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# The Relationship Between Educational Television and Mathematics Capability in Tanzania

*Read the full study here*
**Reference Citation:** Joe Watson et al., 2020

## Objective

To explore the association between exposure to educational television and mathematics capability among Tanzanian children.

## Participants

**Number:** 38,682 children
**Location:** Tanzania

## Methodology

**Type:**
Cross-Sectional Study Design

**Procedure:**
The study included a large sample of 38,682 Tanzanian children.

Various factors such as age, sex, school enrolment, Kiswahili attainment, and household fixed effects, were controlled to isolate the impact of educational television.

## Assessment

**Measured Outcomes:**

**Mathematics capability in relation to educational television exposure**

**Data Collection Methods:**

- Analysis of mathematics performance using an item response theory model applied to test responses

## Results - Improvements in Measured Areas:

**Mathematics Capability:** Normal exposure to educational television was significantly associated with improved mathematics skills.

**Learning Environments:** Positive effects were observed even in usual viewing environments, such as at home.
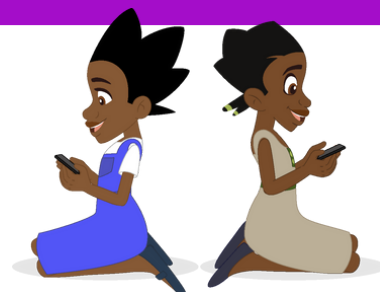
## Conclusion

1. **Educational Television as a Tool:** Educational television can be a cost-effective method for enhancing mathematics learning in low-income contexts.
2. **Significance:** The study supports the use of educational television as an effective intervention for improving mathematics proficiency in Tanzania, with evidence suggesting significant benefits even outside controlled environments.
3. Policymakers in low-income countries now have **stronger evidence supporting educational television as a viable option for improving learning outcomes, especially in mathematics.**
4. **Cost-Effectiveness:** Comparisons with other interventions suggest that educational television is a highly cost-effective strategy