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Assessing Feasibility of Using Radio and Television Media as a Means of Implementing Blended Education in Bangladesh

Md. Shahriar Shafiq[1]
Mohammad Abu Bakar Siddik[2]
Mafruha Nazneen[3]
Shamima Ferdous Tanny[4]
G M Rakibul Islam[5]
Afrida Jinnurain Urbee[6]

Abstract

The study investigated blended education in Bangladesh, which combines different learning methods and media for flexible learning experiences. Collaborative efforts from the government and development partners led to the creation of remote learning content for TV, radio, and the internet. The research aimed to assess the effectiveness, inclusivity, and challenges of blended education using radio and television media. The study used a mixed-method research design and collected data through surveys, assessments, observations, interviews with parents, teachers, and experts, and content analysis. The findings revealed that while radio lessons had low student participation, the majority had access to televisions, but regular engagement was limited to only 43% among the students who watch the lessons on television due to various reasons. However, televised lessons were considered helpful by students and educators, aiding in better understanding and self-study, leading to slightly improved performance in language and math for participants. Despite these benefits, the study identified shortcomings in the televised lessons, including inadequate practice opportunities at home, limited support for students with disabilities, diverse learners, or ethnic minorities, and insufficient feedback and integration with physical classrooms. To address these issues, the study recommended reassessing the effectiveness of radio programs, ensuring access to televisions and choosing accessible channels, and meeting the specific needs of marginalized students. It also stressed the importance of proper planning, coordination, and stakeholder involvement to overcome challenges and effectively implement blended education in Bangladesh.

Key words: Blended education, education through media, effectiveness, inclusiveness, access and participation, assessment and feedback

[1]Lecturer, Department of Education, Noakhali Science and Technology University, Email: mshafiq@nstu.edu.bd
[2]Instructor (General), Primary Teachers' Training Institute, Directorate of Primary Education, Email: siddiksumon@gmail.com
[3]Training Specialist, National Academy for Educational Management, Email: mafruhanazneen@gmail.com
[4]Instructor (General), Primary Teachers' Training Institute, Directorate of Primary Education, Email: tanny.ier.17@gmail.com
[5]Assistant Professor, Department of Educational Administration, Noakhali Science and Technology University, Email: gmrakibulislam@nstu.edu. bd
[6]Lecturer, Department of Economics, Noakhali Science and Technology University, Email: afrida.econ@nstu.edu.bd

Introduction

Blended education encompasses a wide range of technology-based educational methods, including high-tech, low-tech, and no-tech approaches, in both physical and online environments, allowing for synchronous and asynchronous interaction between teachers and students (Aspire to Innovate [a2i] Programme, 2022; UNICEF, 2020; EdTechHub & UNICEF, 2021). The goal is to provide flexible and meaningful learning experiences to achieve better learning outcomes compare to only physical or remote learning modality. Considering the flexibility of education, emergency context and 4th industrial revolution, in September 2021 the Government of Bangladesh has formed a National Blended Education Taskforce to formulate a Master Plan by incorporating all the ministries and agencies involved in providing preschool to post-graduate education (Akteruzaman, 21 March 2022). The taskforce has formulated a Blended Education for All (BEFA) framework which is considered as the foundation of National Blended Education Master Plan (2022-2041). In line with this framework, Bangladesh has already piloted some of remote learning interventions relevant to implementation of blended education during and after Covid-19 pandemic when nationwide school closures disrupted the learning process for around 36.8 million students (The Daily Star, 2021). Remote learning approaches during Covid-19 pandemic included online learning, television and radio broadcast of lessons, audio and text-based psychosocial and lesson support through mobile phone, instructions and assessment by using assignment and worksheets etc. Development partners along with government also developed and distributed high-tech, low-tech and no-tech resources as part of Covid-19 education responses. Along with physical modality/no-tech solutions, technology is the important part of blended education. However, implementing blended education effectively posed several challenges. Economic accessibility to technology was a major concern as a significant portion of the population lacked access to smartphones, computers, and the internet ((*Bangladesh Sangbad Sangstha* [BSS], 28 December 2021). As a result, low-tech solutions like radio and television were considered viable alternatives to reach a broader audience.

After COVID-19 pandemic, the Bangladesh COVID-19 School Sector Response (CSSR) Project aimed to minimize learning loss and protect vulnerable children during the pandemic. It involved developing remote learning content and rolling out lessons through multiple platforms, including television and radio. However, there was a lack of specific guidelines for assessing students' learning progress during remote learning, creating challenges for teachers and authorities. Thus, the study highlighted the need for comprehensive research to explore the effectiveness and inclusiveness of the remote learning solutions used during the pandemic. It is essential to assess students' access, participation, engagement, and diverse learning needs to inform future policies and strategies for blended education in Bangladesh. So, this study aimed to explore the effectiveness, inclusiveness and challenges of radio and television broadcasted lessons for implementing blended education in Bangladesh. In order to do this, three subsidiary research questions led this study:

1. To what extent the radio and television-based were effective to implement in school level in terms of access, participation and engagement?

2. How efficiently the lessons were designed and delivered to resolve the diverse needs of the learners?

3. What were the scopes and challenges of the media to integrate into blended education?

Literature Review

Blended education, which combines traditional face-to-face instruction with digital and broadcast media, has gained significant attention as a viable educational approach, especially in regions with limited access to the internet and modern technologies. Bangladesh, a developing country with various socio-economic challenges, has recognized the potential of blended education delivered through radio and television media to address educational disparities. This literature review aims to explore existing research related to the effectiveness of blended education via radio and television in Bangladesh.

Numerous studies have explored the role of educational technology in developing countries, highlighting the potential benefits and challenges. Researchers have found that leveraging radio and television for educational purposes can overcome some barriers related to access to education, reaching remote communities, and improving learning outcomes (Ally & Samaka, 2013; Akyeampong et al., 2016; Akyeampong et. Al., 2020; Tadesse, & Muluye, 2020). Blended learning approaches, including the use of radio and television, have been studied extensively in various educational contexts. Studies conducted in other developing countries have shown that blended learning can enhance students' academic achievement and engagement (Graham, 2019; Zhonggen, 2021; Tong, et. Al., 2022; Su, et al., 2023). However, the applicability of these findings to the Bangladeshi context needs further investigation.

Bangladesh has made significant progress in improving access to education, but challenges persist, particularly in rural areas. Studies have reported on the impact of radio and television programs in increasing access to educational content for students in remote regions (Nicolai et. Al., 2023; Sarkar et. Al., 2021). Research has examined the design and effectiveness of educational content delivered through radio and television media. Studies have explored the use of interactive learning formats, storytelling, and local content to enhance student engagement and learning outcomes (Nicolai et. Al., 2023; Gray & DiLoreto, 2016; Multisilta & Niemi, 2015).

Effective implementation of blended education requires adequate teacher training and support. Investigations have shown that providing teachers with appropriate training and resources positively influences the quality of education delivered through radio and television (Kintu, Zhu, & Kagambe, 2017; Khan et. Al., 2022; Prahmana et. Al., 2021). The success of blended education in Bangladesh heavily relies on the country's technological infrastructure and the digital divide. Studies have explored the challenges posed by limited access to technology and electricity in rural areas, affecting the reach and effectiveness of blended education initiatives (Noor & Shaoun, 2021; Chowdhury, 2019; Alam, Ogawa, & Islam, 2023; Saleh et. Al., 2023).

Blended learning, which combines different instructional methods like face-to-face and distance learning (Singh, 2021; Tayebinik & Puteh, 2013), is gaining popularity for its ability

to personalize learning and differentiate instruction (Rasheed et al., 2020). The pedagogy of blended learning aligns well with cognitive load theory and constructivist learning theory. Constructivist learning theory emphasizes learning from experience and problem-solving (Gomboc-Turyan, 2013), while cognitive load theory focuses on managing information processing to optimize learning (Musallam, 2010; Pass, Renkl, and Sweller, 2004). These theories support the use of blended education, where pre-learning through distance learning is followed by classroom interactions.

Blended learning is also supported by the personalized learning model, which tailors education to each student's strengths, needs, and interests (Patrick et al., 2013, p. 4), using technology platforms to provide flexible pathways for mastery (Lesser, 2016). However, personalized learning implementation requires support from information technology platforms (The New Media Consortium, 2015; Murray & Perez, 2015, p. 26; Grant and Basye, 2014; Sturgis, Patrick, and Pittenger, 2011; Wolf, 2010).

Thus, the study was guided by the theoretical framework of blended learning, cognitive load theory, constructivist learning theory, and personalized learning model. Based on these theories, this study aimed to explore blended education in Bangladesh, specifically the integration of radio and television media in the modality and examined the dimensions of personalized learning, learners' access, participation, engagement, inclusiveness, and the challenges and opportunities of blended education.

Methodology

The study aimed to explore the feasibility of implementing blended education through the use of radio and television media in Bangladesh. To address the research objectives and answer key questions, a multi-strategy mixed method research design (Robson, 2011) was employed, involving both qualitative and quantitative data collection and analysis. This design is recognized as valuable in social science research (Cohen, et.al., 2011; Creswell, 2008; Johnson and Christensen, 2017; Robson, 2011) and ensures the validity and reliability of the results through data triangulation (Robson, 2011; Cohen, et. al., 2011).

The sampling process involved students, parents, teachers, education officers, and education experts. A total of 20 schools were selected from Dhaka, Barishal and Rajshahi divisions, and surveys were conducted with all students of class II to class V to identify those who participated in the lessons broadcasted on television and radio. From the identified participants, 10 students were randomly selected from each class for interviews and observations, maintaining a gender balance that comprised 40 students from each school – 20 boys and 20 girls.

Various data collection methods were utilized, including short survey forms, structured questionnaires, focus group discussions, and semi-structured interviews. Data enumerators, properly oriented before fieldwork, collected data directly from the field. Besides, tools were piloted on small portion of the sample who were excluded from the final data collection and revised accordingly based on the piloting result. To ensure data quality, team leaders and members accompanied the enumerators and conducted inter-rater reliability tests, which

showed a high rate of reliability. Three main techniques were used for data collection: short survey forms were used to identify student participants who participated radio and television broadcasted lessons, structured questionnaires to explore experiences and opinions of the students regarding the lessons, focus group discussions to gather feedback from parents/ caregivers, and semi-structured interviews to understand the perspectives of teachers, officers, and education experts. A performance test on grade level literacy and numeracy test was also conducted among the learners by using an adapted tools from the Annual School Education Report (ASER) developed by Pratham India to check whether media-based intervention created any impact on students' performance. Besides, observations were conducted on students' learning by using checklists to assess content usability, and then content analysis was performed on audio and audio-visual files broadcasted through radio and television.

Data analysis included both quantitative and qualitative approaches. Descriptive statistics were employed for quantitative data, using MS Excel and SPSS 25. Qualitative data underwent data-driven thematic analysis suggested by Braun and Clarke (2006), where the data were read repeatedly to identify themes and concepts that summarized similar contents map (Cohen et. Al., 2011; Braun and Clarke, 2006). Ethical considerations were given priority throughout the study. Informed consent was obtained from all respondents, and their privacy and confidentiality were assured. No harm was caused to the participants, and the research objectives were clearly explained before data collection.

Findings and Discussion

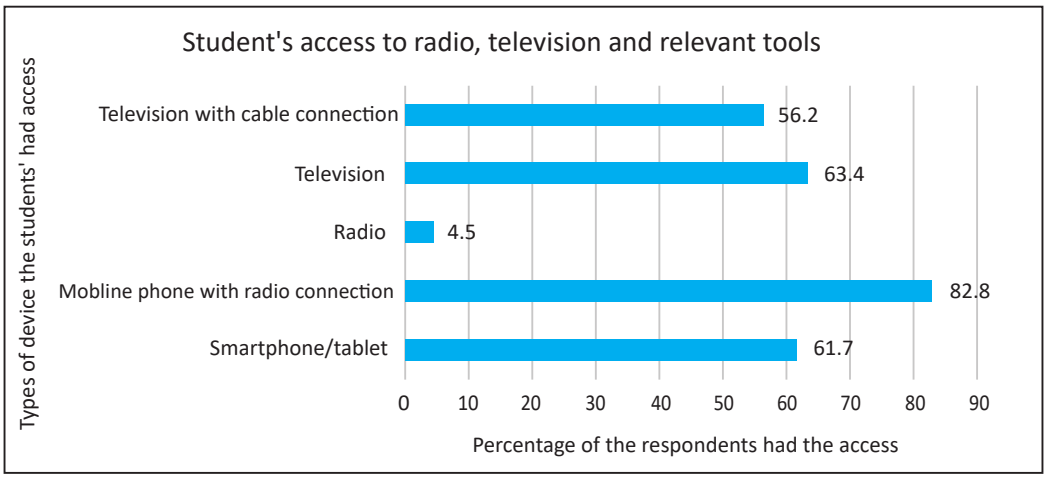
The findings are presented in terms of learners' access, participation, engagement and achievement. Engagement was examined in terms of active participation and scope of assessment and feedback. Besides, inclusiveness of using radio and television media, its scopes and challenges to implement as a tool of blended education are presented below.

Access to radio and television broadcasted lessons

The text presents survey data regarding students' access to television and radio. Among the 4,835 students surveyed, around 63% had access to television and 56% had access to television with cable connection. In contrast, only 4.5% reported having access to radio, but around 83% had mobile sets with radio connection. Additionally, around 62% reported having access to smartphones or tablets, indicating widespread access to technology among the respondents.

Figure 1

Respondent students' access to radio and television



Parents and teachers confirmed the high rate of television access among students, with most households having televisions. However, the availability of cable connection was cited as a hindrance to participation in television lessons. The use of radio was deemed uncommon nowadays, and access to smartphones was also limited in rural areas.

No students reported participating in radio lessons, so no further questions were asked regarding radio broadcasting. Concerning the timing of television lessons, 83.5% of respondents knew the broadcast schedule, while 16.5% did not. Some students mentioned that the timing was inconvenient as they were either at school or on their way home during the broadcast. Parents also expressed limited knowledge of the exact broadcasting time. Teachers mentioned receiving the schedule through email from the Upazila Education Office.

Participation in the lessons

In terms of participation, 53.2% of the students surveyed watched at least one lesson on television, with around half of them watching multiple lessons on an irregular basis. Approximately 23% students watched the lessons regularly. There was no significant difference in participation between girls and boys, but a slightly higher percentage of girls participated regularly compared to boys.

Table 1

Participation of students in the lessons broadcasted on radio and television

	Boy (N=2295)	Girl (N=2540)	Total (N=4835)
At least once listened the lesson broadcasted on radio	0	0	0
Sometimes listened the lesson broadcasted on radio	0	0	0
Regularly listened the lesson broadcasted on radio	0	0	0
At least once listened the lesson broadcasted on television	54.9	52.5	53.2
Sometimes listened the lesson broadcasted on television	23.6	24.7	24.2
Regularly listened the lesson broadcasted on television	21.4	23.3	22.6

According to teacher interviews, 50% to 80% of students participated in the televised lessons, with 20% to 35% being regular and active. Some teachers noted a decrease in participation over time. Parents expressed mixed opinions, stating that their children attended a few lessons but were not regular viewers. They mentioned that their children were more engaged during the COVID-19 school closure but now watched the program less frequently.

Reasons for irregular participation included inconvenient timing, lack of awareness about the lessons, parents' restrictions, and load shedding. However, access to television was not a prominent issue, as no participants reported access-related problems. The majority of respondents (94%) correctly mentioned the channel name, indicating they were aware of the lessons and had access to televisions.

In contrast, no students participated in the radio broadcasted lessons, and none of them had listened to any lessons on the radio. Reasons for non-participation included lack of radio usage at home, inconvenient timing, lack of awareness about the schedule, and a knowledge gap regarding the radio broadcasted lessons. Teachers and parents attributed the lack of participation in radio lessons to the declining use of radios in households, with most people now relying on televisions and smartphones.

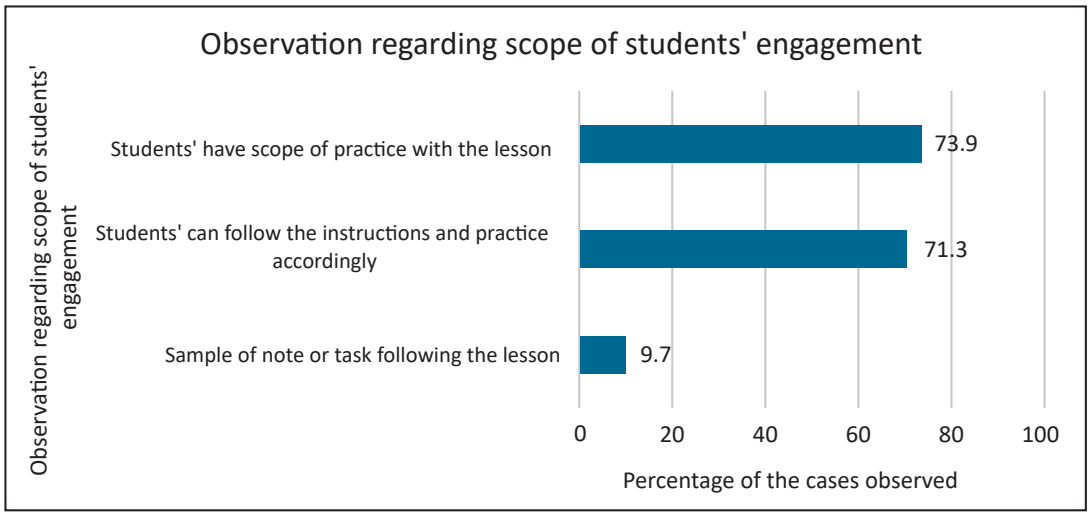
Engagement in the lessons

The text discusses students' engagement, assessment, feedback, and achievement in lessons broadcasted on television. The given text discusses students' engagement in lessons delivered through television and radio broadcasts. The study found that no students participated in radio lessons, while 99% of respondents reported being able to follow and practice the instructions provided in television lessons. Around 93% of respondents stated that they could learn and practice the desired skills, and approximately 91% reported completing tasks following the lessons. However, only 14% felt that the lessons provided enough practice opportunities at home.

Observations revealed that 74% of students had the opportunity to practice the competences taught in the lessons, and 71% could follow instructions and practice accordingly. Around 10% of students had examples of note-taking or completed tasks based on the televised lessons. Parents expressed concerns about their children limited active participation, as they felt that teachers could not monitor comprehension or address students' questions effectively. Parents acknowledged that their children assessed themselves based on the televised instructions, and they supported their children's education by evaluating their performance.

Figure 2

Observation regarding scope and practice of students' engagement in the lessons



According to teachers, only a few students regularly attended the television lessons, but those who did were actively involved in learning activities. The lessons attempted to enhance interactivity by introducing student characters who interacted with the teacher and asked questions. This innovative approach aimed to engage remote learners and create opportunities for practice. The teacher provided relevant instructions before each task, allowing students to practice competences alongside the student characters.

For respondents who could not follow the instructions, various challenges were identified, including teachers speaking quickly, difficulty understanding instructions, insufficient time for topic elaboration or instruction delivery, lack of two-way communication hindering interest, and absence of someone nearby to assist with comprehension.

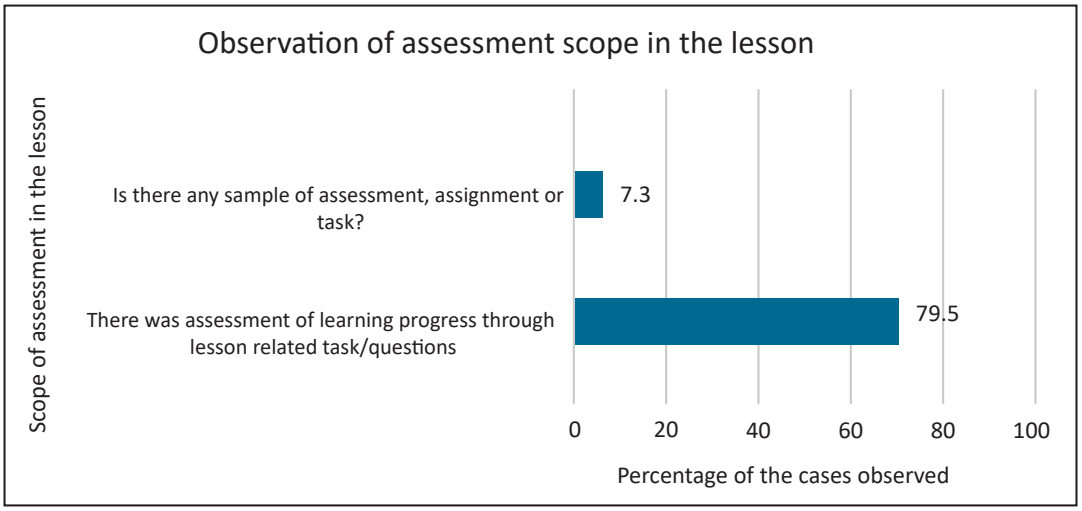
Assessment and feedback

The text discusses the assessment practices in teaching-learning activities conducted through television lessons. The study aimed to determine if assessments were incorporated into the lessons and how they were conducted. The findings revealed that all students reported the presence of an assessment process in the lessons, with approximately 90% of respondents stating their participation in assessments.

Observations indicated that assessments were indeed included in the lessons, as teachers asked learning outcome-related questions and provided tasks to assess students' progress. To facilitate assessments, teachers allowed a pause for student responses, and sometimes student characters on screen answered the questions. Students were able to assess themselves based on the questions or tasks provided. However, only a small percentage (7.3%) had tangible evidence of assessments in their workbooks.

Figure 3

Observation regarding scope and practice of assessment in the lesson



Parents expressed concerns about the limited scope of assessments in television lessons, as teachers could not gauge students' responses and provide appropriate feedback. However, some parents and teachers believed that assessments were conducted, and students or their parents assisted in the assessment process following the instructions of the TV lessons.

While assessments were integrated into the lessons, the provision of feedback or remedial support was found to be very limited. The majority of respondents (92.5%) reported receiving no feedback based on their assessments or learning progress. Parents and teachers stated that direct feedback was not possible in television lessons. They suggested that if the lessons were linked to regular classes in school, teachers could assess students and provide feedback accordingly. However, such practices were rarely observed.

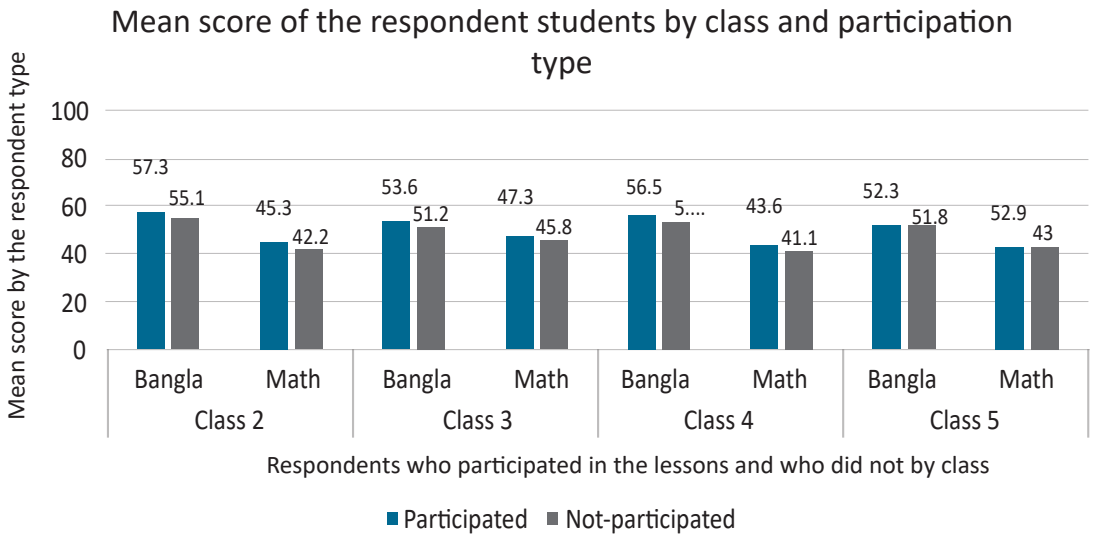
The content analysis and program review revealed that there was no mechanism for instant feedback since the lessons were pre-recorded and students were in front of the television screen. However, if there were proper integration between the telecasted lessons and face-to-face lessons in school, teachers could check learning progress and provide feedback or remedial support based on students' needs. However, no instructions were given for this type of integration. Some students (7.5%) received feedback or remedial support from their parents or private tutors. In a few cases, motivated teachers checked assessment sheets in school and provided relevant feedback or remedial support.

Achievement of the learners

The text describes an assessment conducted among a sample of school students. The results showed that, with the exception of Math in class 5, students who participated in television broadcasted lessons performed slightly better in both Bangla (language) and Math compared to those who did not participate. However, the difference in performance was minimal, and it is unclear whether the television lessons were the sole cause. Other factors such as family support, coaching, and socio-economic background should be considered before drawing any conclusions. Further study is recommended in this regard.

Figure 4

Mean score of the students by class and participation type



According to teachers, students who regularly attended TV lessons achieved the learning outcomes at a rate of 70% to 80%. They believed that the audio-visual presentations and engaging techniques used in the lessons helped students understand the content and scaffolded their classroom learning. However, some teachers expressed skepticism about the effectiveness of the lessons in achieving learning outcomes. They felt that the short duration and one-sided presentation lacked interaction and direct feedback mechanisms, making it challenging to meet the diverse needs of students in a 10-minute class.

Overall, the assessment indicated a slight improvement in performance among students who participated in television lessons, but the impact of the lessons on learning outcomes and the influence of other factors requires further examination. Teachers had differing opinions on the effectiveness of the lessons, with some acknowledging their positive impact and others expressing concerns about their limitations.

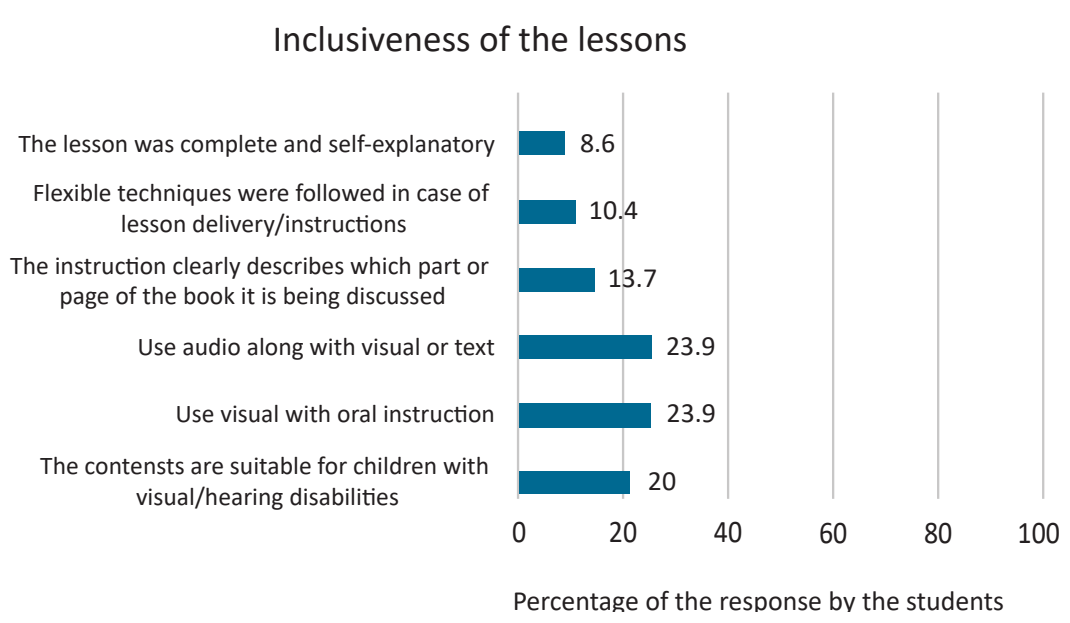
Inclusiveness of the lessons to address the needs of diverse learners

The text discusses the importance of inclusiveness in learning design and its relevance to personalized learning. The findings show that the telecasted lessons were comprehensible for all students, and the majority could understand and respond to the relevant questions. Most students did not feel difficulty keeping up with the speed of the lessons and reported being able to learn at their own pace.

However, when assessing the inclusiveness of the lessons, it was found that only a small percentage of respondents believed the content was suitable for children with visual or hearing disabilities. The content did not adequately consider the needs of students with disabilities, ethnic minorities, or other challenges. There was a lack of sign language or visual clues for learners with hearing or visual impairments. The lessons did not address diverse learners' needs or consider individual learning differences.

Figure 5

Students' response regarding inclusiveness of the lessons



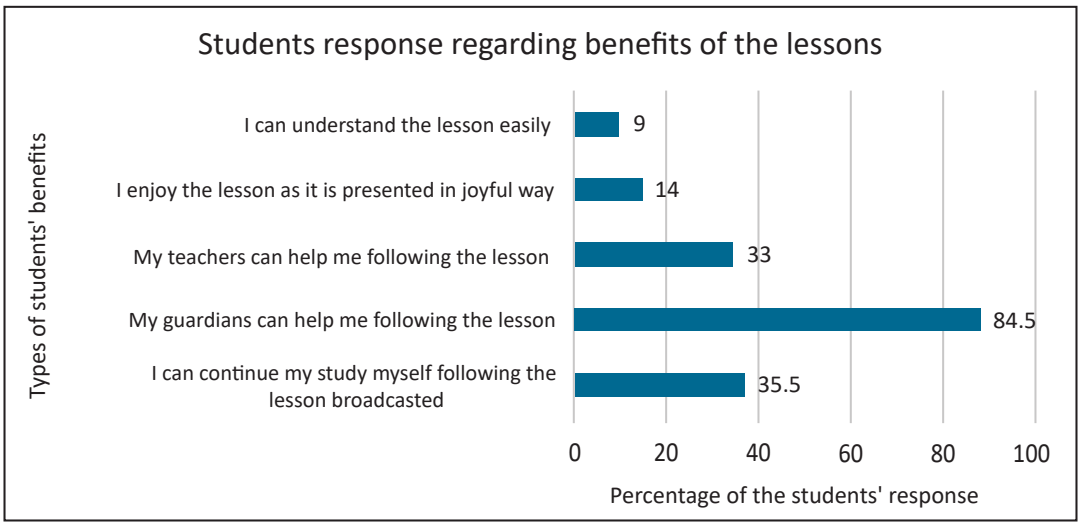
Parents expressed similar concerns, stating that the lessons did not cater to individual learning needs and lacked classroom interaction. The lessons also failed to address the needs of ethnic minority children, as they were primarily developed in Bangla without content or instructions in their language. It is suggested that zonal TV channels and radio stations could be used to broadcast content in ethnic minority languages, considering the needs of all children.

Scopes of radio and television broadcasted lessons

The text presents findings that indicate the positive impact of television lessons on students' learning. Approximately 85% of students reported that their guardians could help them with their education based on the televised lessons. Furthermore, 36% of students stated that they could continue studying independently after watching the television lessons. Parents also found the lessons helpful, as they facilitated better understanding through interactive audio-visual presentations. The lessons were seen as joyful and enjoyable, enabling students to grasp the content easily. The use of television as a low-tech solution was discussed as a viable option for blended education in Bangladesh, where access to ICT devices is limited. This approach would allow students to watch lessons at home and engage in classroom discussions the following day.

Figure 6

Students' response regarding benefits of the lessons



Teachers highlighted several benefits of television lessons, such as providing joyful and interactive content, promoting self-study, and bridging the gap between online and offline learning. The use of audio-visual media in conjunction with classroom lessons was seen as a way to enhance sustainability. Parents and caregivers also found value in the televised lessons, as they could follow along and support their children's learning, even without formal education.

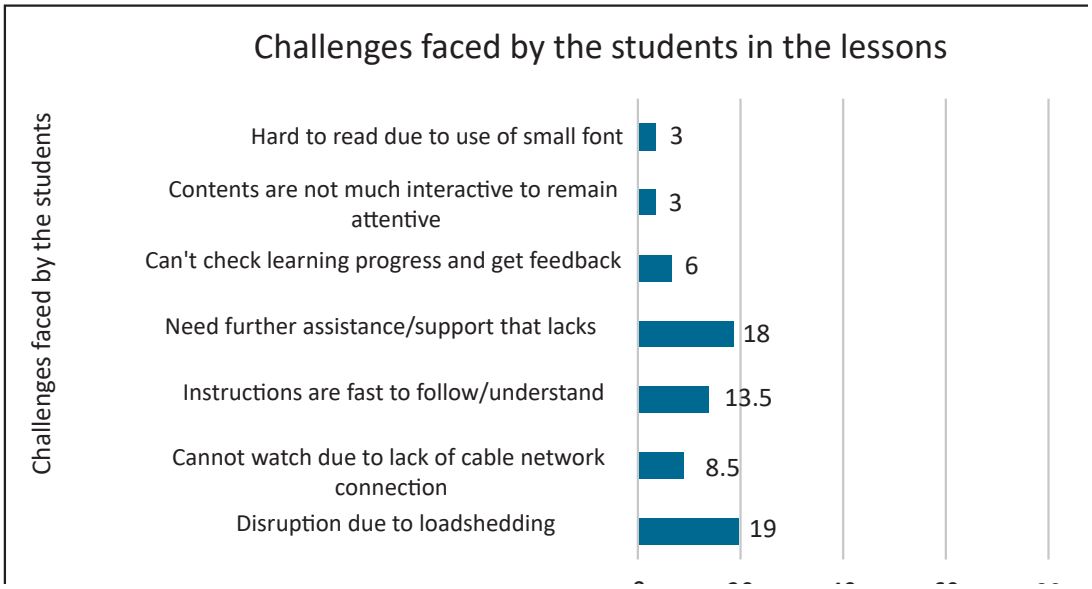
Overall, the findings suggest that television lessons have the potential to improve learning outcomes, especially for first-generation learners and those lacking support at home. The interactive and enjoyable nature of the lessons, combined with the involvement of parents and caregivers, contributes to increased engagement and understanding. Additionally, incorporating television lessons as part of a blended learning approach allows for more effective utilization of classroom time and promotes experiential learning.

Challenges of using radio and television to broadcast lessons

The text highlights the challenges associated with the implementation of televised lessons for blended education. The challenges are identified from both the users' and implementers' perspectives. Student respondents reported various obstacles to participating in the television lessons, including lack of access to television and cable networks, disruption due to power outages, inconvenient lesson times, insufficient time allocation, and lack of coordination between school and TV routines. Students also faced difficulties following fast-paced instructions, requiring further assistance that couldn't be provided due to the lack of integration between distance learning and physical classrooms. Additionally, the absence of assessment, follow-up, and feedback systems prevented tracking and monitoring of learning progress.

Figure 7

Challenges faced by the students by percentage



Parents echoed similar concerns, citing load shedding, lack of television with cable connections, inconvenient lesson times, and insufficient time allocation as challenges for their children to attend the televised lessons. Teachers also identified barriers, such as limited access to televisions and cable networks, load shedding interruptions, and parental restrictions on watching the lessons. The use of Shangshad Bangladesh Television as the broadcasting channel created accessibility issues for families without cable connections. Furthermore, the short duration of each lesson, inadequate coverage of the curriculum, and the absence of integration between distance and face-to-face learning were highlighted as challenges.

The lack of assessment and feedback systems, as well as the absence of clear plans for integrating distance and face-to-face learning, posed additional hurdles. Insufficient

orientation for teachers and parents on utilizing the lessons and providing support, as well as the lack of coordination between relevant stakeholders, were also identified as challenges. The need for proper planning, coordination, and stakeholder involvement, including education and technology experts, was emphasized to address these challenges and ensure effective implementation of blended education in Bangladesh.

Conclusion

In conclusion, the feasibility of implementing lessons through radio and television as a means of education was explored, considering learners' access, participation, engagement, and achievement. The study revealed significant differences in access to television and radio among students, with television being widely available while radio usage declined. Engagement in televised lessons was relatively high, with a majority of students participating irregularly, but challenges such as inconvenient timing and limited awareness were reported. In contrast, no students participated in radio lessons, primarily due to the declining use of radios in households.

Television lessons demonstrated high levels of engagement and reported ability to follow instructions. However, the scope for assessment and feedback was limited, and improvements in integration with regular classroom instruction were suggested. The impact of televised lessons on learning outcomes showed a slight improvement, but other factors must be considered before drawing conclusive results. Moreover, inclusiveness was lacking, as the lessons did not adequately cater to students with disabilities or diverse learning needs.

Despite challenges, televised lessons presented numerous scopes, including improved learning outcomes, support for first-generation learners, and enhanced parent and caregiver involvement. Nevertheless, implementing televised lessons in a blended education approach requires addressing access, integration, and coordination challenges.

Overall, the study highlights the potential benefits of using television for education in contexts with limited ICT access, while stressing the need for inclusive and well-coordinated efforts to maximize its effectiveness. Further research and improvements in design and implementation are essential to create a more inclusive and impactful blended education system in Bangladesh.

Recommendations

Low-tech solutions like radio and television are comparatively newer introduction as means of education in Bangladesh though radio and television have been used for broadcasting nonformal education program of Bangladesh Open University for long-time in the country. However, for mainstream education it was not used before Covid-19 school closure. So, different challenges including lack of preparedness and coordination was seen in case of design and implementation of education program. Here some recommendations are drawn to reduce the challenges/gap so that radio and television program for implementing blended education can be effectively design and administer.

Efforts should be made to ensure widespread access to television and other technology devices like smartphones or tablets. In rural areas, where access to television and ICT devices might be limited, the government and educational institutions should explore providing subsidized or free access to these technologies.

To increase participation, broadcasting schedules should be well-publicized, and lesson timings should be adjusted to accommodate students' daily routines. Teachers, parents, and students should be informed about the broadcast schedules through multiple channels, such as emails, SMS, and school announcements.

The content of televised lessons should incorporate more interactive elements to keep students engaged. Utilizing student characters and encouraging active participation can make the lessons more interesting and conducive to learning.

The incorporation of comprehensive assessment mechanisms in televised lessons is vital to gauge students' progress accurately. Teachers should be trained to provide feedback and remedial support based on these assessments. Consideration should also be given to integrating televised lessons with face-to-face instruction to enable more personalized feedback.

Efforts should be made to cater to diverse learners' needs, including students with disabilities and ethnic minorities. Sign language and visual clues should be included to make the lessons accessible to learners with hearing or visual impairments. Broadcasts in various languages should be considered to ensure inclusivity.

Close coordination between relevant stakeholders, including education experts, technology providers, teachers, and parents, is essential for the successful implementation of blended education. Adequate training and orientation should be provided to all stakeholders involved.

More research is necessary to understand the full impact of televised lessons on learning outcomes and to identify other factors influencing students' performance. Long-term studies can shed light on the effectiveness of televised lessons over time and their potential role in improving education in the context of Bangladesh.

By implementing these recommendations, the education system in Bangladesh can leverage the potential of televised lessons as a valuable tool for providing accessible and engaging education to a broader audience while ensuring inclusivity and improving learning outcomes.

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