, it is the teacher who makes learning meaningful. According to the research, an educational video cannot just be played with expectation that learners have automatically learnt. The teacher is an important part of the learning process, a teacher draws the students' attention to the main points of a lesson. Technology used without purpose is useless. Marshall (2002) found that the casual use of technology and a lack of alignment with desired outcomes jeopardize any success of technology-based learning. It is very important that teachers facilitate material that is covered in educational television.

In exploring students learning experience using the GLTV, majority of the respondents mentioned how engaged and interactive the channel was. When asked to share experiences in terms of the usefulness of the GLTV, the responses received was unanimous; all the respondents confirmed that the channel has been useful and should be continued. This confirms and is in line with Sabido (2004) assertion that instructional video is an important tool to increase the effectiveness of the teaching/learning process. To some, the teaching and learning on the channel worked for them due to its interactivity, mastery by the e-moderators and tutors, effective pedagogies and inclusiveness. Findings from the study also showed that learners were able to stay focused and made the most out of each of their learning episodes. This also agrees with findings from Sherrington (1973) which observed that a number of listening skills, such as recognizing and understanding, can be easily trained and practiced via educational television. Many educational television series are significant cultural events in

and of themselves, serving as a shared reference for many learners. The GLTV clearly allowed for observing, reading, and listening which made the channel a fantastic medium for learners to develop comprehension skills as well as obtain background knowledge of the subjects taught. This also fits with the research done by Anderson (1998) and O'Bryan (1980) on the effectiveness of Sesame Street. According to the findings from the research, educational television changed educators' views and reinforced that educational television can and does teach.

While instructional television such as the GLTV cannot replace in-person teaching, it is a step forward from simply reading about subjects like science that needs to be practicalised. Students who do not have the opportunity to observe a plant or animal grow through its stages are able watch it on the educational television. This support the theory that learners have varying learning methods—some are visual learners, others learn best through sign and finally the auditory learners (Garder 1983). Educational television is designed to make learning fun and engaging and should therefore have the materials to do so.

5.3 Implication for future research

As a result of analyzing the views of learners on the use of the GLTV during the COVID-19 pandemic when schools were closed and the various literature review on this topic, the following recommendations are proposed;

1. There must be further studies on the effectiveness's of the GLTV where the innovators and initiators of the channel would be engaged so that they can give clear cut benchmarks that were set as far as the channel is concerned and the achievements so far. This rich data can be used to inform policy on how best to design such educational interventions.

2. Conducting a longitudinal study on the effectiveness of the channel over a period of time to decipher what really works and what does not work which will then inform policymaking.
3. Recordings of the programs should be made available somewhere in a repository for learners to have access to them.
4. Broadcasting schedule should be shared intermittently and consciously, so that learners can be reminded of exactly when a lesson begins.
5. Tailor made communications targeted at parents to get their full buy in on what it means to allow learners to participate in educational television.

5.4 Conclusion of the significance of the study

Findings from this research aligns with the assumption in previous chapters that learners perceive the use of GLTV as an effective teaching and learning tool in the absence of face-to-face school interactions. The findings also confirmed the assumption that learners had varied needs, yet the GLTV managed to cater for the needs of most of the interviewed students. The channel included gender responsive pedagogies so that those with disabilities could learn from the channel. Although no disabled student was interviewed during the study, majority of the respondents knew and understood the essence of the sign language interpreters on the channel.

Through this research I have gained valuable information on educational television and its importance to learners in Ghana. Understanding how children learn and putting knowledge into an entertaining venue is able to enhance classroom learning. With all this insight gathered, it is very evident that educational television can be a great learning tool for students.

5.5 Implications for Future Research

The interviews of twenty (20) students at the basic level gives a limited source of information and therefore affected the generalizability of the results for students at the Junior High School levels. More research on the use of educational television to supplement teaching and learning for learners at the basic level and how learners were able to adapt to learning using the GLTV. Continuing to research educational television would improve teaching and learning, help to design more tailor-made approaches to learner needs and their use of educational television—this will help to improve the technological world. Educational television can be broadcasted on television, the internet, among other platforms. It would also be helpful to look at the production of instructional television and who makes the decisions about what is shown. I believe that educational television research is infinite and should be pursued to the utmost extent possible. to support learners across the world.

5.6 Conclusion

Research in educational television is limitless and should therefore be explored to the fullest extent. The present study highlights that more research on the use of educational television to supplement teaching and learning for learners at the basic level should be explored. Educational television such as the GLTV, Class Act and Joy Learning are very essential mediums to improve teaching and learning. The GLTV initiative should continue because learners found it very useful. These findings also show that Ghana can be innovative by inculcating the key lessons learnt from broadcasting the GLTV. The effectiveness of the channel shows that in the face of adversity such as the COVID-19 pandemic, Ghana has made some improved provisions to cater for the needs of learners across the country to ensure that they do not miss out on instructional time. Another key area is ensuring the continued

support of parents, teachers and guardians when it comes to understanding the importance of educational television. This was evident when some respondents mentioned that their parents had no issues with how much time they spent watching TV as long as it's the GLTV channel. The research predominately involved interviewing learners who used the GLTV channel or still use it as a medium to learn. The sampling method was purposive. Findings from this research agrees with other scholarly research on educational tv in other parts of the world and its effect on learner retention. Another surprising finding is the interactivity and the inclusion aspect of the channel. Most of the respondents seem to know and understand the use of sign language interpreters for learners with disabilities. In summary, this study sought to achieve the goal of assessing learners' perceptions of using the GLTV during the COVID-19 pandemic. The research objectives served as a road map to provide direction.

The survey results revealed the challenges as well as the way forward. On students' impressions of educational television in Ghana, particularly the GLTV, conclusions and recommendations were made on students' general perception of the GLTV. Findings from the study could not be generalised because other key factors can be looked, ensure the research gaps are closed. It also outlined the implication of educational television for teaching and learning, and also proposed some research recommendations for the future. Further studies may be a longitudinal study where the effectiveness of the GLTV over a period of time will be observed and compared against certain key benchmarks established by the government of Ghana through the Ministry of Education.

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Appendix A

Interview Guide

Informed consent

Assessing learners' perception on Ghana Learning Television (GLTV) as an effective tool for Learning during the COVID-19 pandemic: A survey of basic level education students.

In depth Interview guide for JHS students

Pre-discussion period

1. Welcome student
2. Introduce myself
3. Explain the research and assure them of confidentiality
4. Confirm consent for participation again despite approval from Headteacher, parents or guardian
5. Establish rapport and begin

Hello, you are welcome and thank you agreeing to talk with me.

Hello, my name is **Hannah Tinyep Moby**. I am a masters student from the Ghana Institute of Journalism (MA Development Communication- weekend). I am currently undertaking a study on the effectiveness of the Ghana Learning Television, a learning channel used for teaching and learning during school closure due to the COVID-19 pandemic. The goal of this research is to get a good understanding of how useful the Ghana Learning Television was to you in the absence of the face-to- face teaching. I want to know how the television supplemented your learning given that you are in the Junior high school and have B.E.C.E ahead of you. Also, you are free to compare the television channel with other alternative learning TV channels in the country you saw during the pandemic.

Thank you again for agreeing to participate in this research– it should last for about 20 minutes maximum. Just to confirm, all information that I collect during this discussion will be confidential. If anything, you say is quoted in a report, your name or school will **not** be used – you will only be identified as a student. Your response will be inputted into an electronic form; but all the information will be kept in a secure place and only myself, my research supervisor and a few external supervisors will be able to hear it or read it.

I shared a consent form as well as well as my research ethics statement with the school authorities and some of your parents/guardians. Regardless, you are free to refuse this interview (verbally) despite the consent of your parents or guardian.

Ground rules: Also, I just wanted to confirm that there are no wrong answers. Please feel free to speak your mind – I hope that your opinions and reflections will help me put together this research that would contribute to knowledge and help know the usefulness of this initiative by government.

Please, do you have any questions?

PART A: IDENTIFICATION

No.	Question	Response
A1	Date of questionnaire	<p>_ _ /_ _ /_ _ </p> <p>DD / MM / YR</p>
A2	Name of Enumerator/ MA student	Hannah Tinyep Moby
A4	Region [This refers to the region where the student lives]	
A5	District [This refers to the district where the student lives]	
A6	Questionnaire Start and End time	Start: _ _ : _ _ End _ _ : _ _
A7	Sex of student	<p>Male 1</p> <p>Female 2</p>
A8	What stage/ level of schooling are you in?	Junior High School– 1 JHS1
		Junior High School– 2 JHS2
		Junior High School– 3 JHS3

A. Assessing the Ghana Learning Television (GLTV) as an effective tool for Learning during the COVID-19 pandemic

A1	<p>1. How did you first hear of the Ghana Learning Television?</p> <ul style="list-style-type: none"> ○ <i>School (Class teacher, headteacher etc.)</i> ○ <i>Television broadcast</i> ○ <i>Radio broadcast</i> ○ <i>Print (Newspaper, Magazine)</i> ○ <i>Online News Publications</i> ○ <i>Social Media (Facebook, Twitter, Instagram, WhatsApp, etc.)</i> ○ <i>Other (Specify)</i>
A2	Tell me about when you first heard of it - What were your general perceptions about the GLTV?
A3	What is your perception about how lessons are carried out on Ghana Learning Television?
A4	What do you know about Class Act on Citi TV and Joy learning on Joy TV?
A5	<p>In your opinion, what would you say made you keep watching the Ghana Learning Television?</p> <ul style="list-style-type: none"> ○ What did you like about the GLTV and why? ○ What did you not like and why?
A6	<p>Did your teacher encourage you watch GLTV?</p> <p>How did s/he encourage you to learn on TV whilst you were home?</p>
A7	<p>Did your parents encourage you to learn on GLTV?</p> <p>How did they encourage you to learn on GLTV whilst home?</p>

B. Pedagogical approach, inclusion, and learner adaptability

B1	Share your opinion about how the e-moderators or teachers keep you engaged with exercises and assignments on GLTV?
B2	<p>How is the teaching and learning on the Ghana Learning Television?</p> <p>Probe for adequacy of teaching and assessment.</p>

B3	How do you think learners with disabilities coped with learning on the GLTV?
B4	How were you able to adapt to learning on the GLTV?

C. Challenges associated with learning on the Ghana Learning television

C1	<p>Tell me about how sufficient the teaching on GLTV was as compared to the classroom teaching?</p> <p>Allow respondent to articulate challenges they faced.</p>
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D. General opinion and recommendations for improving education television (GLTV)

D1	In your opinion, would you say the Ghana Learning television was useful during school closures?
D2	In your opinion what was the purpose for the GLTV?

Thank you very much for your time. I am very grateful!

Informed Consent for Research Participation

Research Study Title: Assessing learners' perception on Ghana Learning Television (GLTV) as an effective tool for Learning during the COVID-19 pandemic: A survey of basic level education students.

Researcher(s): Hannah Tinyep Moby

Institution: Ghana Institute of Journalism (GIJ)

Course: MA Development Communication

This research is conducted by **Hannah Tinyep Moby**, a post graduate student from the Ghana Institute of Journalism. I am seeking to engage five (5) JHS students from your school to partake in a research study. The study focusses on the use of the GLTV as an effective tool during the Covid-19 pandemic which led to school closures at some point. The reasons why JHS students are eligible for this study is because they were one of the key target audiences for the educational television. The information in this consent form is to help you (the headteacher/guardian/class teacher) decide if you would permit your students to be part of the study. Please take your time to read this form and contact the researcher to ask questions if there is anything you do not understand.

Purpose of Study: The purpose of this research is to explore learners' perception of the Ghana Learning Television during school closures due to the COVID-19 pandemic. The researcher is gathering the experiences of learners, specifically JHS students on their perception of how the GLTV was used to deploy virtual lessons across the country.

Who Can Participate: Specific target audience for this study are learners at the Junior High School level (JHS1, JHS2 and JHS3 students) who watched the Ghana Learning Television to share their lived experiences.

Procedure: Through the assistance of the headteacher and or class teacher, specific students who are willing to speak to the researcher will be identified for the study.

To the participants: No information you share can or will be traced to you. Your participation in the survey indicates we have sought consent from the appropriate authorities, and you have also given verbal consent and agreed to participate in this anonymous survey. Depending upon the depth of your responses, participation time varies from 10 to 20 minutes.

Risks of Being in the Study: There are no risks whatsoever in this study – neither are the learners being exploited for financial gain. The study is solely educational. Some individuals may experience temporary discomfort in the beginning of the interview, but the researcher would begin the interview in a manner that would make the respondent(s) comfortable. Respondent also have the opportunity to reschedule or back out of the survey.

Potential benefits: Research participants will be contributing to scholarly knowledge and also help build a database on the effectiveness of the Ghana learning Television which is the first of its kind in the country. The data can therefore be used for further research on areas relating to educational television.

Anonymity: Participation in this research is completely anonymous. Neither your name nor school would be revealed. No information you share can be traced to you. Data will be kept stored in a

survey databank. Only the researcher (Hannah Tinyep Moby) and her Supervisor Dr. Kwadwo Boateng will have access to it.

Voluntary Nature of the Study: Your participation is voluntary, and you may refuse to participate or withdraw at any time. You may also refuse to answer certain questions.

COVID-19 health concerns- Amidst the pandemic, the researcher prioritized the safety of the respondents. To avoid physical contact, the research leveraged remote survey through mobile phone to speak to the respondents in turns with support from their teacher.

Contact information of researcher

If you have questions or concerns or need further clarity about this study, please contact:

Researcher: Hannah Tinyep Moby

Ghana Institute of Journalism

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Statement of Consent

I understand this research and confirm that it poses no risk to the respondents (the students).

I therefore consent to my students partaking in this research study.

Name.....

Designation (headteacher/ class teacher).....

Signature.....

Date:

Name of School :

Region.....

District.....

Suburb.....