



# Effectiveness of TV Classroom Session in Teaching during Covid-19 in Tanzania Primary Schools

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**Abstract:** *The purpose of this study was to explore the challenges associated with TV classroom sessions that were done during the pandemic disease of Covid-19 phase one in Tanzania primary schools. The study was guided by the main objective of assessing effectiveness of TV classroom session in Teaching. Sample size of this study were teachers, parents and students from four primary schools. Sample was determined and reached based on the nature of the study wherein probability and purposive sampling were used to get the sample of the study. The study found that there was lack of clear strategies in getting the feedback during and after lessons. Secondly, teachers lacked assessment strategies to assess students who attended the lesson while the parents did not participate in supervising their children's learning through TV sessions that were run during the pandemic. The following were suggestions made in response to the findings of the study; there is need for education stakeholders to find out the best ways that can be used to get feedback on sessions conducted through online programs including TV classroom sessions. Teaching and learning process require formative and summative assessment, hence there is need to carry out further research that will help to understand ways that will be used to assess learners in emergency situation. Involvement of parents on ways of teaching children through TV need to be considered to get their views and suggestion how the sessions could be productive.*

**Keywords:** *ICT, TV session, assessment, feedback, COVID-19, learning, participatory learning, blended learning, peer assessment*

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## 1. Introduction

Worldwide, it is agreed that effective classroom session needs to be interactive, active with meaningful feedback (Brookhart, 2017, Willey & Gardner, 2010). Moss & Brookhart (2009) asserts that feedback in the classroom is essential as it leads to the improvement of the performance among students, they further add that the effective feedback is that which feed forward. Feedback is used by teachers in classroom to bridge the gap that exists between what they taught and what learners grasp, with the intention of taking forward the leaning and improving performance (Sachse-Brown and Aldridge, 2003). The above argument was also supported by William (2011) as he stated that feedback should play part in improving the performance of students. Traditionally teachers used to get

the feedback while they were teaching and through exercises, quizzes and take home assignment given to students after classroom sessions.

Unfortunately, with the vast growth of technology debate on possibility of teachers to be replaced by technological devices is growing (Willey & Gardner, 2010). Furthermore, the discussion on the assessment methodology and effective feedback strategies has been discussed. Sachse-Brown and Aldridge, (2003) addressed the strategies for effective feedback, that they also involve oral or/ and written methods. They further require both teacher and student to be at the same point. This is due to the fact that effective feedback emphasizes much on communicating to learners on what they have achieved and what they are required to do for improvement for the next session. Thus, for Sachse-Brown and Aldridge,

(2003) it is difficult to provide feedback through the use of Television in learning.

Globally, the eruption of Covid 19 affected every sector, including education sector (Agyapong, Asare, Essah, Heady Munday, 2020). Education sector was affected in various ways, including lockdown, which also caused and influenced some of the governments to cut off the budgets that were directed to education sector (World Bank, 2020). Covid 19 outbreak however has given new insight as well as some of questions that were once answered theoretically to be observed in new and different ways. Roles of teachers in the classroom were well measured during the lock down. With Covid 19 outbreak and lock down that caused closing of schools, government worked diligently to ensure that they introduced different ways that would enable learners to proceed with classroom sessions while at home.

Different efforts that have been done by the government during the lock down during midst of Covid 19 is to run the session through the internet (World Bank, 2020). The challenges with running online program remain on the accessibility of the tools that were thought to be used in presenting materials and lesson via internet (Panadero, 2016). Digital divide also is a challenge in making the equality in access of the alternative methods that were thought to be used by schools and government at large. Reports from different studies show that, most of the students have no access to internet and others have no access and they cannot use digital devices, 89 percent of students in the country cannot use computer and 81 percent of them have no internet access (Brookhart, 2017; Panadero, 2016). With all these challenges, and the way to find an alternative to mitigate the challenge, the government and other education practitioners thought of using television as the way to ensure that, students attend lessons through recorded television lessons. The aim was to ensure that despite the lock down, students needed to have accessibility to education and thus they could not be idle due to the lockdown.

Studies indicate that, due to the development of science and technology many children are born and grow in the place surrounded by television and video. It has come to the attention of the educators and practitioners that, the use of visual media to be an essential component of classroom instruction (Brookhart, 2017). Currently due to the development of science and technology many children Thus most teachers with supportive infrastructure and resources in their schools are using video in some form in their teaching. The growing number of teachers who are using video and television in their classroom are attracting the attention of researchers as it is likely that the video and television use will be common in the future.

Despite efforts on running Television classroom session, the question on its effectiveness remained unknown. Hence, this study focused on exploring effectiveness of Television session in terms of feedback, assessment and

parents' involvement. Questions that guided this study basically were; (a) what are strategies used in getting feedback of the session? (b) What assessment conducted by teachers running sessions in television; (c) How parents participated in ensuring the learning of the students?

## 2. Literature Review

### 2.1 Feedback significance in students' learning

Studies suggest that if teachers need to improve students learning, one of the key points is for students to have an understanding of themselves, to understand their goals and objectives for their learning, criteria that will lead their success and strategies that can be used for them to improve (Sachse-Brown and Aldridge, 2003). This is because successful students assess their achievement in relation to the feedback that they get from teachers. In other words students are obligated to use the feedback to get the understanding of themselves as well as the criteria and strategies that will help them to succeed (Brookhart, 2007). Furthermore, students who always perform well in the class like their work to be accepted and challenged in the way that by been challenged they feel as they will have to meet the challenge. All of the above assessment and challenges can be obtained by the students through feedback that they get from their teachers.

The study by (Sachse-Brown and Aldridge, 2003) shows the necessity of feedback in the learning and teaching process. The study shows that, the effective feedback bridges the gap that exists between what was taught by the teacher and what the learners understood (Sachse-Brown and Aldridge, 2003). Hence, the feedback seems to take forward the learning process and it improves, the performance. According to William (2011) if the feedback will be used to improve the performance of the learner, therefore it is effective feedback. Additionally, (Moss and Brookhart, 2009) affirms that feedback are essential because they bring impact to learner and encourage them to try hard on what they have directed to do. For Moss and Brookhart (2019) if the feedback given will not assist the learner to improve then it has failed to reach its purpose.

Therefore, it is important for teachers to plan the lesson that will offer the opportunity for them to provide feedback for the learners regarding the works that they have done (Sachse-Brown and Aldridge, 2003; Brookhart 2007). It is further suggested that, the opportunities for students to use feedback provided by teachers need to be structured in the way that will help students to learn and master on how they can monitor themselves and their leaning and to incorporate feedback into their thinking, and adjust their next steps (Willey & Gardner, 2010).

However, some studies found that there is challenge on how teachers tend to use the formative assessment and feedback. For instance, Heritage, Kim, Vendlinski, and Herman (2009) found that teachers were better at drawing

conclusions about students' understanding from assessment information than they were at designing the next steps in instruction. This shows that teachers were not able to state to students what they are supposed to do in the next then leaving the feedback from formative assessment without the clear direction on what students are supposed to do as the result even students fail to incorporate the feedback in their next works and assignment.

Other studies criticize the use of "Next time" feedback, is due to the fact that next time feedback is ineffective (Willey & Gardner, 2010). Furthermore, the feedback need to be in a short time or they should take short time before they are supposed to work on it (Wiliam & Black, 1996; Willey & Gardner, 2010). The studies found that the time between giving and receiving feedback affect the way students recall it, and therefore much less using it, the more the feedback message fades from specific descriptions and suggestions to a general memory of evaluation (Wiliam & Black, 1996). Henceforth, the teachers need to structure the feedback opportunities that will be used immediately to make the feedback to be effective and efficiency (Wiliam & Black, 1996).

## **2.2 Covid-19 effect in education sector**

Recently, it was agreed that Covid 19 is one among the diseases that have disruptively affected the community starting from the family level to the country level and affecting every sector globally. The disease has not only affected every sector in the globe it has also caused the extreme poverty, discrimination, and inequalities in many sectors of the world economy (Blundell et al., 2020; van Dorn, Cooney and Sabin, 2020). A report from the World Bank has pointed out the impact that has been brought in education sector by the virus as the result for the lockdown across nearly the world. The report shows that over 220 million were affected by the interruption of Covid 19 as they were required to close the schools for the lockdown that was announced in different (World Bank, 2020).

Studies estimate that nearly 1,650 tertiary education institutions were closed and 8.4 million students ended their studies and some of them their studies were significantly disrupted, this imply that the challenge that was posed by the eruption of Covid 19 in our education system is insightful. Most and significant effort has been done to ensure that education sector challenges are minimized. However, despite the efforts on education sector to eradicate the challenges still Covid 19 revealed the pother challenges that need to be addressed, issues of equity, quality, relevance, and efficiency need to be resolved as they seem to be the challenges to the provision of education (Mohamedbhai, 2020).

Furthermore, in UK, the disease has caused inequality in education, skills and income (Blundell, et al., 2020). It was revealed that during the lock down students from high income families were having the opportunity to access

online learning while those from poor family they were not having such opportunity. Factors for such situation according to Blundell, et al., (2020) are associated with the absence of the policy that can integrate and include all classes and groups in the society despite the differences in term of the income. Furthermore, findings of their study shows that lockdown disrupted the education of all children.

The other effect of Covid 19 in education includes cutting of the budget that were required to be disbursed in schools (World Bank, 2020). Studies found that most of the budget that was required to be taken to education in different countries were deducted and so distributed at the late times. Some of the countries changed the budget allocated to education to be used in the health sector to combat the disease.

## **2.3 Online classes and blended learning approach**

Eruption of Covid 19 with the lock down in some countries as asserted earlier caused some few transformation in education sectors including the way to deliver lessons (World Bank, 2020; Agyapong, Asare, Essah, Heady, Munday, 2020). These Covid 19 effects led to pedagogical shift. Studies shows that most of the institutions closed their schools before the expected time whereby by mid of March in 2020 nearly all education institution with lock down closed the schools (World Bank, 2020; Agyapong, Asare, Essah, Heady, Munday, 2020). The closure of schools affected also affected countries which were not under lockdown. For instance Tanzanian schools were closed also as the way to avoid unnecessary population.

With this emergency most of schools both primary schools and higher learning institutions found the strategies that could enable them to mitigate the challenge of the lockdown (Mohamedbhai, 2020). The reason for the necessity for looking for the strategy that could make the students' progress with studies at home was to ensure that they remain in touch as well as they fulfill the requirements of their studies. Furthermore, it was not clear to when the school and universities could open.

Various universities and schools across region, including the ones in countries such as Ghana, South Africa, and Rwanda, among others, have moved some of their programs to online platforms (Kant, 2020). Some universities that had adequate digital infrastructure have been swift in transitioning to online teaching and learning. For example, the University of Ghana moved out their online program starting April using the Sakai Learning Management System platform, and Ashesi platform at Ghana University in Ghana (Pragholapati, 2020). This transformation and online platform established by these universities focused on ensuring that students are still attending the lesson as normal when they were at home through the use of internet.

However, it should be noted that, the transition that has led to the movement from physical to online program at the midst of Covid 19 has caused and laid digital divide within the African continent. The divide is between countries that have better ICT infrastructure compared to others; between higher education institutions, schools and families within the same country, with some being far better equipped and experienced than others; and between students within the same institution; the rich who live in urban areas; and the poor in rural areas who can barely afford to access the internet, when and if it is available (Mohamedbhai, 2020).

To mitigate the challenges that come with the digital divide, some institutions in some of the sub Saharan Africa such as Ghana, South Africa, and Rwanda among others, partnered with Telco's to zero-rate these platforms. In some instances, some of the higher institutions, including schools and universities provided data packages and other resources available to some students to improve access to the sessions. Some of the resources that were provided included laptops. For example, the public University of KwaZulu-Natal in South Africa and private universities such as Ashesi University in Ghana provided data bundles to their students and staff (Aborode *et al.*, 2020).

The Covid 19 protocols that required schools and universities to close for lockdown, was used as the good test at national level to see how the schools and education institution can intervene the use technology in learning and teaching (Kant, 2020). Schools have been using media and technology integration as a tool for teaching but it has never been used as the only way that could be used in teaching and learning. Studies conducted during the midst of Covid 19 outbreak in Africa education institution revealed the reality that most of education institution were not prepared to deliver session through the use of technology (Pragholapati, 2020). An International Association of Universities (IAU) survey in April 2020 revealed that two thirds of TEIs in Africa were unprepared to move teaching online. A similar result was found in a quick survey conducted by the Association of Africa Universities (AAU) in April 2020. Out of the 78 universities that responded to the AAU survey, 21 universities expected to fully teach remotely, 41 expected to partially teach remotely and 16 universities had no capacity to teach remotely (World Bank, 2020)

It is important to note that some education institutions were already running their program online, using blended approach. Thus during the Covid 19 lock down it was not challenge for them to shift to online(Agyapong, Asare, Essah, Heady, Munday, 2020). Among others, African Virtual University (AVU), the Kenyatta Digital School of Virtual Learning, Laweh Open University, the Open University of Tanzania, and the University of Rwanda's e-learning platform were able and were running the session through (World Bank, 2020). This is due to the fact that they have been utilizing this online platform as the way to run their course. For instance, Open University of

Tanzania enrolls students who are employed so they take their studies while working. That is why they run their classes online. This concurs with what World Bank stated in its report that these institutions have the existing capacity and experience to offer online programs, but they mostly target students who want to upgrade their skills while they are already employed, though their mandates continue to expand (World Bank, 2020).

With the difficultness of ensuring the attainment of full online program that could run in learning institution, some of the countries re suggesting to use blended leaning approach that will incorporate both online and physical learning. However, the question remains on what this will be attained in the situation that will require total lockdown of the students as it happened in the midst of Covid 19 (Wen & Tsai, 2006). The suggestion on the use of the blended approach emanates from the virtual laboratory at the University of Fort Hare in South Africa. This laboratory was launched 2019, the initiative allows students to work remotely on coding and robotics and collaborate with people in different countries. Further, other institution has worked and successes on the preparation and use of blended learning approach model (World Bank, 2020, Wen & Tsai, 2006). For example, Nelson Mandela University in Port Elizabeth has established blended learning approach model. This model involved a combination of online and offline interactive resources with preinstalled apps that are aligned with the South African school curriculum

### 3. Methodology

Research designs for this study was explanatory and descriptive study. The reason for the application of two different design concur with the argument by Sekaran and Bougie (2009) Saunders, Lewis, and Thornhill (2009) who asserts that in order to get the best result from the study the researcher should employ and use several design in his or her study, the use of various design leads to best findings and improve the research. The descriptive research design was used in the study, and the target was to get the data that would describe the situation the effectiveness of TV session during the Covid 19. This implies that data that was collected and utilized to evaluate the current practice and will help in making the decision on how the countries will need to improve in the same situation in coming years in the same situation.

The respondents of this study were teachers, parents and students from four primary schools. A total of 110 participants were selected using a simple random and purposive sampling techniques. Techniques for sampling procedure ensured that all the members of the population were given an equal chance of being included in the sample. The purposive sampling technique was used for teachers due to the fact that teachers of the schools selected were automatically included in the study. The number of the sample was reached using Yamane formula of 1967 for sampling calculation which states

$$n = \frac{N}{1 + N(e)^2}$$

It was important to use the formula due to the fact that, it is most appropriate formula for calculating small sample size. Other factors are associated with the sampling techniques and number of sample that was needed in the study (Yamane, 1967).

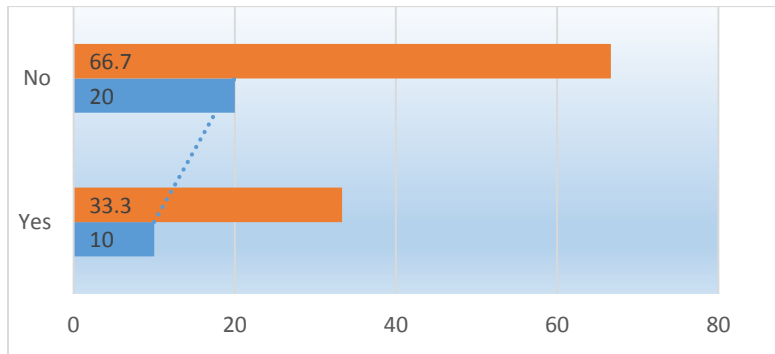
Data for this study was collected using different tools like questionnaire and observation checklist. Likert questionnaire scale was used in filling questionnaire. SPSS software was used in the study to enter, code and

analyze data. Descriptive statistics was done to identify characteristics of demographic data of respondents.

## 4. Results and Discussion

### 4.1 Lack of clear strategies to provide the feedback during the session

During the course of the study, researcher paid attention on findings out the presence of strategies that were used by teachers to give feedback to students in both formative and summative assessment, the hereunder figure presents the summary of the findings from the field.



**Figure1: Response on clarity of strategies for feedback**

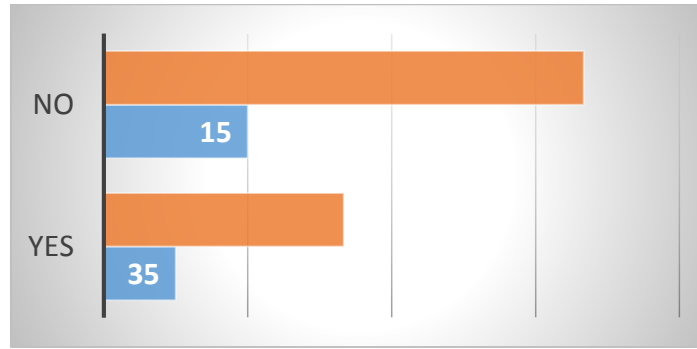
Findings from teachers show that, 10 (33/3%) of respondents (teachers) agreed that TV session involved both summative and formative assessment while 20 (66.7%) of teachers disagreed on the point. Teachers who disagreed they claim that sessions run in Tv could not be assessed because the session were not interactive and teachers were not getting any feedback from students on instantly. Furthermore, they assert that communication in such session were one way thus it was very challenging to run any of the assessment.

The findings align with what was found by Heritage, Kim, Vendlinski, and Herman (2009) in the study as they show challenges of using the assessment emanating from teachers themselves, as they are not well equipped and are not organized on how they can use the feedback in helping the learners to study. Furthermore, the results imply and shows how countries still have the problem of technology divide. Most of the learners have no access to TVs and technological devices and hence they cannot participate in the session, and for those who can participate have no

appropriate way that was addressed to give the feedback in two way traffic. These findings are in line with the report by the World Bank, (2020) which states that, education sector in the country were not well prepared to offer the online program. The results further reveal the problem that exist in term of technological teaching innovation. That is to say schools have no alternative way that can be used during emergencies.

### 4.2 Lack of assessment strategies for students attending sessions

Furthermore, the study explored on how students who managed to attend the TV session lesson were assessed to see how the objectives of the lesson was attained as planned by the teacher. It should be noted that, a lesson plan that is used in delivering the content need to be assessed in every step of its progress as the lesson proceeds. The following responses were attained from students' perspective.



**Figure 2: Students' perspective on the assessment of their learning during the TV session**

Findings from figure 2 above reveal that, 15 (30%) of respondents agreed that TV session involved both summative and formative assessment while 35 (70%) of students disagreed on the point. The findings imply that in 10 respondents of this study 6 to 7 students claimed that teachers did not conduct any assessment before the session.

Furthermore for teachers who tried to start lesson by asking for previous session or brainstorming of the topic they remained silent for sometimes as the way to show that they were listening to the feedback. The challenge was that there was no any identified channel that was to be used to get students' feedback in lesson. The findings from the study show that in every 5 teachers asked on the feedback strategy 3 respondents disagreed on the question. The results show that nearly three quarter of all respondents agreed that effective teaching and learning require effective feedback. The findings from this study are contrary to what other studies have found on the significance of feedback in the learning process.

Brookhart, (2017) and Panadero, (2016) asserted that any meaningful learning need the leaners to have feedback. It should be noted that effective feedback is an ongoing process of assessment, communication, and adjustment. The aim of feedback is to improve performance, unfortunately, with the duration teachers spent on the TV sessions it was challenging to assess improvement of students' performance.

### 4.3 Parents' participation in learning of students

In this study 30 parents were given questionnaires to fill in. Parents were required to show their participation in the learning of their children in the TV sessions and how they were scaffolding their children. Through observation, and the questionnaire that were filled by students on the involvement of parents in their learning the results are presented in the following table

Question	Observed frequency		Response frequency			
	Yes	%	Yes	%	No	%
Do you help your child to learn during TV session at home	7	23	7	23%	23	76%
Parents at home when the session starts	3	10%	5	16%	25	83.3%
Parents stay at TV session with their children all time	6	20%	3	10%	27	90%
Parents who check their children's exercises after session	9	30%	7	23%	23	76%

The study revealed that, only 7 (23.3%) parents assisted their children during the session and get involved with the session. This results leaves out 23 parents (76.6%) uninvolved. During the course of the study researcher was curious to understand the number of parents who were at home to help the learners when session starts, it was only

3 (10%) the researcher found them at home when the session starts at the time of the study, 5 parents (16%) agreed that they were at home while 25 parents (83.3%) were not around. Parents who stayed at TVs session with their children the whole session were 3 (10%) while 27 parents (90%) did not stay at TVs session. Lastly, parents

observed checking their children exercises after session were only 9 (30%), 23% of respondents agreed that they checked exercise books and 76% did not check the exercises book. This implies that there was poor participation of parents in TV's session and no any guide and invigilation that was done by parents to guide children learning.

The study revealed that, most of the parents were not around during the session. Most of them were working for the family survival as there was no total lock down in the country. Even parents who were around home still did not wanted to get involved during the session and learning of the students involving passing through what children had learnt in their sessions. The findings concur with the report from the World Bank (2020) and Aborode et al., (2020) who asserts that both institutions and education sector were not prepared to undergo the online platform including TVs, thus even parents were not instructed or trained on how they can work cooperatively with their children in the sessions. Furthermore, they were not exposed to the essence of ensuring that they assist and accompany the learning of their children to make it more meaningful. Even in situations where they participated in the learning of their children, they were not able to make any valuable comment simply because they were not engaged in the preparation of neither teaching materials nor evaluation procedures.

For students the results show that 37 (74%) of respondents said parents did not get involved in helping them in any way. 13 (26%) of students agreed that they received partial assistance from their parents. These findings clearly imply that parents view teaching and learning process as the role that need to be undertaken by teachers and they differ with the study by van Gennip, (2009), as he argued that students need to get the assistance and feedback simply because students who do not receive the feedback do not learn effectively.

## 5. Conclusion and Recommendations

The situation that world experienced during Covid-19 pandemic disease, needs to be taken into consideration. Schools and governments need to prepare to face such situations of emergency in their time of occurrence. The situation occurred proved the reality that there is no alternative ways that the education sector devoted to be used in time of diseases and probably in emergency times and midst of disease as Covid 19 which may sometimes cause lock down and closing of schools. Furthermore this

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study revealed the need for researchers to focus their attention on finding out ways and methods that can be devoted by teachers in assessing and getting feedback from their students in virtual learning. There is still a need to address this to adapt the new teaching method that is used which is student centered method since the current situation made the lesson to be teacher centered method. So this form the need for researchers to find out how teachers through online can have participatory learning and can manage to get the instant feedback from their students. Additionally to the conclusion the following recommendation are made.

There is a need for education stakeholders to find out the best ways that can be used to get feedback on sessions conducted through online program including TV classroom sessions. The findings revealed the reality that, schools and education sectors lack the method that can be used by teachers who conducted their lesson through online program. The session need to be interactive and should involve students. Stakeholders and researchers in education need to find out how they can get the best way that will help the classroom session carried out in TV sessions are active.

In addition the government needs to find way that will engage all learners throughout the country to get the knowledge through TV sessions. If this will not be well considered it will create the gap for all students to be reached with the program due to economic class that exists in the society. Some of the students who cannot afford and have access to TV or some infrastructure to support the sessions in their family will be excluded and henceforth it will be challenging to assess them fairly in the examination. But also this will lead to loss in self-concept among students who will not receive the same training during the emergency situation.

Teaching and learning process require formative and summative assessment, hence there is need to carry out researches that will help to understand the ways that will be used to assess learners in emergency situations. The need for research also is highly required in the areas for teacher to assess the learners' knowledge before and during the lesson. The findings showed that there is no clear method that was used by the teacher to carry out the assessment and if there was a challenge to get the feedback from the learners. Involvement of parents on ways of teaching children through TV needs to be considered to get their views and suggestion on how the session can be productive.

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