ABSTRACT

The purpose of the present study was to investigate the Opportunities and Challenges in Integrating PTV in Teaching Secondary School Biology in the Eastern part of Ethiopia. A total of 672 informants (students, teachers, school principals, PTAs, ICTCCs and REBH) were the participants of the present study. Questionnaires, FGDs, interviews and observations were the tools of data collection. Qualitative and quantitative methods were used to analyze the data. The analysis of the data revealed the following major findings.

Majority of the respondents perceived PTV integration educationally useful and revealed their interest and constructive views towards it. It was also found out that PTV integration has brought both opportunities and challenges to students and teachers. According to the study, the major opportunities created (by PTV) to students were uniform lesson broadcast, on-time content coverage, presentations of useful Biological instructional aids (models, simulations, animations), field lessons and demonstrations of lab experiments, which they can’t get from their schools. Furthermore, PTV integration helped teachers improve their skills and knowledge in the areas of their profession. On the other hand, a number of challenges were encountered while the integration of PTV. Speedy, non-stopping and non-repeatable nature of PTV broadcast; students’ low level of English proficiency; shortage of time for student-student and student-teacher interactions, and for the implementation of active learning methods; lack of in-service training to teachers; teachers’ low level of pedagogical skills in integrating PTV; Lack of orientation to students; shortage of textbooks, PTV guides, schedules and technicians; some technical problems of PTV; power interruptions; symptom of negative attitudes held by some stakeholders towards PTV integration; and failure of some school stakeholders to execute their duties as depicted in the MOE’s guideline were the major challenges.

Thus, the following recommendations are made. The present pace of broadcast should be minimized; the lesson transmission time should be reduced to 15-20 minutes; selective broadcasting and more Non-PTV periods should be devised; PTV Biology episodes should be recorded and distributed to schools; English language skills of students should be given due attention; CPD trainings, focusing on IT use, should be given to teachers; consultative meetings related to PTV integration should be organized (by MOE in collaboration with REB and DEB) in schools on continuous basis; schools, DEB, REB and MOE should work in close association to make sure that adequate textbooks, PTV guides, schedules and technicians are there in the schools before the PTV lesson broadcast starts; In addition, reliable supply of electric power should be ensured. Lastly, for the effective integration of PTV, all the school stakeholders are strongly advised to execute their respective duties as stipulated in the MOE’s guideline.