

## **Enhancement of Literacy Skills of Adult Learners Through Teleschool Program**

**Noor Ahmed Khan**

Lecturer, Islamabad Model College for Boys

[ahmadkpk@gmail.com](mailto:ahmadkpk@gmail.com)

**Dr. Naila Naseer** (corresponding author)

Assistant Professor, DNFCE Department, Allama Iqbal Open University, Pakistan

[naila.naseer@aiou.edu.pk](mailto:naila.naseer@aiou.edu.pk)

### **ABSTRACT**

Due to COVID-19, TeleSchool Education TV channel was initiated in Pakistan from Grade 1-12 by the Ministry of Education in collaboration with PTV (Pakistan Television) Pakistan. To fulfil the educational needs of students at mass level irrespective of their age, gender, locality etc. this channel is available on satellite, terrestrial and cable. This study was carried out to explore the role of TeleSchool program in improvement of literacy skills of adult learners residing in the slum's community adults of Pakistan. The population of study was all the Adult Literacy Centers of Bannu Mohalla, Noorpur Shahan. Sample comprised of adult learners of adult learners enrolled in Adult Literacy Centre (ALC) by using purposive sampling technique, only those adult learners (10) were sampled who were aware about TeleSchool program. The research design was one group pre-test and post-test design. Primary data was collected through a questionnaire "Role of TeleSchool program Scale" on TeleSchool Program. Contents of the scale were validated by seeking expert opinion and pilot study was also conducted to check alpha reliability and consistency of items. After validation, the actual phase of data collection was done. The results of the research study indicated that TeleSchool program played positive role for the enhancement of Islamic knowledge, general knowledge, basic mathematics, and literacy skills of adult learners in reading and understanding ability. This research recommends the positive role of TeleSchool for adult learners for the enhancement in their literacy skill and its continuation for the larger public interest.

**Keywords:** *TeleSchool Program, Adult Learners, literacy skills, Slums communities*

### **INTRODUCTION**

Coronavirus pandemic COVID-19 adversely affected economy as well as educational activities which created huge gap in student learning over the World (Malik, Ajmal, & Jumani, 2020). Consequent of overwhelming spread of Coronavirus in February 2020 (Rehman, 2020), educational institutions were closed in the many countries and provision of educational facilities to the learners became a global challenge. According to a World Bank report (2020) up to March 2020 partly or fully schools were closed in almost 160 countries impacting at least 1.5 billion students (Gurr, 2020). Because of emerging of pandemic learning losses also badly affected western countries as more than forty-five countries in the Europe and Central Asia also closed educational institution at large which require to introduce transitioning or use of alternative means of communication for continuation of education due to which communities having low income faced loss of learning (Agostinelli et al. 2022). In Pakistan, regular teaching-learning process in

public and private sector educational institutions was closed from 15<sup>th</sup> March, 2020 to 15<sup>th</sup> August 2020. Closure of educational institutions directly impact on more than 50 million school going learners (Zacharia, 2020, p. 2). Almost all educational activities were disrupted including postponement of annual examinations throughout the country. According to Zacharia (2020), increasing intensity and prolonging of coronavirus calamity led the educational institutions towards rapid transition to a distance-learning mode through different electronic media including television and internet to ensure education continuity. To cope with the problems and to provide teaching facilities to the learners, Government of Pakistan launched a television channel named “TeleSchool” to provide educational facilities to the students from grades 1 to 12 (Gurr, 2020). According to Ministry of Federal Education and Professional Training (FE&PT) engagement plan COVID-19, Response, Recovery and Resilience in Education (2020) under TeleSchool program, more than 63% households throughout the country are being covered who have television facilities to get benefit from this learning process. TeleSchool program commenced broadcasting for Grades 1-12 for the Mathematics, English, Urdu and Science subjects aligned to the National Curriculum (Zacharia, 2020, p. 3).

Almost half of the world population lives in slums that are the downgraded urban population (Samuel & Nisar, 2021). Slums are a negative product of urbanization which confronts numerous challenges (Osmani & Ergen, 2019). Slums residents live in poverty, hunger, and shortage of facilities (Agarwal & Taneja, 2005). There is deficiency of necessities in slums having deteriorated infrastructure and poor living conditions (Hussain, Abbas, Wei, & Nurunnabi, 2019). Poor health inhibits people with low education which results in less working and reduces income (Ostergren, 2018). There are multiple aspects such as family background, school related issues, low income etc. which results in low education and early dropouts (Sultana, 2019). TeleSchool would facilitate the mass beyond age limits, Out of School children and would involve illiterate adults (Naviwala, 2020). According to Arif (2020), Technical Advisor, Ministry of Federal Education and Professional Training, “We are going to introduce certification for out of school children and uneducated adults who want to benefit from this programme.” (The News, 2020). Those parents who live in slum areas had less motivation for their children’s schooling (Sattar & Zhang, 2017). The existence of low-level educational facilities in slums communities has been indicated. Provision of education facilities to the urban slums is not less than a challenge (Naeem, Zafar, Rehman & Akram, 2021).

School closures have a large, persistent, and unequal effect on human capital accumulation (Patrinos, Vegas, & Carter-Rau, 2022). The prevailing widespread depressed socio-economic conditions of slums communities including child labour, fewer job opportunities, low wages and neglected education facilities compelled to explore the role of TeleSchool program for learning of adult learners residing in slums. Further, literature appraisal evoked to conclude that through TeleSchool program, education facilities were disseminated to the mass throughout the country during and after closure of education institutions in wake of COVID-19 pandemic however there are least information and materials regarding its role and utility for adult learners to substantiate its stability and to make it more viable and beneficial for mass and for this purpose present study has been conducted to explore the role of TeleSchool for adult learners of the slums community located in the area of Noorpur Shahan, Islamabad.

### **Effects of Covid-19 on Education in Pakistan**

Prompt spread of Coronavirus during first quarter of 2020 resulted worldwide lockdown of educational institutions including pre-primary, primary, secondary, and tertiary levels of education

(Nisar & Hameed, 2021). In Pakistan, first COVID-19 infection was reported after 8 weeks of the declaration of outbreak of pandemic on February 26, 2020 (Noreen, Rehman, Naveed& Furqan, 2021). All educational institutions were closed down by the Government from March 13, 2020, initially for three weeks (Anadolu Agency, 2020) and same was extended up to July 15, 2020, by National Coordination Committee (NCC) in the country and all examinations were also cancelled. Keeping in view the situation caused by second wave of pandemic, closures of educational institution was extended up to mid of September, 2020. Closures of educational institutions on account of Covid-19 pandemic impacted student learning substantially not only in Pakistan but also all over the world as evident from the World Bank report wherein it is indicated that in the countries like Pakistan who have per capita income below average and lower socioeconomic conditions, ratio of out of school children has reached up to seventy percent (from existing share of more than fifty percent) specially in inaccessible part of that countries (Ahlgren, 2022). In Pakistan, the highest dropout is expecting due to the COVID crisis in relative terms (Koen & Amer, 2020). Closure of education institution affected more than 30 million children in Pakistan. Students are at risk of dropping out due to closure of schools and those who are residing at disadvantaged areas are likely to experience significant learning losses. Because of closure of educational institutions in the country, it is likely to increase 4.2 % in drop out from both primary and secondary education which would be addition in existing 22 million out of school children (Koen & Amer, 2020). It is also dire requirement to cope with the challenge of poverty, gender and locations which are interconnected that establish exclusion for marginalized children and to scale up the same (Malik, 2020).

### **Challenges For Pakistan Education During Covid-19**

At central level, the Ministry of Federal Education and the Provincial Education Departments including area education departments leveraged stakeholders within the system as well as existing resources to ensure instantaneous response to remote learning (Zacharia, 2020). Closure of educational institutions remained effective support for maintaining social distancing to mitigate the pandemic however it put serious consequences for schooling and learning (Koen & Amer, 2020). Provision of educational facility to the 30 million out of school children owing to closure of education institution was a big challenge for Pakistan. Pakistan improved its level of vigilance by reinforcement of existing resources; develop a robust strategy for effective surveillance and responsive case management system with strong institutional support (Noreen, Rehman, Naveed& Furqan, 2021). “The biggest challenge was the disengagement of children from academic learning and how will the children learn? For this we started looking at what existed and what we could start immediately” (Arif, 2020)? To cope with the challenges, there was need to devise a robust strategy to cater for educational loss and for this purpose, Ministry of Federal Education and Provincial Education Departments initiated on air education program through television. At inception stage of pandemic, most countries mounted a rapid response by leveraging technology to start home-schooling mechanisms that cope with lost instructional time (Malik, 2020). The federal and provincial governments plan to develop blended approaches to expand education to remote areas by using Television, Radio, and Online programs and to translate educational materials in local languages to increase the availability of content (World Bank, 2021). School closure impacted learning levels & enrollment in Pakistan (Koen & Amer, 2020). The continued closure of education institutions is directly linked with the loss of learning of children that further widen the gap related to increase in dropout rates and subsequently the increase in number of out of school children and adjustment of students after re-opening. Detachment of girls is likely twice

than boys which is expected to rise in out of school of children which will also disturb social life structure (Koen & Amer, 2020). The situation calls for a comprehensive approach for continuity of learning, mitigating the spillover effects of an economic recession and safeguarding an already weak education system and development of a policy for primary and secondary levels on distance learning, accreditation, and monitoring of learning outcomes at the federal and provincial levels.

### **Socioeconomic Impact of Covid-19 on Slums Communities**

Lockdown on account of Coronavirus affected not only continuity of learning in all public and private sector educational institutions but also impact on socioeconomic conditions and same conditions have been faced by slums communities including slums located in Islamabad Capital Territory (Noreen, Rehman, Naveed& Furqan, 2021). Some education facilities were also designated as isolation and quarantine centers. Apart from 23 million out of school children, the closure of education institutions owing to COVID-19 has directly impacted 42 million school going learners from pre-primary and primary to higher secondary and degree college levels (UNDP, 2020). Continuity of closure of schooling spillover effects of economic recession and divided socio-economic potential to increase the prevalence of child labor both in the short as well as in the long run. Covid-19 substantially disturbed the social and economic life of people as they were confined to remain in their homes (Samuel & Nisar, 2021). Due to poverty in slums communities, it is observed that parents have pulled out their children from schools which caused an increase in child labor, or some parents put their children to assist them in their work. Geographically, rural areas and urban slums are high-risk areas with more than 70% of current enrolment and large pockets of already out of school children not enrolled in any educational institution (UNDP, 2020). Slums residents live in poverty, hunger, and shortage of facilities (Agarwal & Taneja, 2005). There are multiple aspects such as family background, school-related issues, low income etc. which leads to low education and early dropouts (Sultana, 2019).

### **Statement of the Problem**

Provision of access to quality education to the urban slums is not less than a challenge (Naeem, Zafar, Rehman & Akram, 2021). Adult learning plays an important role in developing learners' abilities in their reading, writing, communication, numeracy and enhance not only their understanding but also skills for their occupation. Adult education through mass media has much importance for minimizing illiteracy. It is powerful gadget for producing literate, ardent and skilled manpower for creating awareness, mobilizing valued resource and enable them to play role in socio-economic development of the country (Rashid, 2020). During Covid-19 pandemic, education facilities to the public were initiated through TeleSchool. Adult population being important pillar of national development is required to improve their literacy skills through it. To what extent TeleSchool program has played role for enhancement in their literacy activities i.e., reading, understanding and basic mathematical skills? To answer the question, this study aimed to explore the "role of TeleSchool program on adult learners of slums communities in Islamabad".

### **Objective and Research Questions**

The objective of the study was to explore the role of TeleSchool program in improvement of literacy skills of adult learners. Based on objectives of the study, questions for research study were as follows:

- To what extent TeleSchool program plays role in improving reading ability of adult learners?
- To what extent TeleSchool program plays role in improving Islamic knowledge of adult learners?
- To what extent does TeleSchool program plays role in improving basic mathematic skills of adult learners?
- To what extent TeleSchool program plays role in improving General knowledge of adult learners?

### **Significance of the Study**

The findings of this research are significant for adult learners as this type of research will support them to strengthen their educational level, literacy skills, employability, and social development. This study provided useful information regarding utilization of mass media approach i.e., use of television to address the issues they are facing i.e., low literacy rates, less resources and high spending etc. This study is important for the community development as it will shed light on the pressing need of literacy for Pakistan and especially for the people residing in slums and low socioeconomic areas. This study is significant for the policy makers and curriculum planners to know the benefits of mass media approach and design future educational programs on the pattern of TeleSchool to eradicate illiteracy from Pakistan. This study is important for educational planners in the field of non-formal education so that they may know the importance of TeleSchool but work on certification of the graduates of TeleSchool so that youth getting education through mass media may be certified for mainstreaming in the formal schools.

### **RESEARCH METHODOLOGY**

This study followed quantitative research design in which pre-experimental design (one group pretest posttest design) was employed. Following is the description of methodology of the present study:

**Population, Sample and Sampling Technique.** The population of this study was all adult learners (29) of Adult Literacy Centers (03 centers), located in slums communities, Islamabad. The sample of study comprised of one literacy center out of the 03 ALCs of Islamabad and thus 10 adult learners were selected for the study purposively (“Purposive sampling is technique to choose the sample with specific purpose”, Sukardi, 2012, p. 64) who were previously aware about TeleSchool program.

**Research Instrument.** Primary data was collected through questionnaires developed by researchers in Urdu language to seek views of adult learners on the role of TeleSchool program which contained 18 items in dichotomous response pattern “Yes/No”. Score of the scale was done in terms of assigning value (01) for “Yes” and value (0) for “No”. The said questionnaire contained details of relevant areas along with their deliverables broadcasted through TeleSchool Program. The minimum score of the scale was “0” and maximum score was “18”. Contents of the scale were validated by 5 experts and scale was amended/improved accordingly in the light of their suggestions/views. A pilot study was also conducted on the participants who were not included in the sample of the study.

Results of alpha reliability coefficient were .81\* for pre-test and .86\* for pre-test subject wise.

**Procedure of the Study.** Following is the detailed procedure of study stepwise:

- i. At first, consent of the participants for taking part in the research study was sought. Researchers took all the participants into confidence regarding confidentiality of their views/information/record to get their trust for sharing their views free of fear during research study and obtaining demographic data through questionnaire.
- ii. Researchers held pre-tests through questionnaire based on multiple choice questions on the selected contents to explore existing knowledge of participants. Participants who were not able to read or write were helped.
- iii. As per schedule timing of Adult Literacy Centre (3 hours a day), researchers presented/showed recorded videos of TeleSchool program on General Knowledge, Mathematics, Urdu, English and Islamic Knowledge to participants on daily basis (five days in a week i.e., Monday to Friday) for one-month at the selected Adult Literacy Centre. During teaching process, researcher explained / described course content detail / provided relevant additional knowledge, involved them in discussion for sharing knowledge /information and encouraged the participants to ask relevant questions to comprehend the topic more easily. Detail area of education, number of programs, education level and duration/period of teaching is as under:

*Table 1 - Detail of TeleSchool programs*

Area	No. of program	Duration	Level
Islamic Knowledge	8 (2 programs of level-1 and 3 programs of each level 2&3)	45 min	1, 2, 3
General Knowledge	8 (2 programs of level-1 and 3 programs of each level 2&3)	45 min	1, 2, 3
Reading/learning of Urdu	12 (4 program of each level)	45 min	1, 2, 3
Literacy activities English	12 (4 program of each level)	45 min	1, 2, 3
Counting (basic Mathematics)	12 (4 program of each level)	45 min	1, 2, 3

- iv. After ending the teaching process, a Post-test was carried out to seek improvement in their knowledge / skills gained through the program. Views of adult learners were sought on role of TeleSchool Program through a questionnaire based on two options (Yes or No) which was developed in Urdu language. Similarly, another questionnaire based on five-point Likert scale was administered to seek Perception of participants about TeleSchool program, their Motivation for continuation of educational activities i.e., reading, understanding and basic mathematic skills through TeleSchool program and Satisfaction of adult learners regarding contents/ learning material broadcasted through TeleSchool program.

**Procedure for Administering the Treatment.** This study followed pre-experimental design (One-group pretest-posttest design) in which treatment to participants was given through following steps:

1. The instant quantitative research study was conducted under pre-experimental research design based on one-group pre-test and post-test experimental research design (Allen 2017), with single dependent variable i.e., adult learner, without determining control variable with the assumption that TeleSchool program is executing dynamic role in improvement of literacy skills of those adult learners who are watching TeleSchool program and have been motivated to learn more through this initiative.
2. To explore the existing education of level of adult learners and to determine the acquired skills through TeleSchool in reading, understanding, basic mathematic, Islamic, and general knowledge, pre-test and posttest of the selected adult learners was carried out.
3. For this purpose, pretest of the target participants was conducted before commencement of teaching process and after conducting teaching session by the researcher himself for one month at target Adult Learners Centre through videos of recorded lecturers of TeleSchool program. During this teaching process, participants of study were assumed to enhance their reading, understanding and basic mathematic skills.
4. After teaching to the adult learner for a month, a post-test was carried out covering all components in accordance with objectives and research questions to observe the effect of TeleSchool program.

**Data Collection and Analysis.** Primary data was collected through a questionnaire “Role of TeleSchool program Scale” on TeleSchool Program in phase manner. In Phase-I, pre-test from participants was taken to seek level of existing knowledge (part first of “Role of TeleSchool program Sale”). In phase-II, treatment was given to the participants by teaching them through tele-school recorded videos for one month on the selected content which was aligned with the objectives of the study. In phase-III post-test (second part of “Role of TeleSchool program Sale”) was conducted from the participants. Thus, the role of TeleSchool program on adult learners was measured by holding pre and post-test of the participants to seek improvement in their knowledge areas delimited in this study. Data collected through primary source was tabulated and was analyzed by applying descriptive and inferential statistics i.e. mean, standard deviation etc. by using Microsoft Excel and alpha-coefficient reliability and t-test by Statistical Package for Social Science (SPSS) 22.0.

## **DATA ANALYSES AND RESULTS**

The results of quantitative data are computed in frequencies, percentages, t-test etc. as objective of study. Tabular description of the results is as under:

### **Analysis and Interpretation of Role of TeleSchool Program in Improvement of Literacy Skills of Adult Learners**

After teaching the participants by presenting recorded videos of TeleSchool program, views of adult learners were sought through a questionnaire to investigate the role of TeleSchool program for enhancement in their reading ability, improvement in Islamic knowledge, basic mathematic and enhancement in general knowledge. Following tables indicate the analysis and interpretation

of role of TeleSchool program in improvement of literacy skills of adult learners in the following areas:

1. Enhancement of reading ability
2. Improvement in Islamic knowledge
3. Improvement in basic mathematic skills
4. Enhancement in general knowledge

The data sought through questionnaire from the participants related to role of TeleSchool program for enhancement in their reading and understanding ability in Urdu and English language is demonstrated as under:

*Table 2 - Role of TeleSchool program in improvement of academic abilities of adult learners.*

	Improvement in academic ability	
	Agreed	Not Agreed
Urdu reading & understanding	93 %	7 %
English reading & understanding	40 %	60 %
Islamic knowledge	93 %	7 %
Basic mathematics	77 %	23 %
General knowledge	88 %	12 %

Table 2 indicates that majority of participants (93%) agreed that TeleSchool program played positive role for enhancement in reading ability of Urdu language however significant numbers of the participants (60 %) did not agree for their improvement in English reading and understanding. Study results showed that significant numbers of participants (93%) agreed that TeleSchool program is beneficial for the adult learners for enhancement in their Islamic knowledge. It reveals that TeleSchool program can play important role for improvement in the knowledge of mass related to Islamic values etc. regarding role for enhancement of basic arithmetic/numeracy skills, results reflected in the above table reveals that majority of the participants (77%) agreed that TeleSchool program has played positive role for enhancement in their basic mathematic. Further, as per requirement of objective No. 1, after teaching the participants by presenting recorded videos of TeleSchool program, views of adult learners were sought through a questionnaire to investigate the role of TeleSchool program for enhancement in their general knowledge and according to the results, significant number of participants (88%) agreed that TeleSchool program played very vital role for enhancement in their general knowledge which shows effectiveness of the program for adult learners.

*Table 3 - Academic achievements of adult learners of their knowledge in terms of improvement in their Islamic knowledge through TeleSchool program*

Islamic knowledge	<i>M</i>	<i>SD</i>	<i>t-value</i>	<i>p-value</i>
Pre-test	14.80	1.99		
Post-test	19.10	0.99	4.498	.001
Increase (%)	4.3 (29.05 %)			

95% Confidence Level



Table 3 illustrates academic achievement of participants in Islamic knowledge with 95 % confidence level. The mean difference between academic achievements of Islamic knowledge of post-test with respect to pre-test of adult learners is 4.3 (29.05 %) whereas calculated value of p (.001) is less than .05 which indicates that there is significant increase in academic achievements of both tests and thus TeleSchool program has played vital role in enhancement of their Islamic knowledge.

*Table 4 - Academic achievements of adult learners of their knowledge in terms of improvement in Urdu Reading through TeleSchool program*

Urdu Reading	<i>M</i>	<i>SD</i>	<i>t-value</i>	<i>p-value</i>
Pre-test	15.00	1.83		
Post-test	19.10	1.52	4.792	.001
Increase (%)	4.1 (27.33 %)			

*95% Confidence Level*

Table 4 demonstrates that academic achievement of participants in Urdu reading & understanding with 95 % confidence level. The mean difference between of said academic achievements obtained through post-test with respect to pre-test of adult learners was 4.1 (27.33 %) whereas calculated value of p (.001) is less than .05 which indicates that there is significant improvement in academic achievements of participants which reflects the role of TeleSchool program for enhancement in Urdu reading and understanding / learning of adult learners.

*Table 5 - Academic achievements of adult learners of their knowledge in terms of improvement in basic mathematics / numeracy skills through TeleSchool program*

Basic Mathematics	<i>M</i>	<i>SD</i>	<i>T-value</i>	<i>P-value</i>
Pre-test	12.70	2.32		
Post-test	17.20	2.15	14.39	.001
Increase (%)	4.50 (35.43 %)			

*95% Confidence Level*

Table 5 highlights academic achievement of participants in basic mathematics with 95 % confidence level. The mean difference between of said academic achievements gained through post-test with respect to pre-test of adult learners was 4.50 (35.43 %) whereas calculated value of p (.001) is less than .05 which indicates better role of TeleSchool program played for increase in academic performance of participants regarding basic mathematics / numeracy skills.

*Table 6 - Academic achievements of adult learners of their knowledge in terms of improvement in General Knowledge through TeleSchool program*

General knowledge	<i>M</i>	<i>SD</i>	<i>T-value</i>	<i>P-value</i>
Pre-test	12.60	2.32		
Post-test	17.10	2.13	2.400	.001
Increase (%)	4.50 (35.71 %)			

*95% Confidence Level*

Table 6 indicates academic achievement of participants in General knowledge with 95 % confidence level. The mean difference between of said academic achievements obtained through post-test with respect to pre-test of adult learners shows increase in 4.50 (35.43 %) that adult learners performed better, and learning has been increasing through TeleSchool program. Further, the value of p (.001) is less than .05 which also indicates that there is considerable increase in their academic achievements and thus it has played vital role in enhancement of their general knowledge.

*Table 7 - Academic achievements of adult learners of their knowledge in terms of improvement in English reading through TeleSchool program*

English	<i>M</i>	<i>SD</i>	<i>T-value</i>	<i>P-value</i>
Pre-test	3.90	3.41		
Post-test	9.20	3.33	2.68	.025
Increase (%)	5.30 (135.89) %			

*95% Confidence Level*

Table 7 illustrates academic achievement of participants in reading & understanding of English with 95 % confidence level. The mean difference between said academic achievements obtained through post-test with respect to pre-test of adult learners was 5.30 (135.89) %. Further, the value of p (.025) is less than .05. It indicates that there is significant difference between academic achievements of both test and reflects better role of TeleSchool program for enhancement in their English reading and understanding.

**DISCUSSION**

The current study was conducted to explore the role of TeleSchool Program on Adult Learners of slums communities enrolled in Adult Literacy Centre (ALC) located in slums communities, Islamabad. Role of TeleSchool program Scale was administered to explore the role of TeleSchool program in improvement of literacy, Islamic knowledge, basic mathematics/ numeracy, and general knowledge of adult learners. Findings of the study indicated that 93 % TeleSchool program played positive role for enhancement in reading ability of Urdu. Finding of this study is supported by the Nicolaou (2021) in his pilot case study with adult learners on Audiovisual Media Communications in Education wherein he found that television content can shape adult learner's

perception regarding understanding and learning. He further viewed that educational process through audiovisual media technologies and content support technology-enhanced learning. Another finding of this was that TeleSchool program is beneficial for the adult learners for enhancement in their Islamic knowledge. Findings of this study are supported by Galagedarage (2021) in his study, the role of Television as an educational medium in empowering rural students in Sri Lanka during COVID 19 Pandemic found that television is an effective educational medium during Covid-19 pandemic in enhancement of literacy skills. Another finding of this study was that Teleschool program improved basic mathematic / numeracy skills of the participants. In one such study, Watson, Hennessy and Vignoles (2020) investigated association of mathematics ability with visual relationship on television. Their study revealed a strong association between the amount children spend on television watching to solve mathematical problems. Thus, this research reflects that TeleSchool program played positive role for enhancement academic achievements and is beneficial for provision of educational facilities.

## **CONCLUSION**

Based on the study findings, it is concluded that TeleSchool program improves literacy skills of adult learners. Television being the mass medium has diverse effects on learning of huge clientele spread across the area where its transmission reaches. So, it is concluded that TeleSchool program played positive role for enhancement in reading skills of adult learners. This might be because learners are provided with images and visual assistance on television aligned with audio, animation, and video. So, while watching and listening simultaneously, students develop better reading skills. In this study, understanding ability of Urdu language for adult learners of slums communities as compared to understanding and reading of English is higher. Acquisition of improved Urdu reading skills is attributed due to Urdu being the National language. Overall, it is said that TeleSchool program is beneficial and played constructive role for the adult learners for enhancement in their Islamic knowledge, basic mathematics /numeracy skills and general knowledge.

## **RECOMMENDATIONS**

Based on the findings and conclusions of the present study researcher recommended that:

- Findings of the study revealed that TeleSchool program improved adult learners' reading skills. It is recommended that to improve literacy rate in Pakistan, TeleSchool program may be attached with non-formal educational organizations where proper mechanisms of certification may be granted to those who qualify in basic literacy achievement tests.
- Role of TeleSchool program indicated significant improvement in adult learners' literacy skills. Media campaigns may be initiated to give awareness to the public about the importance of TeleSchool program so that this initiative may benefit mass audience.
- Awareness campaigns may be launched intensively to the slums communities specifically to get benefit from TeleSchool program. In this regard, TV channels can play an important role. Brochures on the importance of TeleSchool may be distributed in formal schools, shops and public places by the stakeholders who are running this program.

- Stakeholders of non-formal education may play an important role in initiating literacy programs through TeleSchool. Their literacy programs may be linked with the Teleschool programs so that additional supplementary support may be provided to the students and the certification of those who attend TeleSchool programs at home may be certified.
- TeleSchool program played very vital role for enhancement in educational level of adult learners, therefore, it is recommended that online test may be recommend for specific grade for recognition of their efforts and for encouragement through some incentives.

## REFERENCES

- Agarwal, S., & Taneja, S. (2005). All Slums are not equal: Child health conditions among the urban poor. *Indian pediatrics* 42 (4).
- Ahlgren, E. (2022). *Education Consultant to World Bank, World Economic Forum*, <https://www.weforum.org/agenda/2022/01/global-education-crisis-children-students-covid19/>
- Capital Development Authority, Planning Wing. (2019). *Information of the general public for awareness*. Capital Development Authority: Islamabad.
- Gurr, D. (2020). Worldwide Educational Responses to the Pandemic; *International Studies in Educational Administration by the Commonwealth Council for Educational Administration and Management (CCEAM)*, (48)3.
- Hussain, T., Abbas, J., Wei Z., & Nurunnabi, M. (2019). The effect of sustainable urban planning and slum-disamenity on the value of neighboring residential property: Application of the hedonic pricing model in rent price appraisal. *Sustainability MDPI journal*, 1(4), 1144. doi:10.3390/su11041144
- Koen, G., & Amer H. (2020). *Learning Losses in Pakistan Due to COVID-19 School Closures: A Technical Note on Simulation Results*. <https://openknowledge.worldbank.org/>
- Malik, A.S., & Jabeen, G. (2020). *Education cannot wait, Learning continues for students in KP despite the pandemic*. Retrieved from <https://www.unicef.org/pakistan/stories/education-cannot-wait>
- Malik, F., Ajmal F., & Jumani, Z. (2020). The Effects of COVID-19 on Education in Pakistan: Students' Perspective, *International Journal of Distance Education and E-Learning (IJDEEL)*, (6 )1, doi: <https://doi.org/10.36261/ijdeel.v6i1.1431>
- Ministry of Federal Education & Professional Training. (2020). *Proposed stakeholder engagement plan COVID-19 Response, Recovery, and Resilience in Education Project*. Retrieved from <http://mofept.gov.pk/SiteImage/Misc/files/Draft%20SEP%20RRREP.pdf>
- Naeem M., Zafar N., Rehman A. & Akram W. (2021). *Understanding the Context of Education in an Urban Slum: A Case of Babu Sabu*. doi: <https://doi.org/10.32350/uer.41.02>
- Naviwala, N. (2020). *How 'Teleschool' can revolutionize Pakistan's education system*, <https://www.usip.org/blog/2020/04/how-teleschool-can-revolutionize-pakistans-education-system>

- Nicolaou, C. (2021). *Media Trends and Prospects in Educational Activities and Techniques for Online Learning and Teaching through Television Content: Technological and Digital Socio-Cultural Environment, Generations, and Audiovisual Media Communications in Education*. <https://doi.org/10.3390/educsci11110685>
- Nisar, S., & Hameed, M. (2021). *Impact of COVID-19 on the Learning Processes of Typically Developing and Special Needs Students in Pakistan*. <https://doi.org/10.24191/ajue.v17i3.14526>
- Nizami, R. (2012). *Literacy level of children in Capital slums alarming*. <https://nation.com.pk/12-Nov-2012/literacy-level-of-children-in-capital-slums-alarming-report>
- Noreen, N., Rehman, S.A., Naveed, I., & Furqan, I.B. (2021). *Pakistan's COVID-19 Outbreak Preparedness and Response: A Situational Analysis*. <https://doi.org/10.1089/hs.2021.0006>
- Osmani, M., & Ergen, M. (2019). Expected Versus Real Effects and Challenges of Urbanization in Albania During the Transition; A Focus Group-Based Assessment. *European Scientific Journal ESJ*, 15(25). Doi: <https://doi.org/10.19044/esj.2019.v15n25p79>
- Ostergren, O. (2018). Educational inequalities in mortality are larger at low levels of income; A register-based study on premature mortality. *Elsevier*, 5, 122–128.
- Pakistan Bureau of Statistics (2017). *Provisional summary results of 6th population and housing census-2017*. [www.pbs.gov.pk](http://www.pbs.gov.pk)
- Patrinos, A. H., Vegas, E., & Carter-Rau, R. (2022). Policy Research Working Paper on An Analysis of COVID-19 Student Learning Loss, *Education Global Practice, World Bank Group*, <http://www.worldbank.org/prwp>.
- Rehman, A. (2020). Challenges to Online Education in Pakistan During COVID-19 & the Way Forward. *AJIR Preprints*, (1). <https://preprints.ajir.org/index.php/ap/preprint/view/241>
- Samuel, P., & Nisar, S.M. (2021). Stuck in Slums: A Case Study of Slums in Islamabad, *Pakistan. European Scientific Journal, ESJ*. <https://doi.org/10.19044/esj.2021.v17n2p56>
- Sattar U., & Zhang, D. (2017). Inclusive Education: Determinants of Schooling in Urban Slums of Islamabad, Pakistan, *American Journal of Sociological Research*, (7)1, pp.39-40. doi: [10.5923/j/sociology.20170701.06](https://doi.org/10.5923/j/sociology.20170701.06).
- Shah, A. (2016). Determinants of Slums in Islamabad a Philosophical Approach. *Pakistan Journal of Urban Affairs*, 1(5).
- Sultana, I. (2019). Social Factors Causing Low Motivation for Primary Education among Girls in the Slums of Karachi. *Bulletin of Education and Research*, 41(3), 61–72.
- UNDP, (2020) COVID-19 – *Pakistan Socioeconomic Impact Assessment & Response Plan*. Retrieved from <https://www1.undp.org/content/dam/undp/library/covid19/Pakistan%20-%20COVID-19%20Socioeconomic%20Impact%20Assessment%20and%20Response%20Plan%201%20May%202020.pdf>
- UNICEF, (2020). Pakistan COVID-19 situation report No. 20. *UNICEF Pakistan-COVID-19-SitRep-November-2020.pdf*

- UNICEF, (2020). *Report of profile of slums/underserved areas of Islamabad city – The federal capital of Pakistan*. <https://www.unicef.org/pakistan/reports/profile-slumsunderserved-areas-islamabad-city-federal-capital-pakistan>
- Watson, J., & McIntyre, N. (2020). *Educational Television: Rapid Evidence Review*. EdTechHub.10.5281/zenodo.3956366,<https://edtechhub.org/wp-content/uploads/2020/07/RER-TV.pdf>
- Watson, J., Hennessy, S., Vignoles, S.A. (2020). *The relationship between educational television and mathematics capability in Tanzania*. Retrieved from <https://doi.org/10.1111/bjet.13047>
- World Bank's EdTech team report (2021). *Pakistan Turns to Education TV during COVID-19*. Retrieved from <https://www.worldbank.org/en/news/feature/2021/05/19/pakistan-turns-to-education-tv>
- Zacharia, S. (2020). *Pakistan: TeleSchool and Taleem-Ghar (Educational TV at Home)*, Education continuity stories series, OECD Publishing: Paris.