

# Design and Utilization of Television and Radio Lessons Amid Covid-19: Opportunities, Challenges and Initiatives

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## Abstract

In light of the COVID-19 pandemic, the Division of Cagayan de Oro City encouraged stakeholders to use TV and radio as supplementary learning resources (SLR) to address literacy needs. The study examined the lesson design, opportunities, challenges, and school-based initiatives promoting supplementary learning resources. R&D and qualitative research methods were employed. Experts validated the created radio and video lessons by the division creative teams. The validation phases incorporated learning resource standards such as content, language and technical design. Document analysis and interviews yielded data. Findings revealed that partner stations could air the SLR. The content and technical design requirements were met satisfactorily. The lessons were widely accepted, applicable, and useful by stakeholders and learners. With the help of the SLR, learners could continue to improve their knowledge and skills even while learning remotely. The radio and television-based experiences of students, parents, and teachers are evident. Visual learners can watch television while auditory learners can listen to the radio. Communicating with stakeholders shows a commitment to the students' welfare, which is central to basic education.

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**Keywords:** Design, Opportunities, Challenges, Initiatives, Radio and TV lessons

## Introduction

Recently, the entire population was afflicted by the COVID 19 epidemic. Globally, people's daily lives have been interrupted. Before December 2019 outbreak in Wuhan, China, the latest virus and its state were unknown. The WHO's three levels of response to this COVID-19 outbreak have been collaborative: the Chinese Country Office, the Western Pacific Regional Office, and its headquarters. The WHO declared the outbreak an international public health emergency on January 30, 2020.

Amid the COVID-19 pandemic, the Department of Education Cagayan de Oro City communicates with its stakeholders to implement the Television and Radio-based instructions to supplement the multiple distance learning delivery modalities. Considering that Cagayan de Oro has 6 AM stations, 15 FM stations, and 2 TV stations, it would be possible to offer this learning modality for free for public and private school learners.

Cortez (2009) asserts that the audiovisual era reinforced a principle established during the preceding visual instruction movement: visual aids can teach more people more things in less time. Radio and television technologies allowed for new ways of thinking about their utility amid the pandemic. Students were no longer at the teacher's mercy to be the bearer of all educational information. They could self-educate via these new forms of mass media. Students needed to develop an understanding of and proficiency with the

mass media introduced in many classrooms and homes. Students needed to develop critical thinking skills as the media began to shape students' perceptions of their environment in previously unattainable ways.

The central office has produced audio and video lessons for key stage 1 (K-3), stage 2 (Grade 4-6), stage 3 (Grade 7-9), and key stage 4 (Grade 10-12), which was broadcasted on national and local television and radio stations at different timeslot. However, it was localized for key stage 1 (K-3) since the Philippines implemented the Mother Tongue-Based (MTB) education. As a result, the division began creating, developing, and assessing locally tailored radio and television lessons for key stage 1 and other key stages, which were subsequently broadcast on local television and radio stations on a variety of schedules.

Cagayan de Oro, El Salvador, and Misamis Oriental Divisions collaborated with local media, teacher-talents, experts, and stakeholders to create, develop, and evaluate radio and television lessons as supplementary learning resources (SLR) to address the literacy needs of students. Eight (8) teams were required for television and radio-based instructions in the first cycle of the DepEd Cagayan de Oro City. There were four (4) television teams and an additional four (4) radio teams. Each team member was assigned a certain function. The following are the compositions: Each team of Team TV consisted of eight teachers. Two teacher-presenters possessed unique abilities in broadcasting; four teachers were skilled in ICT, particularly in the photo and video editing; one teacher-script writer; and one production manager/creative artist who was ingenious, inventive, and creative. On the other hand, for radio, there were 2 teacher-presenters with a clear, audible voice; four teachers with interest in ICT, notably audio editing; one teacher-script writer with a talent for scriptwriting; and one production manager/creative artist who was resourceful and creative.

The division creative team produced a teaser to entice teacher-talents to join the team. A memorandum was prepared on the submission of an intent to join. All interested educators responded to a link containing essential information. The schedule of screenings was published on the division website and Facebook group and pages. The activity was anchored to The Basic Education Learning Continuity Plan of the Department of Education, which emphasized various approaches, strategic steps, interventions and Learning Delivery Modalities (DepEd Order 12, s.2020)

The training orientation was conducted after the search for teacher-talents. The creative teams were provided by learning competencies per grade level throughout the development phases. They are given time to create and refine their video and audio lessons. The television teams recorded at the division office, while the radio teams chose schools suitable for recording and editing. Their entire taped session was deemed official.

The supplementary learning resource review team assessed all previously recorded lessons. Lessons that failed the validation process were revised. The creative teams were instructed to edit the recorded video/audio content in light of the review team's remarks. The stations broadcasted the recorded audio/video on a timetable that varied from station to station.

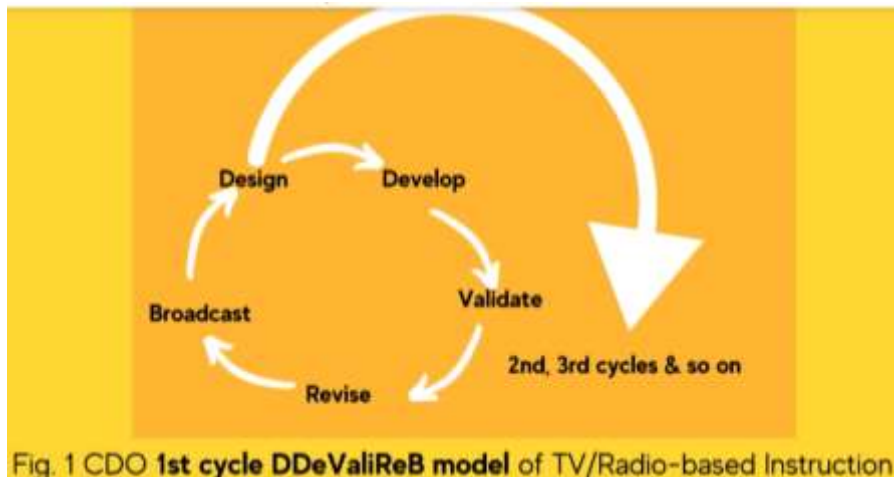
### **Objectives of the Study**

The study explored the implementation of radio and television-based instructions as supplementary learning resources to address the literacy needs amid the COVID-19 pandemic. Specifically, the study determined the following: (1) developed and validated radio and video lessons; (2) opportunities and challenges encountered; and (3) initiatives developed by the schools on the use of supplementary learning resources.

### **Methodology**

### *Design*

Research and Development (R & D) design was employed in the development of the radio and television lessons, which followed five distinct stages: (1) design; (2) development; (3) validation; (4) revision; and (5) broadcast. The Task Analysis Chart (TAC) served as a reference for planning and preparing content subjects associated with the Most Essential Learning Competencies (MELC). The creative teams developed the radio and video lessons and then validated by specialists in collaboration with the media learning partners. The validation phases examined the content, format/technical design, and currency of the information contained in learning resource standards. This study incorporated quantitative as well as qualitative data.



Note: DDeValiReB means D (Design), De (Development), Vali (Validation), Re (Revision), B (Broadcast)

Additionally, the qualitative descriptive (QD) design was employed to ascertain the opportunities, challenges, and school-based initiatives associated with radio and television-based instructions during the COVID-19 pandemic. According to Kumar (2010), a descriptive study is one in which the primary focus is on description rather than relationships or associations. A descriptive study makes a systematic attempt to describe a situation, problem, phenomenon, service, or program, or it provides information about, for example, a community's living conditions or describes attitudes toward a particular issue. The study's context involved processing and analyzing stakeholders' responses to the learning communities to generate themes. This would provide information for decision-makers regarding what to improve further in radio and television instructions. The researcher adapted Clarke and Braun's thematic analysis as cited by Yoko and Potane (2020), which involved familiarizing the data, generating initial codes, searching and reviewing themes, describing and identifying themes, and generating the report.

### *Sampling and Participants of the Study*

The study involved 64 teacher-talents who passed the division's screening process and were assigned to the division's creative teams. Thirteen experts/validators were purposefully chosen from academe and industry to validate the radio and video lessons created. 76 individuals were surveyed and interviewed to ascertain the opportunities, challenges, and initiatives associated with the use of radio and television lessons. They were specifically chosen on the basis of the following criteria: (1) focal person in school-based radio and video lessons; (2) public school personnel; and (3) employment at a school for the 2020-2021 school year.

### *Data Collection and Analysis*

The learning resource management section collected data and a survey and interviews of chosen school personnel. In this study, classes from kindergarten to senior high school were broadcast on three television

stations and seven radio stations. Monday to Friday, the television-free timeslots are as follows: 30 minutes for TV station A; 8 hours for TV station B; and 1 hour for TV station C. Radio stations have the following free time slots: radio station A-1 hour, radio station B-30 minutes; radio station C-1 hour; radio station D-1 hour; radio station E-2 hours; radio station F-30 minutes; and radio station G-unique portable app (asynchronous). Additionally, lessons depend on the available timeslots provided by each station.

Qualitative data were thematically analyzed using Braun and Clarke's (2006) six-stage process, which includes the following steps: (1) familiarization with the data; (2) generation of initial codes; (3) looking for themes; (4) reviewing themes; (5) defining and labeling themes; and (6) preparing the report. This technique would capture all critical elements and the participants' experiences. The open-ended survey findings were also cross-checked against the outcomes of the interviews. Finally, this research made use of permission and issuances. All online and offline talks are private between participants.

### ***The Scale***

The study used the division standardized learning resource standard instruments to validate the radio and television-based instructions upon approval from the school superintendent. It consists of 4-point likert scale to rate the content, format, technical design, and currency of information. The following range of means with its descriptions was used: 4 (3.26-4.0) being Very Satisfactory (VS); 3 (2.51-3.25) - Satisfactory (S); 2 (1.76-2.50) - Fair; and 1 (1.0-1.75) - Poor. For a rating below 4, the validators write their comments/justifications on each evaluation criterion. For the qualitative data to determine the opportunities, challenges and initiatives of the personnel in schools, the responses were gathered through surveys and interviews. The surveys were evaluated by the division and district supervisors as to degree of relevance, usefulness and comprehensibility.

### **Results and Discussion**

*This section summarizes the study's primary findings, focusing on the produced and validated radio and video lessons; the opportunities and challenges faced; and the schools' efforts to use supplementary learning resources.*

### ***Counts and Percentages of the Developed and Validated Radio and Video Lessons of the Division of Cagayan de Oro City for SY 2020-2021***

The SDO Cagayan de Oro City and partner divisions of DepEd Region 10 prepared the radio and video lessons. The regional office established a unified resource portal in the form of a Google site to serve as a repository for all types of learning resources.

Each radio and video lecture lasted 10-30 minutes. The data presented in Table 1 were the validated and broadcasted lessons prepared by the Cagayan de Oro Division for October 2020, January 2021, April 2021, and July 2021. The two other partner divisions prepared lessons for other month

**Table 1.** Counts and Percentage Distribution of Validated Radio Lessons Aired in the Local Radio and TV stations in Cagayan de Oro City, Philippines

Grade Level /Free	Counts of Radio Lessons	Percentage of Radio Lessons	Local Radio Stations	Counts of Video Lessons	Percentage of Video Lessons	Local TV Stations that Broadcasted the Lessons

Airtime			that Broadcasted the Lessons			
Kinder	69	8.19	Radio Station A	75	8.46	K-12 Lessons were aired by <b>Station A</b> from 8:00 AM-5:00 PM from Monday to Friday, while <b>Station B</b> aired the lessons every M-F 10AM-10:30AM; and <b>Station C</b> from M-F 6:00PM-6:30PM
Grade 1	70	8.30	Radio Station A	80	9.02	
Grade 2	75	8.90	Radio station B	75	8.46	
Grade 3	71	8.42	Radio station C	75	8.46	
Grade 4	70	8.30	Radio station C	80	9.02	
Grade 5	60	7.12	Radio station C	78	8.79	
Grade 6	79	9.37	Radio station D	69	7.78	
Grade 7	65	7.71	Radio station D	75	8.46	
Grade 8	70	8.30	Radio Station E	75	8.46	
Grade 9	70	8.30	Radio Station E	60	6.76	
Grade 10	69	8.19	Radio station F	75	8.46	
Senior High School	75	8.90	Radio station E	70	7.89	
K-3 lessons	Same lessons As stated above		Radio station G (Unique App)	Same lessons As stated above		
Total	843	100		887	100	

Despite the demands of providing quality education at the primary level and how young children gain independence in learning, schools have worked closely with parents and guardians by providing technical assistance and materials. During self-learning modules delivery, contextualized radio and video lessons were shown to parents to familiarize them with challenging competencies. Parents have been able to connect with teachers through texts and phone calls. Parents with internet access can stay updated on the lesson through a Facebook community and Messenger. Module answered by learners were enriched via radio/TV-based lessons. They have become viable for households in remote areas where radio is the primary source of entertainment.

Based on the results of the division characterization via interviews and focus groups conducted by the Curriculum and Implementation Division (2020) on the learners' performance, the number of children who earned average grades is a result of the contributions of all significant individuals who paved the way for learners and teachers to address distance learning's challenges. The following were some strategies being implemented: (1) there was consistent contact between learners, parents, and teachers; (2) supplementary learning resources via radio and television-based lessons aired in the various local stations, as well as virtual/voice tutorials, were offered to learners and parents; (3) the teacher urged parents to assist their child in learning in their native language by using the most straightforward methods possible to teach the lessons/concepts; (4) parents were provided with alternatives for various home conditions; and (5) teachers

trained, instructed, and mentored parents about how to turn everyday behaviors into educational opportunities.

### Validated Radio and Video Lessons of the Division of Cagayan de Oro City Divisions for SY 2020-2021

The results of the validated radio and television-based instructions from experts and validators are summarized in Table 2. The data indicates that most raters rated the radio and television lessons developed by the division creative teams very satisfactorily across all criteria. In terms of content, it is appropriate for learners at their current stage of development. The material contributes to the achievement of the learning area's and grade level's specific objectives, promotes the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, and 21st Century Skills is free of ideological, cultural, religious, or racial bias, and fosters the development of desirable values and traits.

**Table 2.** Summary of Ratings of the Expert-validators of K-12 Radio and Television-Based Lessons

Criteria	Radio-based lessons			Television-based lessons		
	$\bar{X}$	SD	Desc	$\bar{X}$	SD	Desc
Content	3.86	0.35	VS	3.86	0.21	VS
Format and Technical Design	3.62	0.03	VS	3.60	0.10	VS
Presentation and Organization	3.84	0.34	VS	3.84	0.04	VS
To-Datedness of information	3.95	0.21	VS	3.78	0.19	VS

The format and technical design of the radio and video lessons were also deemed very satisfactory by the raters. The volume and sound are of high quality and appropriate for instructional purposes, the pacing is adequate and appropriate for instructional purposes, and the audio-visual effects (music, sounds, and graphics) are adequate and appropriate for instructional purposes. The radio and video lessons are presented and organized in an engaging, interesting, and understandable manner. There is a logical and orderly progression of ideas. The vocabulary level was matched to the reader's experience and comprehension. The video/audio recording duration is appropriate for the target learner's attention span. There were very few conceptual errors, factual errors, grammatical errors, computational errors, out-of-date information, and typographical errors in the information. The minor feedback of the experts were taken into consideration in the revision stages. The training and orientation of the division's creative teams and regular monitoring of their performance had a positive effect, as the majority of their outputs were rated as satisfactory by experts from the academe and industry partners.

Learners across all grade levels (1-10) improved significantly in their academic performance during the second quarter (Curriculum Management Support System, 2020) of SY 2020-2021. It has only 19.68 percent of students with grades 60-79. Additionally, the number of learners at risk of failure has decreased from the first quarter. This is due to the intensive supervision of the learners and the active participation of the various learning partners, including radio and TV stations learning partners (Planning and Research Division, 2021).

Another area in which they struggle is Mathematics; this corroborates the observation made during the monitoring that arithmetic issues are difficult and require extensive explanation. Not only do students need to be able to compute, but they also need to comprehend and analyze the problem. Math audio and television-based lessons are critical to supplement the lack of explanation in the self-learning modules.

Generally, the second quarter academic performance of learners in Grades 11 and 12 in all learning areas is substantially higher than the first quarter (Curriculum Management Support System, 2020). This indicates that learners performing at the lowest level decreased by 2.78 percent. The remaining percentage is distributed among those who achieved the highest level; 34.11 percent are learners who scored 90-100, 50.44 percent for learners belong to the average level of performance (Planning and Research Division, 2021).

Teachers influence students' success through their encouragement, monitoring of their development, their needs related to learning, and the tactfulness with which they present each stakeholder's desire to learn attributes to the learners' performance. As to learning resources, for the convenience of the students, links to the radio lessons were sent to the class Group Chats. Students enrolled in TVL Track courses such as Automotive, SMAW, and EIM were also given television-based videos related to the subject matter. It has been revealed also in the division assessment (Curriculum Implementation Division, 2020) that high-achieving students typically have access to learning opportunities at home (computer/android phone/etc., an internet connection, or the ability to use radio and video lessons, and their parents or guardians often support and track their children's activities.

***The Opportunities of Radio and Television-based instructions***

Radio-based instruction was convenient, portable, and affordable. Lessons can be accessed without the use of internet data by learners. It was inexpensive. It functioned as a convenient reference to supplement the learning modules. Radio is a considerably more portable media than television.

It provides a more comprehensive explanation of a topic unfamiliar to the adult facilitator. It is advantageous for those who do not have a device or an internet connection. Residents of rural areas may still engage in this program. Both students and parents could listen to the audio lessons. It aids in learning and enables them to comprehend topics that are difficult for them to grasp.

The audio and sound effects are clear and engaging, the subject is conveyed thoroughly, and the presentations are provided well. It can help learners comprehend the lesson better if they have the opportunity to hear it over the radio, as some of our students do not have access to television. It is an excellent substitute for online education in situations when it is not possible. Parents and kids without access to the internet, cellphones, or computers would be able to effortlessly study and answer the module questions through audio lectures. Nwaerendu and Thompson (1987) established that there is substantial evidence that radio is an effective medium of instruction, and its widespread availability in developing countries demonstrates its educational potential and value.

When students listen to radio lessons, they can also develop their listening abilities. It assisted students in acquiring new knowledge. Radio lessons provide several possibilities for learners to listen and study in the comfort of their own homes, directed by parents and elders. Learning is similar to face-to-face instruction, in which the teacher can explain the lesson. Daily interaction with learners and parents helps learners increase their knowledge.

**Table 3.** Opportunities of Radio and Television-Based Lessons

Radio Based-Instruction	Television-Based Instruction
<ul style="list-style-type: none"> <li>• Accessible, Portable, and Affordable</li> </ul>	<ul style="list-style-type: none"> <li>• Visually appealing and entertaining</li> </ul>
<ul style="list-style-type: none"> <li>• Provision of explanation on a</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons became interactive and fun</li> </ul>

specific topic which adult facilitator is not familiar	
<ul style="list-style-type: none"> <li>Learners in remote areas can avail</li> </ul>	<ul style="list-style-type: none"> <li>Learning is clear and more assured for students and adult facilitators</li> </ul>
<ul style="list-style-type: none"> <li>Development of listening, critical and creative thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>Established connections between the show and the concept being studied in the module</li> </ul>
<ul style="list-style-type: none"> <li>Content is well-delivered and explained</li> </ul>	<ul style="list-style-type: none"> <li>Lesson presentations are interesting, catchy, and age-appropriate</li> </ul>
<ul style="list-style-type: none"> <li>Increased motivation among learners</li> </ul>	<ul style="list-style-type: none"> <li>opportunity to see and hear a teacher discussing the lesson</li> </ul>
<ul style="list-style-type: none"> <li>Boosted the learners' interest in the lessons and leveled up their understanding towards mastery.</li> </ul>	

On the other hand, learning is more clear and assured with television-based instruction since lessons are more participatory and enjoyable. Learners have the opportunity to observe and hear their teacher explain the subject. They would interact with the broadcast at some point, as it is supposed to be interactive. They can devote their attention to whatever lesson is provided on television by the teachers.

Its greatest strength is contextualized and amplified in terms of accessibility. Everyone can complete the module with the assistance of the television instructions, particularly those students and parents who have difficulty comprehending previous lessons. It facilitates learning and comprehension for both learners and adult facilitators. Instructions delivered via television are aesthetically engaging to learners, which increases their motivation to study.

It enables students enrolled in distance education to continue learning and studying throughout this pandemic period. The onset of a health emergency COVID 19 has taught our students to be adaptable and view things differently. That learning must occur uniquely to the scenario at hand. They could learn even though they could not see their teacher physically.

It has facilitated learners' inventiveness as well. It brings pupils closer to technical work by honing their skills. Television-based instruction allows learners to augment their knowledge and completely understand the lessons. It is novel and energizing, engaging and instructive, maintains pupils' attention for a more extended period, and serves as an ideal supplement to the learning modules.

Due to the audio-visual effects, it increases the learners' motivation to study. Learners would not be easily bored. The lessons are presented in an engaging, snappy, and age-appropriate manner. Learners would be directed via the self-learning modules' tasks. Their parents and guardians can assist them in following the television instructions. Simple to grasp, and the pace can be set concurrently with the module responses. Pupils would better understand the subject even when they are not under the teacher's supervision. For visual learners, television classes would aid comprehension. It ensures that education continues in the event of a pandemic. This provides our learners with a combined learning opportunity during this pandemic, rather than depending solely on the modules. However, households that lack the necessary technologies for the techniques are at a disadvantage.

***The Challenges of Radio and Television-based instructions***



The radio frequency is not available in the area, or if available, the signal is not as clear as it should be due to signal interference. Additionally, not all students possess radios or have access to radio channels. It also requires parental involvement and support. Certain parents lack the time necessary to encourage their children to listen to Radio-Based Instruction.

Another significant obstacle is the short time allotted on radio. Due to the fact that it must include all subjects at each grade level to be discussed and presented. On the other hand, if learners do not have guardian or parents, they may struggle to maintain their interests. There are circumstances where congruence between the radio topic and the modules is critical. The lessons broadcasted on the station do not match to the modules distributed by the learners at home. Module distribution would also be determined by the type of lessons that would be presented on the radio channels.

**Table 4.** Challenges of Radio and Television-Based Lessons

Radio Based-Instruction	Television-Based Instruction
<ul style="list-style-type: none"> <li>• Unavailability of radio frequency in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Weak Internet connectivity</li> </ul>
<ul style="list-style-type: none"> <li>• Unclear broadcast of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Unavailability of cable connection</li> </ul>
<ul style="list-style-type: none"> <li>• Missed the broadcast information</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance of parents and adult learning facilitators</li> </ul>
<ul style="list-style-type: none"> <li>• Parental support and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Power Interruptions</li> </ul>
<ul style="list-style-type: none"> <li>• Needs clear instruction from the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Distractions from noise and household chores</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of Concentration due to other tasks</li> </ul>	

Moreover, television-based instruction difficulties included a weak connection or a limited number of stations covered or subscribed to. Some students rely on YouTube and Facebook, which demand a consistent internet connection. Not all students have access to television, and not all channels are included in their cable subscription. Teachers shared the link and the schedule of airing times to give directions and encourage students to watch and learn. However, some parents disregarded the post.

Other issues were the technical facilities, the equipment's quality, and power outages. Because some learners from disadvantaged communities lack the resources necessary to use the TV platform, they frequently visit their neighbors. The difficulties are determined mainly by the socioeconomic situation of individual families, as many students, particularly in remote locations and the hinterlands, do not have access to television. Additionally, parents were too busy working on their farms.

Learners avoided television teaching due to distractions such as noise, domestic work, even babysitting their siblings, and a lack of available television channels or radio signals. Parental guidance and availability to allow their child to concentrate on the designated time for airing and viewing are critical, yet some ignore scheduled airings.

***The School-based initiatives relative to Radio and Television-based instructions***

By posting and uploading video lessons to group pages, students and adult learning facilitators who were previously unable to listen or view can now access the lessons at their convenience. By sharing schedules on

social media and communicating with parents about schedule changes, teachers can seek support and explanation.

The school heads instructed teachers to encourage parents and students to access lessons via radio and television. Additionally, some schools informed parents by emailing them the radio and television broadcasts schedule. They provided learners with recorded videos in case their signals were weak. Constant communication with parents via text message and messenger to remind them to watch and listen to the videos. Additionally, updating the school's official Facebook page with information about television and radio-based instruction schedules. Alternatives for those without access include recording it and repeating it the next day.

**Table 5.** Initiatives of schools in the Radio and Television-Based Lessons

• Posting radio and TV schedules to the created group chat and group page
• Uploading the lessons to group pages for asynchronous learning
• Information drive about the broadcast with the help of the barangay officials
• Widescreen airing in open areas like covered court
• Collaboration with Parents and Adult learning facilitators via calls and texts
• Designating teachers for the Posting of schedules
• Save, plug and play it practices
• Offline watching of lesson via DepEd CDO Youtube Channel
• Post reminders in the conspicuous places
• Information Dissemination during the distribution of modules

Teachers and parents have a chat room where they may discuss and clarify some lessons. The school head asked all teachers to submit a report on their use of the radio and TV platforms to ensure that teachers effectively use the platforms. Encourage learners to listen to and watch television by rewarding them with bonus points. Additionally, the "Pa-sine" or TV program projection in the barangay's covered court was launched.

The radio and TV broadcast schedules are prominently displayed to keep the community informed, particularly those with radio and television access. With the assistance of local officials and the barangay council, the school organized an information drive regarding the broadcast. Additionally, the school has begun scheduling a widescreen broadcast in open areas and on the covered court for people who lack access at home.

Some schools prepared flyers for parents to see the airing schedule of radio and TV lessons and they have also posted it to each classroom for everyone to see it. Also, they shared it to social media and grade levels group chat in messenger. The teachers informed the parents of the broadcast schedules through messenger, text messages, phone calls, and during the modules' distribution.

Teachers closely monitor students' engagement in radio and television-based lessons by text, phone call, and direct message via Facebook messenger. Some teachers requested that parents provide photographs of their children viewing and listening to supplemental learning tools. Others were able to administer via surveys and online communication. Additionally, interviews with parents were conducted and ongoing monitoring by teachers.

**Table 6.** The tracking of learners' engagement in radio and television-based instructions

• Texts, phone calls and Facebook messenger direct communications
• Photo documentations of Parents
• Quick online surveys via messenger
• Interviews of Parents
• Home visits in low-risk locations
• Provides a checklist of aired lessons with the learners' reflection

They randomly called children during the teachers' group conversation with the learners to assess their understanding of the teachings provided on the radio and in the video lessons. It's a little tricky to keep track of radio and television instructions. However, with the usage of the internet, this is made practical and straightforward. They are making it a component of the portfolio's reflection process.

Students who have access to radio or television are encouraged to listen to and watch the lessons. Teachers then keep track of this by periodically inquiring of parents for updates. They were given a checklist of lessons that had been broadcasted and were asked to comment on what transpired during the broadcast.

Teachers phoned parents to inquire whether they had listened to or watched scheduled radio and television lessons in some other instances. After the modules were distributed, parents were asked about their children's participation with radio and television-based lessons. Constant communication with parents and their children's daily activities contributed significantly to the success of the many learning modalities.

Open communication between teachers and students and parents is one of the finest techniques for tracking students' engagement in this endeavor. This is confirmed by the study of Cañete and Potane (2022), which established that teachers, parents, and administrators all contribute considerably to the learning process of pupils. Academic support is only feasible with the collaboration of teachers, parents, learners and members of the community.

Moreover, the Facebook page is one of the platforms that has aided in making each session accessible to all learners. Finally, parents are constantly reminded of schedules to keep track of viewing and airing hours as well.

Class advisers are also monitoring the implementation of the remote learning program via radio and television via the parental advisory. Additionally, home visits were made, focusing on locations with a low probability of COVID cases. Throughout the visit, questions about radio and video lessons were raised, emphasizing student learning.

## Conclusion

The primary challenge to basic education in this pandemic era is the lack of in-person teaching and learning. Thus, teachers face a dilemma regarding teaching and delivering lessons to learners while ensuring that learning continues. Radio and television-based instructions alleviated some of the strain, but not entirely, as many of our learners still lack access to radio and television in their homes. We may appreciate the journey toward the new normal of learning if we are proactive, innovative, and resilient. The supplementary learning resources can provide learners with a unique package that can continually improve their knowledge, skills, attitudes, values, and ethics despite the remote learning process. The experiences of learners, parents and teachers with radio and televisions are fulfilling. Visual learners can tune into television, while auditory learners can use the radio as a medium of instruction. Constant communication and collaboration with stakeholders demonstrate a commitment to the advantages and welfare of learners, which is at the heart of basic education.

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