Teacher-Broadcasters: A Challenge of Teaching in the New Normal

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Abstract - This study explored the experiences of Teacher-Broadcasters, learners, and parents with the use of Radio-Based Instruction (RBI) during the pandemic. A qualitative transcendental phenomenology design was employed to examine the stories of these groups in the delivery of learning through radio in the new normal. The study aimed at knowing the challenges of the Teacher-Broadcasters, learners, and parents, determining the learning mechanisms employed in the modality, proposing suggestions to improve the learning delivery through radio, and recommending programs and designs for the continued utilization of RBI post-pandemic. The research navigated within the scope of ten secondary schools from ten municipalities in the Province of Palawan where study participants were purposefully chosen. This study captured extensive limitations that encompass frequent power outages, limited access to communication signal and internet connectivity, unavailability of listening devices, and low reception of radio frequencies as common challenges for the participants. The RBI transmitted learning to its listeners and aided the learners in acquiring knowledge during the pandemic through the scaffold learning mechanisms of effective teaching practices of Teacher-Broadcasters; adequate parental support and guidance; and learners' consistent engagement and high participation in RBI. The widely desired excellent, effective, and successful utilization of RBI can be achieved when the existing barriers from school human resources, students' and parents' concerns, and operational needs are given full attention and consideration. This study's policy brief recommends beneficial program designs to sustain school radio stations for post-pandemic learning, ensuring the efficient utilization of valuable radio equipment

Keywords - Radio-Based Instruction, Challenges, Learning Mechanism, Policy Brief

Introduction

Radio is a communication device with wide-ranging coverage that can bring its contents to far-flung areas. Even though radio is inexpensive and only battery-driven, it can cater to an immense number of listeners. Radio is considered the most accessible technological instrument for disseminating information. Studies have proven that radio is the most famous broadcast tool used for teaching worldwide. Unfortunately, radio has been less appreciated as a medium to bring the continuity of education, especially during the COVID-19 Pandemic that has interrupted the smooth flow of education elsewhere worldwide (Okeke et al., 2020).

COVID-19 has made the entire world ill and disturbed its society and economy. The highly communicable respiratory infection that started in China caused a massive scare across hundreds of countries around the globe. The disease infected innumerable persons, and the deaths of the malady seemed countless. It is reported that a billion students globally have been affected by the COVID-19 crisis. They have been deprived of education advantage at school due to widespread closures of educational institutions. The worldwide school closures have made distance education a trend.

Education systems in many countries impose new learning modalities to continually provide education to learners while ensuring that their health is the topmost priority. These new learning delivery modes are best designed to make learners access education from whatever limitations they are confined to (Yayen et al., 2021).
These Alternative Delivery Modes encompass virtual or online learning, modular distance learning, Radio-Based Instruction (RBI), and mixed or blended. Distance education as an alternative learning modality was demanded to be operated in the teaching and learning process.

The Department of Education (DepEd) utilized RBI as one of the main substitutes for reaching learners. RBI was used to teach out-of-school youths (OSYs), persons deprived of liberty (PDL), persons with disabilities (PWDs), working students, indigenous peoples (IPs), farmers, and others who were unable to attend face-to-face lessons or who were in

remote areas. This endeavor of the Department was in response to the call for learning and teaching by all means (DepEd, 2021, Aide Memoire).

As one of the types of distance education, RBI or RBI blended with other modalities was chosen by some schools to be implemented after careful consideration of the school community situation and capacity. They considered RBI as the most feasible way of providing education after looking closer at their position. Though radio is somewhat old-fashioned, it is low-cost and can give information to all audiences and reach far listeners (Servaes, 2008).

As the schools closed their gates to conventional traditional face-to-face learning, the teachers were obliged to adapt to the teaching demands of alternative delivery modes, including RBI. They were challenged with coping skills concerning implementing the new teaching norm (Agaton et al., 2021). While the children were directed to learn, parents had to assume crucial roles in their children's learning (Cahapay, 2021).

In the Province of Palawan, the Schools Division Office (SDO) started a "Teachers on Air" initiative in May 2020. Presently, 196 mini radio stations for selected elementary and secondary schools have been installed in the province as part of the Teachers on Air initiative (Manila Bulletin, 06 June 2021).

The implementation of RBI was based on the decision of the schools themselves after careful analysis of the school and learner needs. The procurement of RBI implements underwent a bidding process and was charged to school MOOE funding. The monitoring of the implementation of RBI was a concern of the school district heads or school division personnel in charge of the task.

In the province, this learning modality was relatively new to most teachers. In Federico G. Del Rosario National High School at Quezon, Palawan, where a mini-radio station that costs 52,841.00 was also installed and utilized shortly, Teacher-Broadcasters were caught grappling with this modality. Teachers had to deal with the impediments of learning through radio and the challenges of being Teacher-Broadcasters.

This research, "Teacher-Broadcasters: A Challenge of Teaching in the New Normal", investigated the challenges encountered by the Teacher-Broadcasters in Palawan, which were not fully taken into account by the literature. This study worked on teachers, learners, and parents who encountered challenges in implementing RBI.

This study documented helpful information on teachers' current practices in coping with the challenges of RBI and suggested proper adjustments to improve its performance as an alternative delivery mode of learning during the Pandemic. Users of radio as a teaching facility would also find the outcome of this study vital to making the necessary mechanisms to enhance the medium's effectiveness.

Theoretical Framework

Simonson's developing theory of distance education and equivalence of learning experiences reveals fascinating approaches to distance education. This equivalency theory of Simonson provides a framework for achieving results in distance education. Notably, this theory is significant because it straightforwardly influences the practice of distance education.

The equivalency theory proposes that traditional and distance education are different but equivalent. The foundation belief of the idea of equivalency is that learners' learning experiences in conventional and distant settings are not similar but have comparable effects. Distance education should utilize varied equivalent teaching and learning pedagogies for students from traditional and remote setups (Simonson et al., 2011).

RBI is a kind of distance education that uses radio to teach students. This learning modality should provide learning experiences different from traditional schooling but with similar learning outcomes. RBI should adhere to the notion that teaching procedures should try to expect and give a varied background that is flexibly adjusted to the circumstance of the learner or group of learners (Schlosser et al., 2008).

Equivalency Theory

Telecommunications technologies have a far-reaching effect on education. Teachers and learners have the avenue to see and hear each other. Learners are provided equal opportunities the same way the local learners are. This has urged that distance education should be made in the idea of making the experiences of distance learners to the local learners equal to achieve access to equivalent learning outcomes. This concept relies on the Equivalency theory that understands distance education as a formal way of teaching where teachers and learners are parted using two-way telecommunications connecting them synchronously and asynchronously for sharing of learning instructions and outputs (Simonson, 1995).

According to Simonson et al. (1999), Equivalency Theory targets vital elements such as concepts of equivalency, learning experiences, appropriate application, students, and outcomes.

In the Concept of equivalency, learners, whether distant or local, who have different environments must be provided experiences designed by a distant educator with equal value for learners. A square and a triangle may have similar areas even though they have different geometrical shapes. The gained learning experience of the local learner and the distant learner should have equivalent value even though their experiences might be dissimilar.

The theory of equivalency focuses on the concept of a learning experience, understood as anything perceived, sensed, or done that promotes learning. Students from different learning times may need a different student situated in different places. Learning at different times may require a diverse blend of learning experiences. Some learners may only need observing while others may need doing. This means that educational planning in distance learning should provide an equivalent learning experience and be suited for each student or group of students.

Equivalency theory also conceives the concept of appropriate action. This concept signifies that learning experiences should be suitable to the needs of the learners, and learning should be available, proper, and timely. This means that the learning experiences of local and distant learners should allow the delivery of instructional materials that fit their expectations and the facilities at hand.

Equivalency Theory magnifies students like those taking up formal and institutionally based learning activities in the course or unit of instruction. This theory defines their enrolment in a course, not their location. Students necessarily seek institutionally-based education provided by a recognized and accredited organization.

This theory defines outcomes of a learning experience as the apparent, measurable, and significant changes that occur to learners because they participate in the course or unit. For this theory, outcomes entail instructor-determined objectives and tasks, and learner-determined products, which are those accomplishments resulting from participating in a learning experience.

The complete acceptance of distance education is the core of the Equivalency Theory. Suppose the public recognizes distance education as a provider of learning equivalent to conventional learning. In that case, distance education will become successful and peripheral to mainstream education (Simonson et al., 1999)
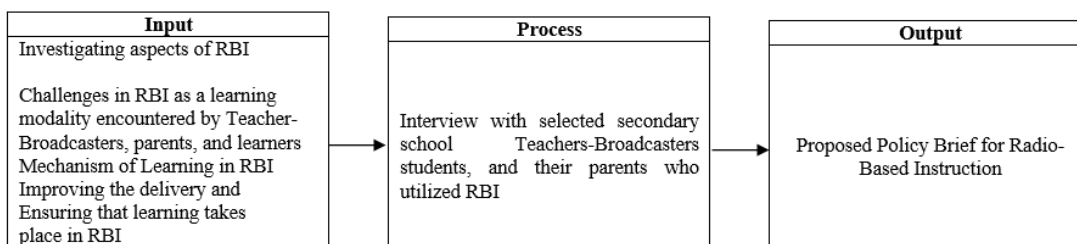
Input	Process	Output
Investigating aspects of RBI Challenges in RBI as a learning modality encountered by Teacher-Broadcasters, parents, and learners Mechanism of Learning in RBI Improving the delivery and Ensuring that learning takes place in RBI	Interview with selected secondary school Teachers-Broadcasters students, and their parents who utilized RBI	Proposed Policy Brief for Radio-Based Instruction

Figure 1: Research Paradigm

Figure 1 reveals the Research Paradigm of the study "Teacher-Broadcasters: A Challenge of Teaching in the New Normal" using the Input-Process-Output Model.

The first frame displays the input of the study, which encompasses the aspects of RBI concerning the challenges of learning modality encountered by Teacher-Broadcasters, parents, and learners, and improving the delivery and ensuring that learning takes place in RBI and the mechanism of Learning in RBI.

The second frame outlines the process to be done in gathering and analyzing qualitative data such as interviews and analyzing and creating themes and meaning from the participant's transcript. The third frame depicts the output, including the Proposed Policy Brief for the implementation of RBI.

Statement of the Problem

This study looks at the challenges imposed by RBI as a learning modality in the new normal for Teacher-Broadcasters, parents, and learners in selected schools in the province of Palawan.

More specifically, this study aims to find answers to the following questions:

What are the challenges encountered by the teachers, learners, and parents in the delivery of learning through RBI?

What mechanisms of learning are employed through the RBI?

How can learning delivery be improved to ensure learning takes place in the RBI?

Based on the findings, what policy brief can be formulated for the improvement of RBI in the province of Palawan?

Assumptions

Given that the participants of this study have encountered the challenges of RBI with which the study is all concerned, this study assumed that they shared their experiences truthfully and honestly through oral interviews done physically. This study believed the respondents revealed all the needed qualitative data for the analysis.

Scope and Limitations

This study entitled "Teacher-Broadcasters: A Challenge of Teaching in the New Normal" focused on the challenges encountered by Teacher Broadcasters of RBI from different schools who piloted the modality of teaching-learning in the year 2020 in the Schools Division of Palawan. These teachers' challenges are exclusively related to the implementation of the RBI

Teachers who only became broadcasters under RBI were purposively selected. These Teacher-Broadcasters came from selected schools in the Division of Palawan, where RBI was used as one of the learning modalities. Randomly selected parents and learners were asked about their views on the RBI using semi-structured interviews. Ten Teacher-Broadcasters, ten parents, and ten learners were interviewed as study participants.

This study was conducted in the first quarter of the year 2023.

Significance of the Study

This study plays a significant role in the following:

The students would immediately profit from any findings that this study might produce. They benefit the most from the study, especially the modality participants. The students gain extensive learning in RBI utilizing the recommendations of this study.

The teachers who facilitate learning on any platform or in any format are provided insights by this study. Teachers, particularly those who use radio as a teaching tool, learn more practical information that will help them implement radio-based learning. The findings of this study provide useful support for enhancing their routine practices. This study acts as an avenue for honing teaching skills using the radio. They learn how to handle any challenges they may run into because this research provides solutions to problems in RBI.

The school leaders have an advantage from this study. The leaders of the schools know how and what is the best way of implementing RBI using the result of the study as a basis. The school can take advantage of this study on radio's

potential for increased utility, particularly in the new normal era and the period in which the old traditional method of instruction is gradually making a comeback.

The parents would value and understand more radio in students' learning. As a result of the study, parents are better informed about how they may help their children learn in a variety of ways, not just through listening to the radio. This study can assist parents in guaranteeing that their children are learning through radio. The study assists parents in realizing the importance of their role in their children's education.

The study can help local governments make programs and policies about the use of RBI. Additionally, local governments using the study to conduct educational initiatives receive guidance, particularly about the usage of the RBI modality.

This study can also be used by the Department of Education (DepEd) especially the Curriculum Implementation Division (CID) as an eye to see the strengths and weaknesses of the RBI implementation program. This study acts as the department's lens to assess whether the RBI has performed well during the pandemic. Therefore, this study is of great benefit to the department in planning educational programs using radio;

The researcher would benefit from the results of the study to further improve his teaching pedagogies using radio or any method to deliver to his students the quality of education and learning that they deserve, and

Future research can take advantage of this study. Future research can use it as a foundation, theory or concept, guidance, and support for the study of the same topic as RBI.

Definition of Terms

 The following are operational definitions of the key terms in this study.

Distance Education is a form of teaching and learning where the teacher and learner are separated due to circumstances like the COVID-19 Pandemic.

Remote learning is learning where learners do not attend classes in a traditional classroom but use other forms of modality like modular, online, TV, or radio.

Blended learning refers to a kind of learning practice where modalities of learning delivery are blended and mixed. Blended learning is the mixed use of learning modules, online learning, radio and or television-based learning, and in-person learning in the delivery of education.

Radio-Based Instruction (RBI) is a type of teaching where radio is used as a medium of instruction.

Teacher-Broadcasters are trained teachers who act as broadcasters, teach by the radio, and encounter challenges in RBI
.
New Normal is an unfamiliar state or atypical condition where new practices are implemented as a standard, usual, or expected in a time of crisis and/or disruptive conditions like the COVID-19 Pandemic and natural disasters or calamities.

Challenges refer to difficult conditions and problems encountered by Teacher-Broadcasters, learners, and parents during the implementation of RBI.

Mitigation means coping solutions applied by the Teacher-Broadcasters, learners, and parents to solve the problems brought about by implementing RBI.

Mechanisms of learning cover the applied strategies of Teacher-Broadcasters, parental support, and learners' efforts to learn in RBI. These also include learning materials, environment, and operational needs in the implementation of RBI.

Delivery of Learning refers to how Teacher-Broadcasters transmit learning to students through radio.

Review of Related Literature

The Radio as a Teaching Tool

Radio has played far-reaching significance not only in giving information, entertainment, and instruction to the public (Hugellus et al., 2019) but has also been effectively used globally as a medium of formal education (Das, 2003). Before the internet's advent, radio became a prevalent tool for education in the early twentieth century (Sarmah & Lama, 2017). Radio has achieved advancement in technology which rapidly rises in scope and precision of airing programs over and beyond distant places bringing information to listeners from different countries and continents (Fleming, 2020).

Radio is a tool that holds boundless power in making students learn at a distance and others who want to grow their knowledge (Chandar & Sharma, 2003). Thomas (2001) emphasized radio's power in providing natural and created sounds and the sound of human voices. Radio is designed to give the learner the sounds of people and places, the sounds of reality and imagination, and the sounds created to motivate, help, demonstrate, and enhance learning.

Teaching by the Radio during Remote Learning amidst the Pandemic

The Pandemic has profoundly affected the world and impacted individuals' physical and emotional well-being (Miller, 2020). It has brought a tremendous challenge for adaptation and information, one for which information to appropriately respond to these challenges is out of grasp. Education leaders are demanded to promptly craft carefully planned and precisely framed responses - as the Pandemic continues (Reimers et al., 2020).

Transitioning from the traditional classroom to using different learning modalities is a great deal, even under the best possible conditions. Educators and learners will adapt to this new normal in a possible time (Maloloy-on et al., 2021). However, the transition will require some repairing and fixing since this is our new normal (Mayzenberg, 2020).

According to Karalis (2020), what needs to be responded to are the consequences that have been brought in the day after, the ideas that call for adjustments, the gravity of the situation, to discern the essential elements of educational learning in a formal and organized educational system amidst the disruptions of schooling.

Distance Education which includes teaching by the radio, has been highlighted as the response to the disruption of classes. It is a modality that learners can freely choose. This modality has also given birth to remote emergency education enforced on students due to the COVID-19 Pandemic (Bozkurt & Sharma, 2020). It created a shifting of traditional classrooms into homeschooling.

Considering school teachers' and school leaders' viewpoints on distance education, policymakers should create remarkable programs and innovations that have a long-term effect on education and would develop the skills of the teachers (Polydoros et al., 2021).

While the Pandemic continues its course, they still have faith that the experience amidst the crisis may bring encouraging improvement and beliefs useful for after-pandemic education. Institutions should recognize temporary and permanent adjustments to assist teachers and learners (Jelińska et al., 2021). To be most engaged and cope best, teachers need to have earlier adequate practice and sufficient knowledge of remote learning modalities, including teaching by the radio to reach learners in far-flung communities.
Using radio as a teaching device allows learners to eavesdrop and comprehend what their teachers are explaining. Radio is more entertaining than
reading material that has a short-lived effect on learners (Onyejemezi, 2006). Crisell et al., (1994) opined that radio brings learners together and builds connections in times of crisis. Teaching by the radio helps students to access learning continuously, particularly during the time of the COVID-19 crisis.

Duby (2006) stressed that the radio is one of the cheapest and simplest broadcast media inventions that can be utilized for teaching and learning during challenging times like the COVID-19 crisis. Onyejemezi (2006) added that using the radio is a panacea for education crises, especially during the Pandemic. Obiakor et al. (2020) stressed that the

beginning of the coronavirus triggered the sudden awakening to the compulsion of radio employment for formal education in difficult times when children cannot go to school due to lockdowns.

Teaching by the radio is a powerful platform that will not only offer to teach innovations but also create an effective instrument to amplify teaching pedagogies pre- and post- devastating Coronavirus pandemic. Radio plays a vital role as a device for teaching and learning during the COVID-19 Pandemic and in bringing lasting impacts in the course of learning, considering the urgency in times of crisis (Okeke et al., 2020).

The Radio and Its Potential for Education

Radio is a communication apparatus that air radio programs send through electromagnetic waves from different locations to a transistor (Dictionary & Encyclopedia, 2004). There are two major broadcasting types (Yuzer et al., 2004) live and taped broadcasting on educational radio.

Radio makes the listener hear information, situations, desires, and agony (Gray-Felder, in Dagron, 2001). Dagron further argues that radio is the most popular and influential media influencing social change. Radio is a well-known medium for bringing about such change by disseminating ideas and opinions that have been carefully considered (Berman, 2008).

Since radio can allow interactively (Berman, 2008) and dynamic communication in distance education, radio-based distance learning must be based on context, open, flexible, and varied learning situations. Yuzer et al. (2004) added that radio programs must provide learner-centered education.

Muchlas (2021) agreed that community radio could be tapped for social and educational benefits. The radio programs can be tailored into educational content to deliver materials and guidance to students in accomplishing learning activities. Community radio can provide educational content in local languages. It can be used as access for education, teachers, and quality instruction (Burns, 2006) in places where internet connection is poor, especially during this time of the Pandemic.

Teaching by radio should seek to improve the quality of basic education through the involvement of learners and parents in radio programs (Acido et al., 2013). This was presented in their experimental study RadyoEdukado where the sustainability, practicability, challenges, and opportunities of implementing radio education were disclosed.

The Radio as a Medium of Instruction around the World

Berman (2008) has enumerated countries around the globe where the use of radio flourished and failed in providing education.
In Asia, the exemplary example is the education radio established in rural Kothmale, Sri Lanka, which was able to gather support from sponsors and serve displaced families (Dagron, 2001). It has expanded to use internet programs and became the passage of rural Kothmale to the worldwide web.

According to Jumani (2009), who studied the effectiveness of the strategies of educational radio in Pakistan, the use of rural radio for education is appreciable because it permits movement, expands visions, and gives attention to the alleviating problems of rural people as it is utilized to boost literacy.

In a similar situation, India could use radio extensively at all levels of education (Agrawal, 2005; Chandar & Sharma, 2003) in the country, which could place the radio on its educational map (Mishra, 2005). Agriculture, health, and literacy were taught. It was able to use story and drama formats in teaching kids. India used the hybrid 'radio-vision' technologies school, consisting of radio and text support, effectively teaching geography.

In China, educational radio has failed to strengthen the rural educational system due to the absence of quality teaching and the unavailability of funds. Educational radio was not patronized and disappeared due to the massive use of the Internet and TV. The failure of radio to support rural education in China proves the divide between urban and the city, men and women, and the rich and the poor (Gulati, 2008).

Many African countries have liberalized radio waves except Namibia, Uganda, and Zambia, which have state-controlled radio networks. Interactive Radio Instruction (IRI), driven by social awareness and change (Ilbouldo et al., 2003), was initiated in many African countries. Through IRI, the richness of African traditions has been revealed.

In the context of Guinea, IRI became an avenue for teacher development. The radio made teacher development achievable (Burns, 2006). Burns further stated that teachers are given necessary assistance for teaching curriculum-based lessons that are learner-centered approaches and pedagogy based on ongoing instruction. Radio as a means of teaching helps achieve the EFA Goals: access, quality, and instruction.

Community radio remarkably expanded in Ethiopia despite the impediments and threats to the broadcast system. Radio has a vital role in most Ethiopian farmers prefer to use radio to reduce illiteracy levels (Mohhamed, 2011).

Odera (2011) noted that Kenyan teachers appreciate radio technology as an advantageous instrument for teaching and learning languages like English, French, German, and Kiswahili at all levels of education. Radio was used in Kenya to help teachers and students in learning and developing their oral and written skills in English.

The use of educational and community radio in Western nations is not obsolete. In Wahsa, Northern Canada, radio is innovatively used to distance education and informal learning programs to serve citizens who lack a high school diploma (Bird & Mckinnon, 2004) and secondary school students in isolated Canadian communities (Fiddler, 1992). The success of the Wahsa radio initiative can be credited to the collaboration of their tribal councils, which are familiar with local issues.

RBI in the Philippines

In response to the COVID-19 Pandemic's effect on the interruption of classes, DepEd Order No. 12, s. 2020 a policy document titled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 in the Light of the COVID-19 Public Health Emergency" required the adoption of blended learning delivery modalities. This order allows radio as a learning modality in its blended learning framework to be implemented primarily in off-grid areas of the country.
DepEd radio currently taps AM/FM radio stations in the Philippines through its collaboration with regional and division offices and schools. Lessons are aired through these radio stations to reach learners without access to other learning modalities (DepEd, 2021, Aide Memoire).

Department of Education (2021) preferred to utilize the frequency modulation band (FM) over the amplitude modulation band (AM) in consideration of its strengths (power and bandwidth efficiency, high noise immunity, less susceptibility to interference, excellent stereo audio quality, more straightforward setup of the antenna system and cost-efficient in implementing antenna power). Schools are clustered with one strong FM station to air lessons within a 25-50 km radius.

Since many schools cannot establish radio stations, teachers are clustered to mobilize to broadcast lessons at a host school for the agreed schedule. The provisions of plug-and-play radios with USB ports and the provision of sets of walkie-talkies for the Last Mile Schools are also included. DepEd radios can also cater to contextualized lessons for Mother Tongue Based-Multilingual Education learners (DepEd, 2021, Aide Memoire).

The production of scripts to guide all schools doing RBI, the creation of radio materials to standardize good feeds and effects, and the making of station IDs and others shall be attributed to the DepEd Central Office and DepEd Radio Team. This also includes the provision of the necessary training to Teacher-Broadcasters like the principle of radio broadcasting for education, the language used in radio broadcasting, basic radio programming formats, radio production elements; proper use of voice, effective interviewing skills, writing for radio, and ethics in a radio broadcast (DepEd, 2021, Aide Memoire).

Along with DepEd TV, DepEd radio is eyed by the Department to be part of the long-term strategy for education in response to strengthening the resiliency of the education system beyond the COVID-19 Pandemic. According to DepEd Undersecretary for Administration Alain Del Pascua, these modalities will continue to be used in addressing recurring problems caused by disasters and classroom congestion. DepEd needs to invest in creating a pool of teacher broadcasters and production personnel to ensure the sustainability of the initiative (Manila Bulletin, 23 Sept 2020).

In September 2008, DepEd Malaybalay City Division started its RBI as one of the modalities of the ALS program. The RBI in Malaybalay has undergone several stages of improvement to ensure the quality and availability of instruction at par with global standards to serve learners with increasingly diverse needs better. Powered by its mantra "Kab-ot Kahibalo, Libre alang Kanimo" DepEd Malaybalay expanded its RBI to offer formal education on air known as "Eskwelahan sa Radio" which was done through a partnership with the local university (Arbutante, 2020).

Northern Samar, specifically at Capacujan National High School, received broadcast equipment from its benefactors and catered to 800 learners from its remote community who benefited from the RBI. In Central Navas, a remote town in Northern Samar, "Piso Ko, Transistor Mo Project" is implemented (Amazona, 2021).

In Iligan, RBI has played an essential function in the improvement of distance learning of pupils. According to Rustico Jerusalem, information officer of the Division of Iligan, broadcast lessons are pre-recorded to be given to some schools through portable radios and USB (flash drives) so learners can replay the lessons. He added that the RBI is fully implemented for Grade 9 learners to help students, especially those in the hinterlands.

In the province of Palawan, schools have replicated the RBI, which initially involved eight teacher-broadcasters trained by Herrera. RBI is opted in Palawan due to being dependent on elementary pupils and the inability of parents to guide the learning of their children. "Boses Mo, Iparinig Mo," a phone patch system, is one of the RBI programs at MES that allows learners to interact with classes by the radio. In addition, 'BidaBest' (Bida na, da Best pa) quizzes the learners on how well they understood the lecture (Manila Bulletin, 06 June 2021).

The Power and Limitations of the Radio

Like anything else, radio has its strengths and weaknesses. Radio broadcasting has a significant role in eradicating poverty and its related problems, especially in developing countries. It has the potential to be used for development purposes. It can speak to millions of people and has the power to talk to an individual (Mohhamed, 2011).

McLeish (1999) added that radio transmits information about an event rapidly. He further explained that radio is a powerful tool in hastening the exchange of ideas and making decisions. It can be an agent of transformation. Radio gives new knowledge to people that change their beliefs.

Mohhamed (2011) stated that radio does not acknowledge territorial limitations. Radio signals reached mountains and oceans and rural mass effortlessly. McLeish (1999) added that radio moves the imagination of the listeners, creating precision. It projects emotions from the human voice and supports listening to it, which the prints cannot do.

The radio offers programs inexpensive to produce and use (Madamombe, 2005). Its operation and running expenses are low (McLeish, 1999). It does not need video editing like television and lay-outing like print media (Mohhamed, 2011). It is portable, affordable, connects people, and helps eradicate illiteracy.

Radio has its downsides, of course. Initially, radio was a one-way communication tool that limited interaction with listeners. Broadcasters have minimal information about listeners' experiences and behaviors for learning. To fill this setback, radio must be blended with printed and visual materials for more interaction (Berman, 2008). Dagron (2001) suggested that radio broadcasts be coupled with internet techniques.

Though radio can awaken the listener's imagination, radio is still a blind instrument of communication and tends to interfere (McLeish, 1999). It just uses sounds to dramatize and make the whole scenario imaginable, reducing its appeal to other listeners (Mohhamed, 2011).

It is a short-lived medium. Chances of missing the information on the radio are greater, unlike printed medium that offers sufficient time for the person to read and reread the content.

The Role of Teacher in Teaching by the Radio

The present situation of COVID-19 barred the traditional role of the teacher. Teachers are commonly facilitators of learning in the IRI. Since teachers will not be able to visit learners' homes, there are considerations to be taken into

account in engaging the teachers in distance education. The teacher should be trained and alerted about child protection in such engagement. They should be aware of the self-emotional learning of students during the crisis, receive support for their health and well-being, and be given permission by parents for direct communication with their children (UNICEF, 2020).

Traditionally, teachers are masters of content, pedagogy, and communication. Still, in the time of emergency shifting to remote learning, these teachers needed assistance, clarification, and a deep understanding of the delivery of the concepts (Hawkins, 2020).

In effect of the abrupt shift to remote learning, many teachers devote their time to creating content, giving feedback on the handed-in learning tasks, and initiating the completion of the learning tasks. Providing support in an online mode or assisting learners in understanding concepts virtually was relatively new to teachers and appeared as a struggle for them. As a result, parents or guardians near the learners provide learning support (Ogurlu et al., 2020).

Lapada et al. (2020) reported that the ability of the teachers to handle the situation depends on their characteristics. In the Philippine context, teachers' length of service, geographical location, school readiness, and teacher reaction to distance education challenges are correlated. It is revealed that the school readiness and response to distance education challenges in the Philippines are connected to teachers' length of service and geographical location.

The sudden transition to remote teaching expressively affected the teacher's coping and functions with their work. Since distance learning has become a part of conventional education (Bozkurt & Sharma, 2020), it is good to know the factors that affect how teachers engage and manage situations to offer practical policy, administration, and training solutions.

Teachers' views and stances regarding distance teaching affected the teacher's actual performance. This reflects the impact of the delivery of suitable (re-)training before the learning and of institutional support for the teachers — teachers who believed to be supported by their school performed better. The absence of training and school tech support causes higher technostress among teachers (Joo et al., 2016; Li & Wang, 2020).

The conduct of proper teacher training is one of the five main factions in the Chinese education policy of class suspension without disrupting learning (Zhang et al., 2020; Huang et al., 2020).

According to Zhu (2020), preparation ahead of time should be highlighted significantly. Thus, specialized training must be a constant experience for teachers' pre-service, experienced, and neophyte (Reimers et al., 2020) professional development to help them become updated about the changes. Jaggars & Xu (2016) said that the coping and engagement of teachers with developments are unchanging.

Asynchronous communication in distance learning obstructs teacher-student collaboration due to the difficulty of seeing students' reactions, leading to concerns about assessing the learner's completed task. Other studies show issues in communicating with learners, checking responses, and giving feedback. These are significant problems distinguished by the teachers (Iwai, 2020; Lapada et al., 2020; Reimers et al., 2020).

Teachers face complications in the present new normal. They cannot teach the way they used to be. They have a problem reaching out to learners at home. Some parents don't have the desire and capacity to teach their children, while others answer the learning tasks of their children on their own (Canonizado, 2021).

Teachers should have a high level of dexterity in applying technologies to strategies and the practice of teaching (König 2020 et al.). Teachers must create a collection of professional knowledge and form it into a clear understanding and ability to master and weave it into coherent experiences and skills to be skillful in addressing the fundamental challenges of teaching. Due to this situational lag, teachers are encouraged to equip themselves with the needed competencies, which are understood as specific and usefully responsive to the circumstances and necessities of teaching (Kaiser et al., 2019).

The Parent's Crucial Role in the RBI

Secretary Leonor Magtolis Briones of the Philippines' Department of Education (DepEd) cites the parents' important role in delivering education during the time of the COVID-19 Pandemic. According to her, parents play a vital role in the learners' success in the lessons they learn from teachers and in the guidance to nurture holistically developed individuals. Most parents might be overwhelmed by this role. For this reason, through a webinar entitled " Parents Role for Better Learning at Home, " the Department provided through the External Partnership Services (EPS) best practices and strategies to parents to improve the learning experience at home" (Manila Bulletin; 19 November 2021).

In a Manila Bulletin (2021) report, Dr. Aser B. Javier, an International Governance Consultant and DepEd EPS Consultant, introduced the FACE, which stands for Facilitator of Learning, Assessor of Child-Self-Directed Learning, Community Mobilizer of Learning, and Enabler of Learning as the role of parents.
In the same report, National Capital Region (NCR) Assistant Regional Director Arnulfo Balane expounded these parents are collaborators of distance learning and possess responsibilities in inspiring and motivating children to love learning.

Parents served as their children's first teachers and guided them in adjusting to school life in the new normal. During the time of the Pandemic, parents have become the frontlines of education once more. Parents have a crucial role in children's emotional and intellectual development (The Manila Times, 30 July 2020).

As the parents play this crucial role, they encounter challenges in the delivery of instruction, the quality of learning results, insufficient financial income due to lockdowns, access to technology, and other problems related to health, stress, and learning styles (Agaton et al., 2021). Despite these challenges, parents can still give the most valuable things: a conducive learning environment to increase motivation (Daugherty, 2020) and time for study with breaks for play (Bates, 2021).

According to Bates (2021), parents should provide supervision, encouragement, and support and model responsibility to their children. He further argues that schools should give guidelines to spell out the function of the parents in distance education. DepEd directly reminded parents and guardians not to take the role of teachers (Manila Bulletin, 17 September 2020).

Parental psychological disorders also increase due to inadequate ability to manage the implemented quarantine restrictions (Spinelli et al., 2020), balance working time and mentoring time (Lase et al., 2020), and ready themselves to become teachers at home (Wardhani et al., 2020; Yoenanto, 2020).

Greenlee and Reid (2020) agreed that parents and families should have adequate involvement in supporting children's activities in distance learning. With the acknowledgment of the vital role of parents in the delivery of education in the time of the Pandemic, the current challenge is how to achieve distance education even better (Febriante, 2020).

In the meta-synthesis of Wilder (2014), parental involvement revolves around parenting style and support for children's learning. Dettemers et al. (2020) viewed parental involvement as quantitative and qualitative help of parents to their children. Lu (2020) stated that the COVID-19 Pandemic might promote parental involvement and support for learners' education. Understanding the parents' perspectives during these trying times is the best to gather parental involvement.

The COVID-19 crisis has changed the parental provision in the broader scope of support (Jaiswal, 2017) to children. They encountered varied challenges (Bhamani et al., 2020) as they got more involved in their children's remote learning (Alevizou & Giota, 2020) which demands changes in routines, schedules, and work balance (Lee et al., 2020; Markowska et al.; 2020).

Their involvement in remote learning of their children also raises concerns about economic resources (Hohfeld et al., 2010; deficiency of internet access (Hollingworth et al., 2011), indifference to using technology (Beckman et al.,2019), and having low digital knowledge and expertise (Povey et al.,2016).

In remote learning, parents without proper training act as teachers to their children. Parental involvement became necessary yet insufficient (Henderson et al., 2020; LaRocque et al., 2011). Parents played a role in helping students develop digital skills and helping them process learning while balancing other daily routines.

Parents' voices on the pandemic's effect should be heard and considered by educators and policymakers for future academic planning (Ogurlu et al., 2020). On the other hand, parents express appreciation for teachers' duties, which they had not cherished before (Ewing & Vu, 2021).

The Role of Community Radio in Teaching-Learning

Berman (2008) proposed that communities may plan, own, and operate their radio stations like community radio. Community radio may utilize, operate, and run the community radio networks by involving volunteers who will directly benefit from the initiative (Mtimde, 2000). During the Pandemic, community radio updates the teacher with the necessary information and makes students continuously involved in learning activities (Muchlas, 2021).

Community radio is a tool for social and cultural development that promotes non-profit radio station that provides free services to the community (Diasio, 2009). It has three distinguishing features such as non-profit, run by the community, and characterized by community participation (AMARC, 2007; Akhter, 2010). Birowo et al. (2010) stressed that community radio is of, by, for, and about the community. Darmanto et al. (2015) argued that the requirements for carrying out radio broadcasting should be given attention.

Community radio's philosophy is to empower voiceless victims of abuse who cannot speak for themselves. Fleming (2009) said that community radio is a tool for advancement.

Distance teaching through radio broadcasts can reach dropped-out learners in war-torn places. Young adults, girls and women, and others who listen to programs can benefit from radio literacy broadcasts that focus on improving health, nutrition, and the environment (Brophy & Page, 2007).

The radio as a medium in blended learning can offer a solution to the absence of interaction in distance education. The teacher as a facilitator will guide students during learning activities, and parents are the study buddy at home as motivators. Teachers and parents can have an open conversation in a community radio-based blended learning model (Muchlas, 2021).

Learner's Perspective on Remote Learning

It is essential to know the reasons for learners enrolling in distance learning. These reasons cover time management issues, self-regulation, and higher retention rates (Bradley et al., 2017). Students like distance learning to control their study time (Alshmari, 2016).

Learners tend to favor remote learning because it offers self-paced study, flexible time and space saves time, and costs less. While other learners tend to dislike this modality for it includes isolation, demotivation on the part of students, lack of face-to-face interaction, absence of getting immediate feedback, inconsistent access to technology, and accreditation issues (De Paepe et al., 2018; Lei et al., 2010; Venter, 2003; Zuhairi et al., 2006).

Blackburn (2020) enumerated the struggles faced by students in remote learning. Students brawl with keeping motivated. They feel bored and separated from their peers. They have had a poor relationship with the teacher and needed much reinforcement. Learners feel unsuccessful and have challenging experiences with reading, especially online text.

Still, some students prefer face-to-face learning because they are used to it. They don't want to lose a typical experience of classroom interaction and participation in new and different classroom engagement (Carver & Koloski, 2015; Morris et al., 2018; Robinson et al., 2008; Summer et al., 2005).

According to Pietro (2020), students lose more learning with less learning time. Through interaction with peers in a traditional classroom, more improved learning outcome is achieved with the influence of the school environment. Students could be driven by competition to work harder and become better learners. They could also acquire social skills through inspiring classroom tasks, resulting in a brighter future for learners.

Challenges of Teaching by the Radio

The very low ownership of radio and scarcity of radio receivers is a problem in using radio as a tool for teaching. It is likewise challenging to use radio to serve most people with a bit of average reception coverage. Poor practical knowledge in radio journalism is also a challenge to using radio effectively (Mohhamed, 2011).

UNESCO (2020) cited challenges in setting up the radio as a medium to provide distance education. Inadequacy of educational content in the needed format, insufficiency and poor quality of production in some countries, absence of stakeholders' linkages and professionals and specialists for design and educational content, and the lack of knowledge and expertise for monitoring and evaluation of learning are the mentioned challenges.

Teaching by the radio poses the upkeep of social contact with students and parents (Eickelmann et al., 2020). Konig et al. (2020) enumerated the challenges of teaching by the radio, which involves capacitating students to access and understand the content of the lessons. Reaching all students and giving them differentiated tasks for adaptive teaching at homeschooling during distance learning are also challenges that teachers need to deal with.

Assessing learning progress is another challenge. Measuring the gap between the expected and the actual performance of learners and providing feedback on student's performance and progress is vital (Boud, 2015). The teachers are concerned about how assessment could be conducted when there is no or minimal interaction between student and teacher (Konig et al., 2020).

McAnany as cited in (Moemeka, 1994) required a more significant consultation and involvement of the experts, stakeholders, and audience.

Radio managers exclusively fashioned the radio programs without doing the prior requirements. Only the educated elites who perform as broadcasters will be the source of information, while the audiences are the receivers (Mohhamed, 2011). The provision of guidance on the receiving end is also unavailable. This is like a "hit and miss" approach to radio programming.

The Triumphs of Interactive Radio Instruction (IRI) in Teaching and Learning

IRI has been primarily advocated for the student's advancement, which also appears to give teachers professional development. If the radio programs were improved, more topics could be discussed in developing content knowledge, improving teachers' quality, and changing teachers' attitudes and roles (Burns, 2006).

IRI delivers vibrant learning by radio. It provides a mix of good teaching and learning practice by enriching the learning environment by engaging available resources (Thukral, 2009).

Most of the IRI implement the dual-audience approach that gives direct instruction to students and teaching strategies and classroom management for teachers, which becomes the avenue for teacher professional development. The dual approach of IRI inspires teachers to use varied forms of pedagogy (Ho et al., 2009). To make IRI programs successful, parents should also be actively engaged, for they have a critical role in their children's well-being and learning.

They encouraged interactive radio instructions to use cost-free unique telephone numbers to avoid traffic halts (McLeish, 1999) to persuade learners to participate in the learning activity on the radio (Yuzer et al., 2004). They added that to encourage entire interaction between teachers and students. The taped broadcast should be sparingly employed. Instead, live educational radio that limits obstacles and delivers learning fast is enabled (Casey, 2008).

The World Bank (2005) believed that IRI has evolved as a significant choice for developing educational quality in primary school classrooms worldwide by filling equity gaps between urban and rural children and between boys and girls. IRI has been a proven effective strategy for providing access to traditional schools for children from deprived communities, and secondary listeners also benefit from radio lessons.

IRI only depends on national infrastructure. It would not be possible for IRI to be broadcast several times a day. Therefore, creating a more dedicated educational radio could be an alternative to this circumstance. IRI can be meddled by politics and could no longer give access, and actual listenership in school and its learner-centered theme could no longer be established. It is only effective for the learning course it offers (Burns, 2006).

Despite the endeavor of the IRI projects to address crucial issues of Education for All (EFA) goals, the response to collect information about learning results is still lesser. Underqualified teachers demanded higher salary rates which affected undesirably the rural learners. These circumstances necessitate an evaluation of program effectiveness and regular monitoring of students and teachers (Ho and Thukral, 2009)

In conclusion, radio has played a significant part in education. It has proven its development for hundreds of years. But it has remained in its principle, bridging connection to the masses at minimal expense. Its immediate, accessible, and simple attributes can maintain its significance in education in times of adversity. Radio can be utilized as an instrument for the continuity of educational learning in trying times, especially during the COVID-19 Pandemic, which caused to closure of schools. The responsibility is on everyone not to allow the Pandemic to exaggerate the education crisis and capture the opportunity to make changes to address the pre-pandemic and Pandemic difficulties through radio-based teaching and learning (Okeke et al., 2020)

Materials and Methods

Research Design

This study used a descriptive design to look closer at qualitative data. Descriptive research defines and presents the scenario of how things occur the way they are. Thus, descriptive research talks about the present situation and behaviors through observation and interpretation (Mugenda et al., 2003).

This research dwelt on a phenomenological study. Phenomenology is a kind of qualitative research that explores the lived experiences of people (Neubauer et al., 2019). It presents an ontology of things that individuals can know (Trace, 2017). In addition, Tassone (2017) described transcendental phenomenology as driven to elaborate on how to gain knowledge about things and show how attitude is significant in how knowledge about the world is constructed.

In connection with this point of transcendental phenomenology, this study projected to provide meaning as to how Teacher-Broadcasters, parents, and learners faced the challenges of RBI as a learning modality during the COVID-19 Pandemic. The attitude of the participants toward these challenges was analyzed to arrive at meanings necessary to understanding their experiences to form conclusions.

Population and Sampling

In choosing the participants in a phenomenological study, Moser and Korstjens (2018) presented a guideline suggesting that researchers focus on fewer than ten circumstances. Moreover, the participants in the phenomenological research are chosen purposively and by varied methods considering that every participant has relevant information related to the study (Vitcu et al., 2007; Suen et al., 2014). Palinkas et al. (2016) stated that participants should be identified and selected based on the richness of their possessed information and interest in the phenomenon.

In particular, this study sampled ten Teacher-Broadcasters, ten parents, and ten learners from the identified schools. Ten Teacher-Broadcasters were chosen regardless of age, gender, length of service, and training. Ten learners to participate in the study must be enrolled in RBI and be chosen regardless of gender, age, and grade level. Ten parents were selected without considering age, gender, occupation, or educational attainment and have child/children enrolled in RBI.

Table 1 below shows the number and the list of schools where the participants come from.

Table 1. The Number of Participants and the Name of the Schools

Schools	No. of Teacher-Broadcasters	No. of Learners	No. of Parents
Calategas National High School, Narra, Palawan	1	1	1
Rio Tuba National High School, Bataraza, Palawan	1	1	1
Apurawan National High School, Aborlan, Palawan	1	1	1
Bunog National High School, Rizal, Palawan	1	1	1
Tagusao National High School, Quezon, Palawan	1	1	1
Danawan National High School Magsaysay, Palawan	1	1	1
Nicanor Zabala National High School, Roxas, Palawan	1	1	1
Suba National High School, Cuyo Palawan	1	1	1
Tagumpay High High School National High School – Coron School of Fisheries Annex, Coron, Palawan	1	1	1
Concepcion National High School, Busuanga, Palawan (10)	1	1	1
Total	10	10	10

The Teacher-Broadcasters, learners, and parents were represented as T, L, and P in the tables of themes respectively. The following legend indicates the school where the teacher-broadcasters, learners, and parents come from:

T1, L1, and P1	Calategas National High School, Narra, Palawan
T2, L2, and P2	Rio Tuba National High School, Bataraza
T3, l3, and P3	Apurawan National High School, Aborlan, Palawan
T4, L4, and P4	Bunog National High School, Rizal, Palawan
T5, L5, and P5	Tagusao National High School, Quezon, Plawan
T6, L6, and P6	Danawan National High School, Magsaysay, Palawan
T7, L7, and P7	Nicanor Zabala National High School, Roxas, Palawan
T8, L8, and P8	Suba National High School, Cuyo, Palawan
T9, L9, and P9	Tagumpay National High School, Coron School of Fisheries, Palawan
T10, L10, and P10	Salvacion National High School, Busuanga, Palawan

Instrumentation

This study aimed to acquire meaning from the challenges faced by Teacher-Broadcasters, parents, and learners in the world of RBI through interview procedures recommended in a phenomenology.

Since the restrictions rooted in the COVID-19 crisis have already been lifted, personal interviews have become possible. In a personal interview, the researcher interviewed the participants to share the challenges encountered in implementing RBI through the use of semi-structured questions.

Validation of Instrument

Validation of the instrument is very crucial before the conduct of data gathering. This procedure shall be done before proceeding to qualitative data gathering to make sure that the instrument to be used is working correctly and will yield real and accurate results (Lai, 2013).

To ensure that the instrument would gauge what is supposed to be gauged, validation of the instrument was conducted through careful study of interview guides and their parallel connivance to the statement of the problem. This was done by experts who can vouch for the adequacy of connections of the data-gathering tool for the acquisition of the solutions to the problems to be explored.

Procedures and Time Frame

The needed data and information for this study were collected by undertaking activities such as seeking administrative clearance, recruitment, explaining the informed consent process, establishing rapport, and interviewing the participants. Approval from the participants was asked from them for the video recording while the interview was being done.

The collection of data was done in the 1st quarter of 2023.

Treatment of Data

Qualitative data analysis was furthered through thematic analysis. Thematic analysis is a technique of looking at qualitative details from an interview or transcripts (Caulfield, 2023). The researcher carefully scrutinized the data to identify common themes, ideas, and patterns of thoughts that repeatedly recur from the participants' transcripts. The tradition of thematic analysis employed by the researcher comprised six procedural steps of familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up (Braun & Clarke, 2006).
Analysis and Plan

The qualitative data gathered from the participants were analyzed through the procedure recommended for phenomenology. Moustakas (1994) in Greening (2019) presented a framework that identifies major phases of data analysis. This composes identifying significant statements from the participants' transcript, classifying these significant statements into units of meaning or themes, synthesizing the themes into a description of experiences, and creating a composite explanation of the essence of the experiences. This process is believed to be effective in fulfilling the objective of providing meaning to the experiences of teacher-broadcasters, parents, and learners on how they deal with the challenges brought by RBI as a learning modality during the time of COVID-19 Pandemic.

Ethical Considerations

These are the ethical considerations that were given careful attention by this study.

In detail, the informed consent process, including a social license to participate was sought from the participants. The participants gave their voluntary consent by signing the document expressing their approval to be included in the study.

The purpose of the research was explained to them and how the data from them be used. The benefits of joining the research were revealed to them. It was guaranteed to the participants that their personal information given in the sheets should remain private and confidential. Conflict of interest was also declared.

Results and Discussions

The researcher transcribed and categorized the acquired qualitative data after conducting in-depth oral interviews with 10 Teacher-Broadcasters, 10 students, and 10 parents from the participating 10 secondary schools in different municipalities in Palawan. Combining descriptive and in-vivo coding was the method adopted. The participants' experiences with the deployment of RBI throughout the epidemic served as the basis for the coding procedure.

The aspects of experiences of the participants where coding processed was of great concern were all about (1) the challenges encountered by the teachers, learners, and parents in the delivery of learning through RBI (2) the mechanism of learning in RBI (3) the improvement of the learning delivery in RBI and (4) policy brief for the implementation of RBI.

SOP 1. What are the challenges encountered by the teachers, learners, and parents in the delivery of learning through RBI?

All of the Teacher-Broadcasters experienced challenges brought by the RBI as the modality of learning during the pandemic. The modality was new to all of them, and they had a lot of stories to tell when it came to the challenges they encountered with the utilization of RBI. Varied experiences were disclosed to share what they had been through during the pandemic just to deliver learnings to students.

Challenges in Teacher-Broadcasters' Preparation for RBI

Table 2. Emerging Themes of the Challenges with the Preparation of Teacher-Broadcasters Before They Teach in RBI

Question:	Emerging Themes	Participants	Rank
What preparations do you make to teach your lesson in RBI?	1. First and foremost, Teacher-Broadcasters prepared a radio script for their lessons.	**T1, T7, T4, T10 and T2**	**1**
	2. Teacher-Broadcasters did lesson planning.	**T2, T6 and T3**	**2**
	3. Teacher-Broadcasters prepared for live broadcasting.	**T3 and T8**	**4**
	4. Teacher-Broadcasters recorded quality-assured audio lessons.	**T7 and T2**	**4**
	5. Teacher Broadcasters prepared learning resources like worksheets, schedules, and modular blended lessons.	**T4 and T6**	**4**
	6. Teacher-Broadcasters crafted airing schedules.	**T2**	**6.5**
	7. Teacher-Broadcasters attended the training.	**T2**	**6.5**

Table 2 displays the emerging themes of the challenges with the preparation of Teacher-Broadcasters before they teach their assigned subjects in RBI.

The preparation that Teacher-Broadcasters undertake before fully broadcasting their lessons has been successfully identified through research. They made extensive, numerous, and repetitive preparations, beginning with lesson planning, scriptwriting, editing, audio recording, live radio speaking, and many other tasks. All Teacher-Broadcaster participants prepared scripts.

T1 imparted, … "Ayan gagawa ng radio script tapos Internet. Kailangan kasi ma-imagine nila 'yong lesson. Kailangan kasi mag Internet ka muna.'Yong mga resources para mas mapadali natin mapaliwanag."

("Students need to be able to imagine the lesson. You need to be online first to get educational resources to make it easier for us to explain".)

"Meron po kaming script na ipapasa sa Google drive na gagamitin 'yon ng buong district para kumbaga ang competencies at mga activities ng mga bata sa buong district pare-pareho. Nag-script kami bago mag start mag-discuss. ("We have a script that will be uploaded to Google Drive and used by the entire district so that the activities and competencies of the learners are uniform. Before we started broadcasting, we drafted a script."), T10 expounded.

"Preparations po namin, syempre lesson planning, scriptwriting at editing. My God!! ("Of course, we prepared by preparing lesson plans, creating scripts, and revising them. My God!!"), T6 responded

T3 and T8 broadcast live in their radio lessons.

"Opo meron po. Kasi po minsan live kami. Pag live po mas nakaka-rattle. Pag recorded naman po, mas madali kumbaga nagawa mo na sya sa bahay." (We have it. Because sometimes we go live. During live broadcasts, it's more nerve-wracking. But when it's recorded, it's much easier, like you've already done it at home."), T3 exclaimed.

T2 and T7 prepared recorded audio lessons.

"Gumawa po kami ng script tapos re-record-in tapos tsini-check namin whether the recording is messy or ok, kung audible din s'ya or naiintidihan din ng tao bago ini-air namin". ("We made a script to be recorded then will be checked whether the recording sounds good and audible or easy to understand before it will be aired."), T7 explained.

T4 and T6 prepared worksheets before they taught on the radio.

T4 responded, "Preparations: script at ang amin pong worksheets para sabayan nila doon sa bahay pag nakikinig sila ng radyo. Script 'tsaka iyong worksheets."

(Preparations? For the learners to complete while listening to the radio at home, we provided a script and our worksheets. Worksheets and scripts.")

"Meron po kasi yang quality assurance team, papakinggan 'yon. Papakinggan. Kung ano pang dapat na baguhin dito. E-edit dito. Tapos. Ako kasi naka-aasign, district-wide po kasi." ("The quality assurance team will carefully listen to our audio recording. They will recommend what should be improved in the recording. Then editing again. I was assigned to write the district-wide script in Filipino."), T2 said.

T2 further added, "Ako ang in charge sa Filipino. Mayroon kaming group chat. Mayro'n kaming BOW budget of work na naka-anchor doon sa MELCS, tapos hinahati-hati namin 'yon may schedule sa pag-air. Ano po kasi eh, Bataraza District po kasi eh. Dati kasama ang Sumbiling, Southern Bataraza at Sapa at isa pang school."

("I am in charge in Filipino. We had a group chat. We divided the BOW (Budget of Work), which is anchored on MELCS, according to an airing schedule. Rio Tuba National High School is scheduled this week, followed by Sapa and Southern Bataraza.").

T2 added, "Yes po nagsulat ng script. Pero bago 'yon, nag-training muna kami at nag capability building." ("I wrote a script. Before we wrote, we underwent training and capability building.")

From the very beginning of the preparation of Teacher-Broadcasters for teaching in RBI, they have already experienced challenges that they need to pay attention to. It cannot be denied because it is supported by words from different studies confirming the existence of such challenges. Teachers encountered challenging and obligatory work connected to their roles of promoting education in the middle of the pandemic (Bozkurt & Sharma, 2020; Chitra, 2020; Li et al., 2022; Mari et al., 2021; Ozamiz-Etxebarria et al., 2021; Pressley et al., 2021; Santamaría et al., 2021; Sokal et al., 2020).

In preparing for the chosen modality of learning, the teachers have to execute learning activities, uphold learners, and encourage them despite the fears of getting infected with the COVID-19 virus (Petrakova et al., 2021). With their objective to polish their teaching, they need to create self-learning modules and be knowledgeable about various computer uses (Bravo et al., 2021).

Teacher-Broadcasters continued to teach in RBI live or recorded with much preparation to do. Lesson planning is always vital for Teacher-Broadcasters. The quality-assured RBI learning materials supplemented self-reproduced learning modules, teacher-made answer sheets, and airing program schedules.

Teachers have numerous responsibilities in teaching during the crisis to cope with and meet the requirements of teaching in the period of a pandemic. Teachers discovered it hard to adjust from the traditional way of teaching to teaching over the radio, discerning the accuracy of student results, managing heavy teaching-related tasks, catching student interest in the new modality of learning, and creating teaching resources for aided learning (Abante et al., 2021; Chan et al., 2021; Espineli, 2021.)

Challenges of Teacher-Broadcasters with the Training Needs for RBI

Table 3. Emerging Themes of the Challenges of Teacher-Broadcasters with Training Needs

Question:	Emerging Themes	Participants	Rank
What training do you still need?	1. Teacher-Broadcasters need training on familiarization with the use and the function of radio apparatus.	T4, T8, T9, and T10	1
	2. Teacher-Broadcasters who are equipped with the training don't require more training.	T1 and T6	2
	3. Teacher-Broadcasters need training in making radio lessons interactive.		
	4. They need training in writing radio scripts.	T5	5
	5. They need training in audio-editing.		
	6. Teacher-Broadcasters need training in time management.	T7	5
	7. They need training in appropriate language use.		
		T3	5
		T2	5
		T7	5

Table 3 shows the emerging themes of the training needs of Teacher-Broadcasters.

The Teacher-Broadcasters who participated in the conversation briefly shared their thoughts on the RBI training which they felt was lacking. They felt that they should have received a lot more training to advance and enhance their teaching at RBI. Despite being prepared and assisted by the training, they nonetheless have ideas for improvement. A couple of them voiced their displeasure with the training and offered useful advice if it were to be repeated.

T4, T8, T9, and T10 mentioned that they need more training on the functions of radio equipment hardware.

T4 voiced, "Siguro 'yong training talaga patungkol sa technical aspects. Kasi hindi naman lahat ay sauldo ko ito ang paggamit ng mga gamit ng RBI talaga. Although ang pinaka-basic lang ay ang pagpindot lang ng microphone, pero may mga iba pa katulad ng paggamit ng mixer na ito. Kung hindi namin gino-Google or ni-Youtube hindi rin namin nalaman ang function."

 "Perhaps the training I still require for RBI is more focused on the technical elements. Because not everyone is aware of how to use RBI tools. The simplest method is simply pressing the microphones, however, there

are additional options, such as using this mixer. We won't know the function if we don't Google it or watch it on YouTube".

T8 replied, "Sa tingin ko mastery sa paggamit ng mga RBI equipment. Sa pagpihit ng volume." ("In my opinion the mastery in using the RBI equipment. In adjusting the volume.")

"Siguro po ang training na ibigay ay hands-on. 'Yong hands-on na… pwedeng alternate kasi ang ginagamit namin d'yan tapos if ever man na mayro'ng mas maganda na equipment. Tapos training kung paanong mas lively at interactive and RBI."

"Maybe the training that we need is more hands-on. The hands-on training…then serves as an alternative because of the equipment we utilize there, after all. If a better piece of equipment becomes available, do so. Then training on how to enhance the interactivity and more lively RBI."), T10 said.

T1 and T6 are equipped with the training and don't need any more training.

T1 stated, "Hindi na siguro, nakatulong naman kasi 'yong training." ("I probably don't need training anymore because I was equipped with the training given to us.")

"Feeling ko kasi Sir, enough na 'yong nag re-echo sila kasi productive naman, naibigay naman sa amin ang kailangang training. Ano lang din Sir... inabot... naipasok kasi sya sa mga LAC session naming, nabigyan ng isang araw para doon. Morning is training afternoon workshop. Seryoso ang training at beneficial. ("The fact that they re-echoed the training, in my opinion, is sufficient, Sir because it was successful and they adequately trained us. We were allocated a day for that because the training was part of our LAC sessions. Morning training was followed by an afternoon workshop. The training is valuable and serious."), T6 relayed.

"Sa akin sa tingin ko mga training, tips kung paano talaga maging broadcaster talaga na mas lively 'yong lessons 'yong gano'n, dapat 'yon ang idagdag nila. ("For me, what I need for training are the tips on how to become real broadcaster who makes the lesson livelier, that's what they should add in the training."), T5 expressed.

T7 disclosed, "Actually hindi pa furnished ang mindset natin pagdating sa scriptwriting". ("When it comes to scriptwriting, our mindset is still unprepared.")

"Unang-una is, nandoon na 'yong lessons sa mga modules, 'yong problema is 'yong tamang term na na i-bo-voice-out natin para maparating sa learners. Sa discussion, hindi naman kasi lahat ng nakalagay sa script ay ibo-broadcast natin. Pwede ka naman kasing mag-adlib, o pasukan ng ibang words, kung may additional knowledge na hindi nakalagay sa script, ilalalagay mo doon."
("First of all, the teachings are already included in the modules; the proper term to use to communicate with the learners is the problem. Not everything in the script will be broadcast during the conversation. If there is additional knowledge that is not covered in the script, you can also input other terms."), T7 spoke.

T3 divulged, "Hindi sir. Sa feeling ko kulang pa 'yon. May mga ilang percent pa na mahahasa pa. Siguro ano, proper ano.. sa paglagay ng mga music. Kasi hindi masyado naituro 'yon." ("I believe the training is still insufficient. A little portion of my skills still needs to be refined. I need more training in the placement of music. Considering that it is not taught that much.")

T2 told, "Kung paano po kaya ang time management namin. S'yempre ang hirap mag-adjust sa mga ganung sitwasyon, diba?" ("I wish. I hope there is training on time management. Of course, it's hard to adjust to such situations, right?")

It cannot be denied that Teacher-Broadcasters also had challenges due to the lack of seminars and training in the use of RBI. In fact, according to Barron et al. (2021), teachers who teach through any type of learning modality need to be provided with adequate training and guidelines to assimilate their teaching methodologies and be inventive to make the students learn successfully in whatever environment that fosters learning. The crises recalibrated the teacher's skills such as managing time between teaching, interacting with the learners, and administrative roles.

Teacher-Broadcaster Encountered Challenges in RBI

Table 4. Emerging Themes of the Challenges Encountered by Teacher-Broadcasters in RBI

Question:	Emerging Themes	Participants	Rank
What challenges did you encounter as you continued teaching on the radio?	**Teacher-broadcasters encountered the following challenges as they teach on the radio:**		
	1. RBI delivery is too much affected by weak signal, power interruption, low radio frequency, and unavailable radio sets for listening.	**T1, T3 ,T5, T6, and T7**	**1.5**
	2. RBI is stressing to the Teacher-Broadcasters due to time restraint, excessive and difficult preparation, and limited expertise in broadcasting.	**T2, T4, T5, T6 and T7**	**1.5**
	3. The learners have low performance due to inattentiveness to RBI caused by the unpopularity of radio in their generation.	**T1, T3, T4, and T5**	**3**
	4. Learners' performance is difficult to assess and cannot be easily tracked causing them to spend too much on cellphone bills.	**T1, T2 and T9**	**4.5**
	5. Some lessons are impossible to be taught on the radio due to unavailable resources at learners' homes and RBI is just a duplication of learning modules. **6. Difficulty in talking with learners and their uneducated parents.**	**T1, T8 and T10**	**4.5**
		T4	**5**

Table 4 illustrates the emerging themes of the challenges encountered by Teacher-Broadcasters as they continued teaching in RBI.

Naturally, it is worthwhile and crucial for the study to understand the difficulties teachers had when employing RBI as a teaching aid for students during the pandemic. Various concerns were encountered by the researcher when the participants were asked about the obstacles they experienced that caused them to encounter difficulties in teaching using the modality highlighted by this study.

The Teacher-Broadcasters encountered stressful circumstances in teaching by the radio. They were worried about the low academic performance of learners as an effect of inadequate participatory engagement of learners in RBI learning activities due to the unpopularity of the media to their generation, unavailability of radio sets, or low reception. The weak internet connection and the frequent power interruptions bolstered the difficult circumstances.

T1, T3, T5, T6, and T7 were affected by weak connectivity, power interruption, low radio frequency, and unavailable radio sets for listening.

T3 noted, "Opo, mahirap. S'yempre kapag battery lang, di naman ito kuryente, may mga time na nandoon ka na sa discussion mo biglang namamatay. Tapos, matagal s'ya bago bumalik. S'yempre mga bata wala na. Hindi mo naman alam kung paano sila… 'Yon Sir, power."

("Yes, it's difficult. RBI only uses batteries and not electricity. There were times in your discussion when the radio suddenly turned off because the battery was weak. Then, it took a long time to come back. Of course, the children were gone. You don't know how they will listen again... our problem is power.")

T6 added, "Yong ibang mga estdudyante ay walang radio sa kanilang bahay. Kung may radio man sila, iisa lang, minsan nag-aagawan, kasi ang kapatid nag-RBI din sa elementary". ("Some students don't have radios at home. And if they do, it's usually just one. Sometimes, they end up competing for it because their sibling is also enrolled in elementary RBI. They often engage in a rivalry over radio time.")

T7 exclaimed, "Unang-una Sir.. signal. Meron kasing mga houses na hindi maabot ng signal. 'Yon talaga ang naging problema.("First of all, Sir, signal. There were some homes where the signal was weak. That was the real problem.")

T6 expressed, Ayon nga, hindi nila ma-reach ang frequency kasi nga ang kaya lang ata dito lang sa location. 'Yong mga nasa isla at malalayo hindi na maabot. ("Furthermore, islands and other isolated locations were not covered by our radio frequency.")

T2, T4, T5, T6, and T7 became overly stressed with RBI.

"Sa bahay pag nag o-audio ka, no'ng time talaga ng community quarantine bawal lumabas diba? Sa bahay ka mag-o-audio, tapos may mag-sing-along na kapitbahay. Diba? O kaya may magtahol na aso. May mga noise talaga sa paligid. 'Yon talaga ang problem na na-encounter namin."

("During the community quarantine, you would not be allowed to leave your house while recording audio, correct? You were recording audio at home, and then a neighbor was singing along on the karaoke. Right? Or a dog barked. There were a lot of noises present. That was the main issue we ran with.")

T4 commented, "Sa part naman ng teacher nanibago na parang saktong-sakto ang sasabihin mo kasi sa broadcast media ka na eh. Hindi katulad ng nasa classroom na limited lang ang mga audience, kung magkamali man madali lang bawiin. Dito ang teacher masyado nang naging careful talaga."

("As for the part of teachers, they have been challenged because they have to say exactly the right thing in the broadcast media. Unlike in the classroom setting, where the audience is limited, if they make a mistake, it's easy to correct. Here the teachers have been really careful.")

T4 further remarked, Stressful din sa part ng teacher na wala masyadong magandang training. Ay buti ako naka-try na maging anchor, pero kung hindi siguro ako naka-try ay di lahat kami dito mangangapa.

("It's also stressful for teachers who haven't had much proper training. I'm fortunate that I had the opportunity to try being an anchor. But if I hadn't, we would all be struggling here".)

T2 added, "Marami. S'yempre magsa-sacrifice ka ng time. Kasi papasok ka sa school whether you like it or not. Kasi s'yempre kailangan mo e-air." ("There is also a lot. You will undoubtedly give up time because you must attend class. After all, well, you have to air the lessons whether you like it or not.")

T5 elaborated, S'yempre 'yong ibang challenge talaga yan is 'yong teachers factor talaga kung paano mag-deliver ng lesson, kasi ang hirap din kasi eh na mag-prepare ka ng script, ikaw na mag-prepare ikaw pa magbo-broadcast. Parang ang hirap sa part ng ganun. Domodoble s'ya. Kasi s'yempre kapa-kapa ka sa scriptwriting eh.

("Of course, the teachers themselves are the true obstacle in terms of how to deliver the lesson, as it is challenging enough to write the script and broadcast it themselves. In that part, it appears to be challenging. The workload will double if you have no talent in writing scripts.")

T1, T3, T4, and T5 mentioned that one of the challenges they have to deal with is the inattentiveness of learners in RBI lessons.

"'Yon nga lang kasi hindi lahat nakikinig. Medyo itong challenge na nangyari. Sa una kasi akala mo ay halos 100% ang nag-participate. Kasi hindi naman natin kayang i-monitor through ano eh." ("Simply put, not everyone pays attention. That presented a significant challenge. Initially, you believed that almost everyone participated because there was no way for us to monitor it."), T1 expounded.

T3 commented, "Sasabihin ko ba ang totoo.. Hahaha.. Siguro Sir 'yong mga bata sa generation nila hindi na sila ano sa radio diba?" ("Should I be honest? Hahaha. Maybe, Sir, radio is no longer popular with the younger generation.")

T1, T2, and T9 encountered difficulties in assessing learners' performance, difficulties tracking students, and spending too much on cellphone bills.

"Merong bata na 20 na tatawag-tawagan.Oo. Tinatawagan namin at sumasagot sa aming mga activities but the rest no'n hindi mo alam if nakikinig o hindi." ("The phone patch will be used to contact roughly 20 kids. We call the kids if they complete the exercises, but for the rest of the time, it's impossible to tell whether they are paying attention or not."), T1 explained.

T2 also said, 'Yon sacrificing lang sa load. Buti na nga lang.. salamat sa unlicall, unlitext." ("We spent on cellphone load. That's fine…thanks for the unlicall, unlitext.")

T9 added, "Kasi sa pagbibigay namin ng grades mahirap po isipin kung bata pa po ba ang sumasagot sa learning task na binibigay namin through radio." (When we give grades, it's hard to discern whether the students are the ones who authentically answer the tasks we provide in the radio lessons.)

T1, T8, and T10 believed that using RBI is just a duplication of learning modules and that other competencies are impossible to teach on the radio due to limited learning resources at learners' homes.

T1 said, "Kasi ang RBI mo ay naka-align din naman sa module mo. Hindi mo alam if nakikinig o hindi. Eh bakit ka makinig eh nandito rin naman sa module. 'Yon ang problema. If hindi nakinig, useless ang RBI. Ganon 'yon. Module pa rin kasi ang mga bata, hindi naman kasi tumatagal 'yan ang pakikinig. Brown-out!"

("The radio lessons are also in line with the available modules. You can never be sure if someone is paying attention. You ought not to pay attention because it is also included in the module. That is the issue. If they can't listen, the RBI lectures are useless. Yes, that is exactly how it works. Module… kids' stuff is still in modules, simply because listening only lasts a short while. Brown-out!")

"Paano kung wala silang computer sa bahay anong i-re-repair nila? Halimbawa ang topic ko sa computer services ay computer formatting, may mga computer sila sa bahay? May mga installer sila? 'Yon ang isa sa mga challenge ko, Sir. Hindi na-de-deliver nang maayos ang lesson."

("What if they don't have a computer at home, what will they repair? For example, my topic in computer services is computer formatting, do they have computers at home? Do they have installers? That is one of my challenges, sir. The lesson is not delivered properly."), T8 mentioned.

T10 said, "Sa kagaya kong MAPEH Teacher, kasi po pag dancing mahirap ang ituro hindi naman nila makita..." ("For a MAPEH teacher like me, imparting knowledge about dancing is difficult as well. Because they cannot watch the performance…")

T4 commented, "Nahirapan din sila sa pakikipag-usap sa mga bata. Mga magulang ay mahirap din makaintindi dahil hindi rin nakapag-aral". ("They also found it difficult to communicate with their children. These parents also needed to be understood because they are uneducated.")

T4 added, "Ang lalayo ng kanyang mga sagot. Basta ipinasa n'ya lang, meaning hindi naman talaga s'ya nakinig kasi hindi n'ya naman pinalitan ang mga maling sagot." ("He just guessed the answers. He just passed the worksheets for compliance, which means he didn't listen to the actual RBI because he didn't change the wrong answers.")

Potane (2022) agreed that Teacher-Broadcasters met challenges with inaccessible radio frequency which is inaccessible or unclear, and low reception due to signal interference. Moreover, other students lack radio or cannot access the radio stations. Parental participation and dedicating time to motivate children to listen to RBI are highly demanded.

The other Teacher-Broadcasters were overly burdened with their incapacities in handling the radio apparatus and their tedious preparation which included the noisy environment of the neighborhood while working at home during the production of audio lessons.

Purwanto et al. (2020) supported that teachers who work at home face several challenges that lead to unsuccessful doing their tasks due to poor internet connectivity, too much dependency on gadgets leading to high electricity consumption and internet bills, and decreasing dynamism towards work. It is found difficult for teacher-broadcasters to track their learners in RBI because of their large numbers. This made the teachers phone all their learners and suffer from too much cellphone costs.

In a remote learning environment, it is crucial to assist students with learning activities that provide sufficient chances for learning. Awareness of the value of every learner and their problem is a must, especially in a remote set-up. The achievement of the students can be tracked through attendance, exams, and interviews. It is challenging on the part of the teachers to track every learner and might need software and applications (Gurung, 2021) that sometimes require cost from the teachers.

Some lessons cannot be taught on the radio and sometimes students do not possess complete learning materials at home which the RBI and modular learning require. It is also difficult to relay to uneducated parents the real performance of their children who just ignored their lessons.

According to Jhon (n.d), some lessons need visual aids to effectively and convincingly teach the competencies to students. Some lessons need printed copies, whiteboards, and multimedia presentations to be better understood by learners who are not proficient listeners. Additionally, the teachers' gestures contribute a vital role in grasping the unviewable lessons in radio broadcasts.

Teacher-Broadcasters were perplexed about the students' outputs. They were uncertain whether the learners authentically made the tasks given to them, or whether someone had completed the task for them. In this regard, the teachers were confused about the learners' assessment results. According to De Villa et al. (2020), teachers come across difficulties connected to the intricacies of assessment and hardships in learning to the students.

Evaluating the student's performance using the provided modalities, with a focus on RBI, will present several difficulties for the teachers, including determining whether or not the students were the ones who provided the answers to the questions that remain unresolved in this type of educational setting (Kinder, 2016; Kurrien, 2018; Raza, 2022).

Challenges Encountered by Learners in RBI

The issues that RBI students experience were also emphasized by this study. This is significant to keep in mind because the learner undoubtedly encountered difficulties in RBI as well.

Table 5. Emerging Themes of the Challenges Encountered by Learners in Attending Their Lessons in RBI

Question:	Emerging Themes	Participants	Rank
What challenges did you face in attending your lessons in RBI? *(Anu-anong mga hamon ang kinaharap mo sa paglahok mo sa mga leksyon mo sa RBI?)*	1. The learners in RBI encountered an excessive problem with the signal.	L1, L6, L7 and L10	1
	2. The absence of electricity also affected the studies of learners in the RBI.	L2 and L9	2.5
	3. Learners could not listen to RBI due to piles of modules to accomplish and other household chores.	L5 and L9	2.5
	4. The low quality of the audio lessons affects the RBI learners.		
	5. Lessons that are not easily understood by students are difficult to clarify to the Teacher-Broadcaster.	L3	6
	6. Replays are rarely done in some schools.	L8	6
	7. Bad weather conditions interrupt their listening to RBI.		
	8. Students are just too lazy to listen to RBI or distracted by gadgets.	L8	6
		L4	6
		L6	6

Table 5 shows the emerging themes of the challenges encountered by learners in attending their lessons in RBI.

The students themselves also reported their encountered challenges which included unstable electricity, weak internet connection, bad audio reception, bad weather conditions, and running low on devices' batteries. Their chances to listen to RBI are reduced because of the inclusion of piles of learning modules that need to be accomplished. Their queries to their teachers were not raised and eventually not responded to. Sometimes they are more interested in other things than listening to RBI

L1, L6, L7, and L10 commented that it's hard to learn in RBI if the communication signal is weak.

> L10 said, "For me, minsan ano lang availability ng signal. Nawala-wala po kasi ang signal dito. Hindi s'ya stable. Minsan unstable." ("For me, sometimes it's just signal availability. The signal is gone here. It is not stable. Sometimes unstable.")

> L2 and L9 their listening to RBI is being interrupted by the frequent power interruption in their place.

"Challenges po siguro always po brownout. Minsan po brown out talaga. Lalo na ng mga time na 'yon madalas po yata ang brown out no'n. At kung sa phone naman po ako nakikinig 'yong battery po ng phone mabilis din po. Tapos brown out pa hindi rin ma-recharged."

("Frequent brownout is also a challenge in RBI. During those times, brownouts happen quite often. Additionally, when I listen on my phone, the phone battery drains quickly. Then, with a power outage, it can't be recharged."), L2 confessed.

L2 and L9 had run out of batteries while listening to RBI.

"Minsan po lobat na rin po ang radio namin at kung saan man po ako nakikinig hindi po ako maka-attend ng lesson." ("Sometimes the battery is low. Whenever I listened, I can't attend the lesson."), L9 told.

L5 commented, "Siguro po 'yong pagiging busy, hindi rin po fulltime nasa bahay as a student ako lagi, minsan meron din po akong tumutulong sa parent sa household chores lalo na sa business namin, kaya 'yong mga time na 'yon parang na cut-off po para po sa pagraradio po nila. Naging busy po kasi talaga ako." (Maybe it's being busy, I'm not always at home full-time as a student, and sometimes I also help my parents with household chores especially in our business, so those times seem to be cut off for listening to their radio broadcasts. I've been really busy.)

"Siguro po pag natatambakan ako ng modules na hindi ko pa nasasagutan. Pag natatambakan po ako ng modules, hindi na po ako nakakapakinig ng radio." ("Maybe when I have too many modules to answer, I can't listen to the radio anymore."), L9 told.

L3 said, "Pag nakikinig po hindi masyadong napapakinggan kasi hindi po masyadong naririnig po kasi mahina ang signal po pero minsan po hindi po naririnig kasi may umuugong na malakas at basag ang boses ng nagsasalita." ("When I'm listening, I can't hear it because it's not very clear. No one can be heard well because the signal is weak. But sometimes it is not heard because there is a buzzing noise and the speaker has a crackled voice.")

L8 answered, "May mga part po sa leksyon namin na hindi na p'wedeng i-ulit ang mga lesson na nasabi na, sa face-to-face parang pwede ka mag raise ng hand pag hindi mo naintindihan sa radio po hindi na." ("There are parts of our lesson that you can't repeat when these have already been said, in face-to-face you can raise your hand if you didn't understand, on the radio you can't".)

L8 further mentioned, "Hindi na po kasi pinapatugtog ulit". ("It's not being played again.")
L4 added, "Ano pag-kaunting hangin lang po nawawala agad ang signal at pag may bagyo po hindi po kami nakakapag RBI." ("If there is just a little wind, the signal disappears immediately and when there is a storm, we are not able to get RBI.")

"Tamad po kasi talaga ako gumawa minsan". ("I'm really lazy to do it sometimes."), L6 said.

L6 added, "Minsan po kasi ang pagsagot ko ng mga activities na-di-distract ng gadgets." ("Sometimes my answering activities get distracted by gadgets.")

Learners have encountered challenges as they attended their lessons in RBI. It was supported by Nugroho (2020) who stated that learners encountered difficulties with challenging network connectivity and electricity interruptions. Interaction among students and teachers became limited which reduces their opportunities to be successful in life. There is also the absence of feedback from the teachers which makes the lessons hard to catch up. They became easily distracted and lazier when doing homework for their obligation to learn declined.

Nasib (2017) reinforced this observation by acknowledging that a further obstacle to students' good learning in RBI is the transmission's problematic reception. In particular, the electromagnetic waves that carry the signals to distant mountains are weak. Poor reception is experienced at locations far from the transmitting station. Additionally, there aren't enough stations to increase the reception.

In the study of Quezora et al. (2022), it was concluded that the students have burdens in accomplishing their tasks due to numerous activities to comply with. They have difficulties comprehending the lessons from the modules and consequently, demand guidance. Most of them have no access to the internet in the quest for the information they need related to their learning tasks.

Due to weak internet connection, students were provided by their parents with internet connectivity to stay focused on the RBI lessons. Other students who cannot afford to avail of such internet connectivity, went off to places to look for available strong internet connections or answer their learning modules, instead.

Khadija (2020) agreed that the difficulties that the students ran through were primarily technical as a result. They had to do with weak signals, competing signals, and students' inability to identify the precise radio station frequency as reception issues. Because of the awkward airing schedule, students might not have known that broadcasts could be rebroadcast on weekdays for those who missed them. To ensure that all students have access to a variety of audio at various times throughout the day, this goal should be pursued.

According to Potane (2020), students disregarded radio and television teaching due to disturbances such as noisy environments, household chores, attending to younger siblings, and a lack of watching and listening appliances. The support of parents and their consent to permit their children to concentrate on RBI during the given time slots are sometimes neglected.

There are drawbacks to establishing and using RBI that have an impact on the academic success of the student. Children who spend a lot of time listening to a voice from a box on the radio may quickly get bored because it might be impersonal. While listening groups and online courses can assist in solving this issue, there might not always be any unprompted learner contribution. Radio shows may have a limited subject selection due to the absence of visual help. Breaking continuity, a radio show is interrupted. Regularly playing long radio programs makes it more difficult for students to control their behavior (Elliot & Lashley, 2017; Prahmana et al., 2021).

In case of a radio set shortage at home, siblings who are both enrolled in RBI just strategize on the use of the radio. Students who were compromised with other house chores asked permission from their parents to be allowed to attend the RBI sessions. They were watched on by their parents for them to prioritize listening to the RBI.

Additionally, the limited explanation of Teacher-Broadcasters reduced the chances for students to learn. The limited opportunity for the learners to ask questions from the teachers during RBI sessions and the delayed response to the learners' questions deprived them of learning.

Nasib (201) expressed an affirmation that when learning through the traditional method, students can instantly express their opinions to the instructor through gestures or spoken language, which is impossible to do over the radio. Since the majority of learning is acquired through the sense of sight, therefore radio listeners require a high amount of focus skills.

Students who are preoccupied with other household chores have limited opportunities to learn in RBI. Other irrelevant students' errands and other distractions may also have negative effects on the students' learning. When the lessons are difficult enough, they may not also comprehend the lessons in RBI.

Challenges Encountered by the Parents as Their Child Learn in RBI

While speaking with the parents, an attempt was made to understand the difficulties they had as their child was learning through the radio. As might be predicted, parents ran into several difficulties that made it difficult for their children to study effectively on the radio.

Table 6. Emerging Themes of the Challenges Encountered by the Parents with the Implementation of RBI

Question:	Emerging Themes	Participants	Rank
What challenges did you encounter as your child learns in the RBI? *(Anu-anong mga hamon ang iyong kinaharap sa anak mo na nag-aral sa RBI?)*	1. **Parents have encountered problems with weak signals, unstable electricity, and unavailability of radio sets.**	P1, P3, P5, and P7	1
	2. **Parents are worried about their children who have difficulty understanding the lesson in RBI.**	P2, P4, and P6	2
	3. **Parents have their limitations when it comes to guiding their children.**	P3 and P6	3.5
	4. **If the signal is good, the electricity is functional, the radio is available and the learners are independent there will be no problem with the RBI.**	P2 and P10	3.5
	5. **The research and printing of students' outputs are excessive and affected by the financial constraints of families.**	P8	6
	6. **Their children are not much interested in listening to RBI, instead they are interested in other activities.**		
	7. **There are occasions when the school no longer replays the lessons.**	P9	6
		P6	6

Table 6 demonstrates the emerging themes of challenges encountered by parents for the implementation of RBI.

Due to the parents' incapacity to own a radio set, and the absence of electricity, the RBI implementation was affected. They believed that they needed to assist the children but they could not afford to give the necessitated aid due to their academic limitations and children's disinterest with the RBI. Too much research and excessive printing of assignments for their children affected the finances of the low-earning families. Teacher-Broadcasters aired their lessons in a very limited time. Other schools barely replayed the unheard RBI lessons.

P1, P3, P5, and P7 encountered problems with weak signals, unstable electricity, and unavailability of radio sets. P1 expressed, "Medyo nahihirapan lang talaga siya makinig sa RBI kasi nga wala kaming sariling radyo. Wala kasi kaming pambili." ("It's really hard for him to listen to RBI because we don't have our radio. Because we cannot afford to buy one.")

"Minsan Sir pag walang signal hindi nya masubaybayan. Mahina kasi ang signal dito kahit pa noon Sir. Pag nasa online mahirap sa mga estudyante. Brown-out. Isa pa talaga 'yan Sir sa problema. Lagi 'yan noon brownout." ("Sometimes, Sir, if there is no signal, it cannot be tracked. The signal here is weak even then, sir. Being online is difficult for students. Brown-out, that's another problem, Sir. It was always brown out here."), P5 confirmed.

"Sa signal po. kasi ang RBI namin ay minsan sa cellphone. Doon lang. No choice din kami kaya nagbili ako ng radio. FM." (It's the signal. Our RBI is sometimes aired on the cellphone. Just there. We also had no choice than buying a radio. FM."), P7 retorted.

P3, P4, and P6 reported that their child had difficulty understanding the lessons in RBI.

P6 replied, "Siguro Sir, may mga pagkakataon na hindi n'ya naiintindihan ang leksyon sa RBI, pero 'yong nagawa na rin ako ng strategy na para mag gano'n." ("Maybe Sir there are times when he doesn't understand the lesson in RBI, but I made a strategy to do that.")

P3 and P6 could not easily tutor their children because of low educational attainment.

P3 elucidated, "Doon sa ibang mga kapwa ko magulang, base sa naririnig na feedback mula sa kanila, hindi nila kaya kasi ang inaral nila ay hindi rin sapat, hindi nakapag-aral, hindi nila matulungan ang bata gano'n." ("As for my fellow parents, based on the feedback I hear from them, they can't because what they studied is not enough, they didn't finish their studies, and they can't help the child like that.")

P2 and P10 never encountered any challenge because their child did well at RBI and it was implemented well in their place.

"Wala naman Sir problema. May radyo man po kami. Opo. Hindi naman po kasi matigas ang ulo ng anak ko (tawa). Walang problema. Hindi ako nagkaroon ng issue sa anak ko." ("There is no problem, sir. We even have a radio. Yes. My child is not stubborn (laughs).

No problem. I never had an issue with my daughter."), P2 confessed,

"Pero 'yong anak ko reader kasi talaga siya. Nagbabasa kasi talaga siya kaya walang problema sa kanya. At wala namang problema sa kuryente at sa signal." ("My son is a reader. He reads. There is no problem for him. And there is no problem with the electricity and the signal."), P10 exclaimed.

P8 said, "Tapos ipa-research tapos ipa-print. Karamihan po kasi, mostly sa mga project ngayon, i-xerox-xerox... Financial.. opo…" ("Then have it researched and then printed. Most of them, most projects today are photocopied. Financial… yes…")

"Kagaya ng sinabi ng teacher na kayo magresearch ganito Google… saan po kami kukuha ng pang research wala nga kaming cellphone. 'Yon po ang number one na problema namin, Sir." ("It's like the teacher said that you should research like this on Google, how can we research if we don't have cell phones. That is our number one problem, Sir.")

"'Yong willingness, kasi minsan nawawala ang hilig n'ya sa pakikinig. Ayaw n'yang makinig minsan, so Grade 7 palang siya parang bata pa s'ya, gusto n'ya pang maglaro. So minsan gusto n'ya pa maglaro so parang pilitan pa. So may time na minsan tanghali, gusto n'ya matulog. Gusto n'ya matutulog na lang siya ayaw n'yang makinig." ("That willingness is because sometimes he loses his interest to listen. He doesn't want to listen sometimes, he's only Grade 7. He's still a child and still wants to play. He still wants to play so it's he is just forced to listen. At noon, he wants to sleep. He just wants to sleep; he doesn't want to listen."), P9 replied.

P6 responded, "Tapos bihira mag-replay ang RBI ng school. Sir sa totoo lang talagang mahirap sa part na nakikita ko sa part ng bata at sa aming mga magulang tulad ng time na 'yon buntis ako, pati…" ("Then the school's RBI rarely replays. Sir, to be honest, it's difficult from the part that I see the child and the parents like I was pregnant at that time…").

The absence of parental guidance for learners may cause them to struggle with their studies. Potane (2020) backed up this finding by citing that if students do not have someone to guide them, they may have difficulties keeping their interest in listening to the radio. The socioeconomic status of the families also determined the difficulties being encountered in RBI, as many learners, especially in rural places, do not have access to listening appliances. Further,

their parents spent most of their time on their farm work. The remaining problems included technical facilities, the quality of the equipment, and power interruptions. Learners coming from poor communities lack the materials needed to use the modality causing them to visit their neighbors.

Nasib (2017) presented that school schedules differ from broadcast schedules, with the majority of them being out of sync with broadcast schedules. Because of this discord, schools disregard the transmissions. One drawback of employing broadcasts is that the radio teacher must commit to the series well in advance by understanding exactly what its content and approach will be unless there is a replay of each program.

Proofs were visible that Teacher-Broadcasters, students, and parents experienced challenges while using RBI in learning during the pandemic. The modality provided situations that were difficult for teachers to manage, uneasy for students to go through, and hard for parents to adapt to.

Teaching on the radio was not easy for Teacher-Broadcasters. They found it difficult to impart to RBI's young listeners the proper knowledge they should have acquired from radio lessons. Inconsistent power supply, poor communication signal networks, weak radio frequencies, and lack of radios in homes have become obstacles to radio teaching.

The lack of proper and comprehensive training required by teachers for successful teaching at RBI was a great challenge on the part of Teacher-Broadcasters. Teachers lacked time to prepare their lessons due to repeated and extensive preparation for radio teaching. It was difficult for them to prepare the learning resources, reach out to the students, and have good communication with the parents.

Meanwhile, the student also encountered challenges with the RBI. Apart from the lack of electricity, lack of radio, and weak signal, it was not easy for them to learn radio because most of the students were not that interested in listening to the radio instead, they were busy with other activities. Learning on the radio became difficult for them because of the lack of explanation by teachers, and the lack of opportunity to interact with teachers and classmates.

Lastly, parents had limitations in providing proper guidance for their children who are studying RBI. Other than the lack of money to support their children, their inability to teach their children difficult lessons due to their low level of educational attainment also became a big challenge for them. They also worried about their children's lack of interest in listening to the radio.

SOP 2. What mechanisms of learning are employed through the RBI?

In this part of gathering important information related to answering the questions in this study, it will be noticed what the learning mechanisms used by the teachers for students to learn successfully. The learning aids provided by parents for their children studying through radio and the mechanisms implemented to learn by the students themselves using radio were also identified.

Perceived Learning Status of Students in RBI

Table 7. Emerging Themes of Learning Status of Students in RBI Perceived by Teacher-Broadcasters

Question:	Emerging Themes	Participants	Rank
Did your learners learn in RBI?	1. Teachers were uncertain whether the learners learned.	T6, T7, and T10	1
	2. Learners learned in RBI.		
	3. Lessons in RBI were not entirely mastered.	T4 and T2	3.5
	4. Learning in RBI greatly depended on the nature of the subjects and skills taught in RBI.	T5 and T9	3.5
		T8 and T3	3.5
	5. Learning in RBI significantly relied on the result of assessments from modular lessons.		
		T1 and T2	3.5

6. If engaged and paid attention to RBI, learners would take place.

T4	6

Table 7 gives information about the emerging themes of whether the learners were able to learn in RBI lessons.

T6, T7, and T10 were unsure if their learners were able to acquire the desired learning from the RBI lessons.

T7 explained, "Kagaya ng sinabi ko, hindi lahat ng bahay ay abot ng signal. So, wala kaming assurance na lahat nakikinig. Kasi sa signal pa lang, reception ng signal mahina agad." ("Not all homes are within the range of the signal, as I have mentioned. Therefore, we cannot be sure that everyone is paying attention to the RBI lessons.")
T2 and T4 believed that students learn in RBI if they listen to it.

"'Yong mga estudyante na aktibo ng normal at aktibo pa rin sila sa RBI, natututo. Pero 'yong mga walang pake, wala rin talaga. Parang sa normal lang na klase ba, kahit sa loob sila ng classroom pag ayaw nila matuto hindi mo rin talaga sila mapipilit. Ganun din po sa RBI."

("Students who were engaged in face-to-face learning and are still engaged in RBI are learning. However, those who don't care don't care. Like in a typical class, you can't force someone to learn in the classroom if they don't want to. The same can be said with RBI."), T4 elaborated.

T5 and T9 believed that RBI lessons were not entirely mastered by students.

T5 agreed, "Tingin ko hindi. 50-50 parang gano'n." ("They failed to learn. 50-50 like that.")

"Kung sa pangkalahatan po masasabi ko na hindi lahat. Kasi katulad ng sinabi ko kanina hindi lahat po ay nakaka-access sa radio." ("I may say that not all, in general. I already mentioned that not everyone has access to the radio."), T9 commented.

T3 and T8 remarked that learning in RBI depends on the nature of skills being taught by the Teacher-Broadcasters.

T8 added, "When it comes to knowledge Sir.. oo, pero when it comes to skills... hindi gano'n. Sa ibang subject siguro. Pero sa ICT hindi masyado." ("When it comes to knowledge Sir… yes, but when it comes to skills…not so. Maybe in other learning areas, but not so much in ICT".)

T1 and T2 believed that the results of the assessment in RBI depend on the learner's modules.

T1 explained, "Ang isang basis namin doon ay ang kanilang modules." ("Their modules are our sole foundation there."

"S'yempre marami kasi pag sa mga language parang madali mo lang s'ya maano eh. Kasi more on mga salita salita, pero iba pag sa Math, pag sa mga numbers mahirap talaga s'ya i-picture out bah. Hindi naman kasi lahat pwedeng ituro sa radio diba, Sir?" (Of course, there's a lot especially in language it seemed easy to understand. Because it's more on spoken language, but it's different when it comes to Math, if it is all about numbers, It's difficult to be imagined. Hence, not all of the lessons can be taught on the radio, right Sir?"), T4 confirmed.

It was also established whether or not the students learned in RBI based on the teacher-reported responses to the questions. Some Teacher-Broadcasters reported that the students learned, and some did not attest to the student's academic progress. Other teachers, on the other hand, were frank in their assessment that the children's radio-based learning was incomplete.

This discovery is supported by Karal & Cebi (2012) by affirming teachers utilized different form of quantitative and qualitative assessments which consists of varied styles such as assignments and forums. The typologies of assessing learners assist teachers in measuring the level of performance of students.

In the era of the pandemic, to gauge the learning levels of the students in RBI, Teacher-Broadcasters gave various assessments. For the students to have an easy grasp of the lessons, they shortened and simplified the learning tasks from the blended modules and RBI lessons. However, the weak signal and their low engagement with the radio hindered the acquisition of full learning for the students.

Olakulehin (2016) confirmed that the teacher's skills to employ lessons on the radio increases the learner's academic performance.

The teaching strategies of Teacher-Broadcasters significantly influenced the learning outcomes of the students. Managing RBI activities under a comprehensive school policy, assuring the quality of learning materials on the radio, providing the children with necessary supplemental learning materials, and consistent communication with learners and parents to track the students will make the learners progress in the RBI.

Schools have strategized connecting with the parents to provide them with assistance and materials for the learning of their children. On the occasion of self-learning module distribution, contextualized radio and video lessons were presented to parents to acquaint them with difficult competencies (Potane, 2020). The reasons why students learned or did not learn utilizing RBI were also discussed by Teacher-Broadcasters. They discussed the circumstances that affected learning outcomes, including whether or not RBI was successful in acquiring new knowledge. The learners learn in RBI. However, some considerations impede the learning acquisitions of students in the modality.

Teacher-Broadcasters' Good Teaching Practices in RBI

Table 8. Emerging Themes on Teacher-Broadcaster Good Practices in RBI

Question:	Emerging Themes	Participants	Rank
What good practices do you employ in RBI?	1. **Teacher-Broadcasters quality assured, localized, and simplified teaching material, and properly explained the lessons.**	**T2, T4, T7, T8, T9 and T10**	**1**
	2. **Teacher-Broadcasters implemented airing policies of RBI.**	**T1, T2, T6, T8 and T10**	**2**
	3. **Teacher-Broadcasters assessed learners by raising critical questions and giving feedback.**	**T8, T9, and T10**	**3**
	4. **Teacher-Broadcasters tracked learners' attendance and developed interactions with them.**	**T5 and T8**	**4**
	5. **Teacher-Broadcasters assessed the learner's outputs.**		
	6. **Teacher-Broadcasters replayed the lessons.**	**T10**	**5.5**
	7. **Teacher-Broadcasters creatively broadcast their lessons.**	**T6**	**5.5**
		T3	**7**

Table 8 features the emerging themes of good practices of Teacher-Broadcasters in the implementation of RBI.

Additionally, it was discovered during the interview that the teachers who used RBI carried out positive practices. There were various approaches to enhancing education and learning. These were the methods they used to make sure the student was successfully learning valuable information from reading and listening to RBI lessons.

T2, T4, T7, T8, T9, and T0 said that they were Teacher-Broadcasters quality-assured, localized, and simplified teaching material, and properly explained the lessons.

T2 added, "…na meron kaming learning management unit na meron talagang in charge sa bawat aspect halimbawa sa audio editing, audio broadcasting, scriptwriting tapos printing, distribution, collection mga gano'n."

("The fact that we have a learning management unit in charge of genuinely handling every component, such as audio editing, audio broadcasting, scriptwriting, printing, distribution, collection, and so forth.")

T2 explained, "Kasi pag nagsalita kami in-assure din talaga namin na tama talaga. Inaral namin na tama talaga at naka-taped na. Tapos ni-re-replay kasi pinapakinggan namin nang paulit-ulit kung saan ang lapses. Tapos uulitin namin tapos kung saan ang lapse doon tapos papalitan."

("When we speak, we make sure to double-check that it's accurate. We study it to ensure it's correct and it's pre-recorded. Then, we replay it multiple times, listening for any gaps or mistakes. We repeat it and make changes where necessary.")

T2 added, "'Tsaka ang ganda rin po na nagkaroon kami ng learning management unit kasi alam namin kami kung paano kami papasok, alam ang gagawin namin, inform kami tapos ina-assure na 'yong ginagawa mo ay tama. 'Yon ang isang good practice na ginagawa namin na nakita kong maganda." ("Additionally, it's advantageous that we had a learning management system unit because we are informed, we know what to do, and can verify that what we're doing is appropriate. I see it as a fantastic practice that we had.")

"Siguro 'yong best practice namin 'yong simplification ng lesson. Kasi ang module talaga ay masyadong mahaba. Sa amin, kino-contextualized namin 'yon at shino-shorten. Sa mga limang activity doon pinipili na lang namin doon mga dalawa. Dalawa na lang binibigay namin doon na related pa rin at tuhog pa rin ang kanyang competencies. 'Yon lang ang aming naisip na best practices.

("Because the module is too long, perhaps our best practice is to simplify the lesson. We condense it and make it shorter. There are five different activities, but we only pick two. The needed competencies are targeted, and we are only providing two that are still connected. Just those are the things we considered to be best practices."), T4 emphasized.

"Siguro, Sir sa amin ano, nakagawa kami ng mga activity sheets na pinorward sa mga learners before ng airing. Nakapag-localize kami ng activity sheets nai-forward sa mga bata before airing ng lessons. 'Yon po Sir ang masasabi naming maganda ang pag-lo-localize ng aming activity sheets." ("Maybe sir, we made activity sheets that were forwarded to the learners before the airing. We were able to localize activity sheets that were forwarded to the children before the airing of the lessons. Sir, we can say that the localization of our activity sheets is good."), T7 explained.

T10 commented, "Continuous po kasi talaga kami at abot po talaga siya doon sa isla. Kasi may mga schools din po kasi sa ibang schools pero kumbaga ang sakop po. And then, Nakita din naman namin na kahit papano naging effective din naman siya." ("Unlike other schools, where the distance covered by their RBI is quite limited, our RBI runs continually and reaches the islands. Then, we discovered that it was also effective.")

T1, T2, T6, T8, and T10 implemented airing policies of RBI.

"Unang-una talaga ung strict compliance natin sa script. No script no airing. Ang ating ginagawa before ini-air yan tsine-check ng ating school head yan ang ating grammar para siguradong tama." ("Our rigorous

adherence to the script is first and foremost. No script, no broadcast. Our school head examines our grammar to ensure it is accurate before it is broadcast."), T1 reported.

T2 said, "Marami po. Marami. Kagaya ng discipline sa time. Pag time slot mo, time slot mo talaga. Hindi p'wedeng wala." ("There are many. A lot. Like time discipline. When it's your time slot, it's your time slot. You can't have any preparations.")

T6 added, "Good practices.. ano.. ahm…on time kami like kunyari may time kami na morning, on time talaga kami nagbo-broadcast. 'Yong schedule namin ay walang delay." ("Good practices.. what.. ahm...we're on time like we're supposed to have time in the morning, we're broadcasting on time. Our schedule has no delay.")

T10 commented, "… continuous po kasi talaga kami at abot po talaga siya doon sa isla. ("Our RBI continuously aired the lesson until it reaches the islands.")

T8, T9, and T10 raised questions and gave feedback to their learners.

T8 exclaimed, "So may question ako. May word ako na dapat talaga ma-ano nila kung talagang nakikinig sila. So, iko-comment nila sa GC namin. May mga follow-up ako, Sir, after ng lesson namin. Kasi may RBI at tsaka module, may mga follow up ako sa mga lessons ko, maliban na may mga hindi talaga tayo na-ko-complete diba?"
"So, I have a question. I have a word that I should know if they listen. So, they will comment on our Group Chat. I have follow-ups sir after our lesson. Because there is an RBI and also a module, I have follow-ups on my lessons, except that there are some who are absent."

"And then, Nakita din naman namin na kahit papano naging effective din naman siya. After po noon, ako personally sa mga advisory ko nagfe-feedbacking po kasi ako." ("Then, we discovered that it was also effective. After that, I provided my advisees with feedback in person."), T10 elaborated.

T5 and T8 tracked learners' attendance and developed interaction with the learners.

"May GC kasi eh, may group chat sa bawat subject. Kasi gumawa kami ng schedule, sa bawat subject may group chat yan na halimbawa ng tanong doon sila sasagot sa group chat. Habang nakikinig nakabukas ang GC. 'Yon ang practice."
("Because there is a Group Chat, there was a group chat for each subject during radio lessons. We created a schedule, so there is a group chat that serves as an avenue for them to respond to a question posed in the group chat for each subject. The Group Chat is on while you're listening. That's the practice."), T5 explained.

T8 said, "'Yong ginawa ko sa RBI, mag-co-comment talaga sila sa lesson ko sa online poll. Nagla-live ako, tinitingnan ko kung sino ang present, so paano ko masu-sure na sila talaga 'yon at active sila that time."
("What I did at RBI, they will comment on my lesson in the online poll. I'm doing a live broadcast, and I'm checking who's present, so how can I be sure it's them and they're active at that time?")

T6 said, "Tapos isa rin sa best namin, so morning, ni-re-repeat namin s'ya sa afternoon if incase na, isa rin kasi sa problem like hindi nakakapakinig ang mga bata, like hindi sila makapakinig sa morning kasi may mga kapatid sila sa elementary, isang radio lang sila. Nag-aagawan ba ng radio, sa hapon inu-ulit namin. Opo. Nire-replay."

("We repeat the lesson in the afternoon in case the students are unable to listen, such as if they are unable to listen in the morning because they are competing for a single radio with siblings in elementary school. Yes. We replay the lessons.")

"Pero sa best practices po, sa akin nagkukwento po ako Sir sa radio with emotion talaga with paarte arte.. "huwag mo akong hawakan" mga gano'n..nag-dramatize po ako. Sa akin yun... di ko po alam yung sa iba."

("However, Sir, when it comes to best practices, I tell stories on the radio with sincere emotion and creativity. "don't touch me" like that. I dramatize. That's my best practice."), T3 exclaimed.

A similar study by Potane (2020) extrinsically supported the idea that teachers should carefully follow the learner's attendance to radio and television-based instructions through various modes of sending SMS, phone calls, and sending chats through Facebook Messenger. Photographs as evidence that children are engaged in RBI and TV-based lessons are wished for by the Teacher-Broadcaster from the parents. Online forms of communication, surveys, and interviews were done to monitor and track the learners.

Multiple effective teaching strategies were utilized to ensure the listening engagement of the students in the RBI lessons. The Teacher-Broadcasters crafted and used monitoring tools, streamlined learning modules, learner activity sheets, and follow-up questions and activities. They also integrated with RBI Facebook Messenger as a learning platform.

Education Development Center (n.d). favored the findings that teachers need to be adept at teaching by the radio. Every day while they are at work, the typical teacher who uses interactive radio in the classroom takes use of an in-service training program. Teachers who use interactive radio programs benefit from having excellent instruction modeled for them and are executing some of the best pedagogical practices related to constant questioning and answering, radio reinforcement, the continuous rhythm of alternating between modeling for the learners and practice by the learners, and the persistent reminder to call on a child.

Keeping Learners Engaged in Listening RBI

Table 9. Emerging Themes on the Strategies of Teacher-Broadcasters in Keeping their Students Engaged in

Question:	Emerging Themes	Participants	Rank
What strategies do you employ to keep your students engaged in your RBI lessons?	1. Teacher- Broadcasters spent time talking with their learners and parents.	T1, T2, T6, T7, T8 and T10	1
	2. Teacher-Broadcasters designed engaging lessons on the radio.	T2 and T9	2
	3. Teacher-Broadcasters made RBI lessons supported by the modules and vice versa.	T5	4.5
	4. Teacher-Broadcasters used Messenger as a platform for checking the participation of their learners in RBI.	T8	4.5
	5. Teacher-Broadcasters also gave rewards to outstanding listeners of the RBI.	T7	4.5
	6. Student engagement depends on their interest in listening to the RBI.	T3	4.5

Table 9 shows the emerging themes of strategies used by Teacher-Broadcasters to make their learners engaged in listening to RBI.

The interviews also revealed the strategies used by teachers to keep students engaged in listening to RBI. The teachers were enthusiastic about maintaining the interaction between the radio and the students. It was proven in the interviews the teachers used their methods to keep the children listening to the RBI.

T1, T2, T6, T7, T8, and T10 spent time talking with their learners.

"Tinawagan namin sila at nag-home-visit. Effective 'yan." ("We called them over the phone and did the home visit. That's effective."), T1 said.

T2 stated, "Kinausap namin ang mga estudyante no'ng kami ay pumunta sa lakbay-turo. Kung pinapayagang lumabas, dinadalaw namin sila. 'Yong lakbay-turo 'yon ang tawag namin sa home visit." ("We can communicate with the students, we are going on a Lakbay-turo. If it is allowed to go out, go visit them. Home visits are referred to as Lakbay-turo.)

T6 said, "Weekly naman 'yong balik nila so from time to time kinakausap naman namin ang mga parents.. So, kumusta, baka kayo ang sumasagot sa mga modules nila." ("Every week, the students return the worksheets to their parents. We can therefore occasionally speak with the parents. So, I said, "Hello, maybe you're the ones answering your kids' modules.")
"Lagi ko silang pinapaalahanan na makinig at every after ng RBI may feedbacking kung nakinig sa RBI. Ang attendance po nila ay naka-based sa module nila." ("I constantly tell them to pay attention, and each time after RBI, I get confirmation that they did."), T10 confirmed.

T2 and T9 designed engaging lessons in RBI.

T9 mentioned, "Nagbibigay po kami ng preparations like learning activities, answer sheets, and follow-up activities with them. By weekly. Pumupunta po sila for submission ng kanilang activity sheets." ("We accompany them with preparations including learning exercises, answer keys, and follow-up activities. Every week, they are on their way to submit their activity logs.")

T5 said, "I-advance namin ibigay ang module tapos i-announce namin na next week pa ang on-air, tapos pag nagbigay kami ng question doon nila ilalagay ang sagot sa module kung talagang nakinig talaga sila sa radio." ("There, we can see if they listened to the radio if the module is answered based on what we said, which is how we can say that they are listening to the radio. We give the module in advance, and then we announce that it will be on-air next week.")

T5 uttered, "Gumamit ako ng mga keyword. Kung alam ng estudyante 'yon siguradong nakikinig siya." ("I used keywords. If the student is aware of that, he has listened.")

T5 added, "Masisigurado ko na nakikinig nga ang bata kasi may tanong ako sa dulo ng lesson ko. Kung alam nya, malalaman ko na nakikinig siya." ("I'll be sure to ask him a question at the end of my class to see whether he truly listened, and if he did, I'll know.")

T8 expressed, "Naging platform talaga namin is Messenger. Doon na talaga kami ng tse-check ng attendance. Ma-check ang participation nila at recitation." ("Messenger has become our platform. We are there to check attendance. Their participation and recitation can be checked.")

"May award. Kung nakikinig talaga sila, halimbawa may tanong ako doon, kung sino ang unang makakapagchat ng tamang sagot may reward na doon. Kasi pag hindi mo sila binigyan ng reward…so wala." ("A prize is given. If they pay attention, for instance when I ask a question, there is a prize for the first person to respond in a chat with the right response. Because if you don't reward them… then nothing."), T7 added.

T3 said, "Kung may magpopokus man d'yan siguro mga kaunti lang, mga 70%, 'yong mga honors, 'yong gusto ko grades ko ganito." ("If someone concentrates on it, perhaps 70% of them, the honor students and those who strive for high grades.")

The Educational Development Center (n.d) reinforced the discovery that learners need to be engaged in whatever learning modality. While participating in an interactive broadcast, students not only listen but also play, sing, move, and dance; they also respond to questions; they exhibit skills to surrounding listeners; they assess each other's skills; and, in general, they engage in as many activities as they can put their new knowledge into practice. This form of interaction is impossible in front of a screen because it requires complete stillness and relies mostly on visual input. All ages can benefit from interactive radio learning, but perhaps children who know how to have fun love it the most. It uses pedagogical research to extract the most learning—through direct practice and application—from the medium. It educates by design, not by default.

Wang et al., (2017) found a substantial relationship between children's attention and responsiveness and their task involvement in educational activities. Children's task-oriented behaviors also included a demanding behavior component, as evidenced by bad mood, rage, and disobedience. Assessments in the classroom can help teachers plan and carry out effective instruction and support students in learning at a deeper and higher level. Teachers can create and deliver effective, targeted education in academic topic standards using assessments.

The Teacher-Broadcasters kept reminding the students through their parents about paying attention to the RBI lessons. Aligning the RBI lessons with the lessons from learning modules can make the activities of the learners easier and smoother. They injected probing questions, clues, and rewards to make the learners fully engaged in the RBI.

Teachers-Broadcasters' Intervention for Struggling Learners in RBI

Table 10. Emerging Themes of the Intervention Conducted by Teacher-Broadcasters for Struggling Learners in RBI

Question:	Emerging Themes	Participants	Rank
What intervention did you use for learners who struggle in RBI?	1. **Teacher-Broadcasters communicated with parents through home visits and conferences.**	**T1, T2, T3, T4, T7, T8, and T10**	**1**
	2. **Teacher-Broadcasters also gave other varied interventions like reading remediations and not enforcing RBI to other learners.**	**T1 and T6**	**2**
	3. **Teacher-Broadcasters provided an additional task for learners who did not perform well in RBI.**	**T7**	**4**
	4. **Teacher-Broadcasters used modular learning as a supplement for RBI lessons.**	**T9**	**4**
	5. **Teacher-Broadcasters were confused about when or how to provide an intervention.**	**T5**	**4**

Table 10 displays the emerging themes of interventions conducted by Teacher-Broadcasters for learners who struggled in RBI.

Teacher-Broadcasters provided examples of interventions they used to assist students who were having learning difficulties with RBI. According to the conversation, the majority of the interview participants made home visits to students to speak with their parents and the students themselves who were having difficulties with RBI.

T1, T2, T3, T4, T7, T8, and T10 conducted home visits for their learners.

T1 responded, Ayon tlaga eh hindi na namin talaga sila ni-require. Binigyan na namin sila ng modules. Nang pasukan sila ang pinokusan namin, Nagkaroon sila ng reading intervention. Pero ng naiipon na namin sila ng hindi pa normal. Unang-una ung mga galing ng Grade 6. ("Actually, we no longer require them. We have already provided them with modules. When the school year started, we focused on them, and they received a reading intervention. However, we have been gathering them even though its not yet normal. Especially, those coming from Grade 6.")

"Ano, home visiting kami. Parang pandagdag doon sa RBI 'yong mga learners na nag-struggle, hino-home visit namin. Lalo na 'yong mga parents na hindi na kumukuha at nagbabalik ng mga modules. S'yempre nag pa-panic na rin kami, what we did was home visiting."

("We visit their homes. For students who struggle, home visits serve as an addition to RBI. Most notably, parents who don't claim and return their modules. Naturally, we became anxious, so we visited families at home."), T2 reported.

T4 added, "Kinakausap ang magulang. Hanggang doon lang po kami. (Engaging with parents. That is all we have.")

T1 and T6 gave reading interventions to struggling learners.

 ("Of course, some students struggle in school. Our troubled listeners are likewise our troubled readers. We no longer strictly enforce the radio lessons on them. They received reading interventions. Even if it hasn't yet returned to old normal, we gathered these students especially those who completed Grade 6 but can't even read."), T1 explained.

T7 replied, "Unang-una pino-provide namin ng another activity, other activities para makasabay sila doon. Nag house visitation kami Sir at nagbibigay ng other activities." ("For them to keep up with it, we first offer another activity. We perform house visits, Sir, and we offer additional activities.")

T9 answered, "Kasabay po ng implementation ng RBI meron naman pong gadgets like e-tablets, so kung binibigyan namin sila ng module through tablets po para makasabay rin po sila." ("When RBI is implemented, and devices like e-tablets are also available, so if we give them a module through tablets, they can keep up.)

T5 retorted, "Sa akin sa subject ko, parang wala eh. Walang intervention eh. So isa pa 'yon sa problema 'yong intervention kung paano siya gawin". ("I don't seem to have any intervention in my subject as far as I'm concerned. There isn't any intervention. This presents yet another issue with how the intervention is done through RBI.")

Teacher-Broadcasters dedicated intervention to their struggling learners. They valued the effect of the home visits to help their students. During those visits, Teacher-Broadcasters provided the students with additional tasks and assisted them in developing their reading capabilities. The significance and the routines of interventions to be given to learners should be made aware of by the other Teacher-Broadcasters.

Kelley et al. (2020) agreed that programs of home visitation must be planned and executed to inform families giving an environment that enriches the development of the children. Home visitation provides enhancement of the school readiness of children and fosters positive parent-child connections. High-quality home visitations practice family support that decreases risk and protective factors.
The effectiveness of the intervention conducted will be defined when there is a positive impact on the struggling learners. As a result of the intervention employed, learners who had not been complying with school tasks were able to show up with the completed learning modules.

Hawthorne (2021) agreed that a child who is failing academically needs intervention. Interventions are designed to respond to a certain learner's weakness, to track a student's progress, or to address whatever varied needs of learners about their studies. For the interventions to be successful, they should project an observable impact, thus programming an intervention needs careful planning. Employing effective interventions can promote a child's self-worth and

scholastic progress. Intervention should be in a nurturing, safe environment, which can completely develop students' total welfare.

Through house visits of the Teacher-Broadcasters, they were able to witness the difficult situations of the learners that ignited the teacher's willingness to continually help the students. With this, the learners were provided e-tablets with digitized learning modules to keep the learners on top of their lessons and to lessen the printing jobs of the Teacher-Broadcasters.

Lynch (2019) suggested that home visitation is of significant importance as it enables teachers to gain a deeper understanding of students' home environments and how these circumstances can impact their academic performance. Additionally, it fosters a connection between teachers and the cultural aspects of students, potentially shedding light on any barriers to learning that students may face.

How Parents Provide Guidance to Their Children in RBI

Table 11. Emerging Themes of How Parents Give Guidance to Their Children in RBI

Question:	Emerging Themes	Participants	Rank
How do you guide your child in RBI? *(Paano mo ginagabayan ang iyong anak sa pakikinig sa RBI?)*	1. **In giving guidance, parents give instructions and reminders to their children.**	**P1, P2, P8 and P10**	**1**
	2. **To ensure that students listen to RBI, the parent accompanied their children from listening to RBI.**	**P6 and P8**	**2**
	3. **Parents let their children listen to replays of the lesson.**	**P2**	**5**
	4. **Parents also explain the lessons like what teachers do in the classroom.**	**P9**	**5**
	5. **Parents also help clarify questions from the teachers.**	**P4**	**5**
	6. **Parents provide study areas at home to make their children feel that they are at school.**	**P3**	**5**
	7. **Parents assist their children in the completion of their tasks at RBI.**	**P7**	**5**

Table 11 shows the emerging themes of how parents give guidance to their children in RBI.

P1, P2, P8, and P10 give reminders and instructions to their children about their lessons in RBI.

"Ang sabi ko sa kanya Sir, makinig s'ya kasi wala kaming radio kaya dito siya sa school at magsagot ng modyul." ("I told him, Sir, he should listen because we don't have a radio, so he's here at school and answering the module."), P1 commented.

"Pag hindi n'ya naririnig minsan pinapaulit ko sa kanya. Diba meron naman silang parang pangalawang ano... replay... 'yong replay pakikinggan n'ya para maintindihan n'ya." ("When she doesn't hear sometimes,

I would ask her to listen once more. Don't they have something like a second... replay... the replay she will listen to so she can understand."), P2 revealed.

P8 uttered, "Sinasabihan ko po kung anong oras ang klase nila." ("I told them what time their class was.")

P6 and P8 would accompany their kids listening to RBI.

"…dalawa kami nakikinig para s'ya, parang ginagabayan ko rin s'ya na, lalo na't lalaki 'yong estudyante ko, kung hindi wala talaga." (…the two of us listen, it's like I'm guiding him too, especially since my student is a boy, otherwise, there's nothing.), P6 explained.

P8 retorted "Pumupunta po na lang kami talaga sa lugar na may signal po. Kagaya po sa amin sa Suba wala pong signal, pumupunta pa po kami ng bayan. Wala rin kaming mga Wi-Fi." ("We go to the place where there is a signal. Just like us in Suba, there is no signal, we still go to town. We don't have Wi-Fi either.")

P9 commented, "Hmmm, kasi kadalasan marami s'yang mga tanong talaga lalo na sa English kahit nga Filipino, may mga struggles s'ya. Ako na 'yong teacher n'ya. Tinuturuan ko siya lalo na sa mga lessons nya na kung anong mga tanong n'ya sa mga lesson n'ya na hirap na hirap siya." ("Hmmm, because he usually has a lot of questions, especially in English and in Filipino, he struggles. I played as his teacher. I teach him, especially in his lessons when he has questions in his lessons that are very difficult for him.")

P4 expounded, "Pag may tanong Sir, through cellphone. Yung i-te-text po 'yong tanong sa teacher. Ang ginagawa po kasi Sir kaming mga parent, halimbawa nagtatanong ang mga anak namin 'yong hindi nila maintindihan, kami kasi ang pumapasa ng module nila, pinapaabot narin namin sa mga teacher nila 'yong hindi naunawaan ng bata, sinasabi doon sa teacher kapag nagkikita. O kaya Sir sa ano naman sa Group Chat. Kasi gumawa kami ng Group Chat." ("If they have a question, Sir, we texted the questions to the teachers through cellphone. What we parents do is, for example, our children ask questions that they do not understand, because we are the ones who pass their module, we convey to their teachers their questions, and we tell the teacher when we meet. Or sir, we post the question in Group Chat, because we made a Group Chat.")

"Talagang s'yempre nakapokus ang setup sa bahay. Talagang may area sila kung saan sila mag-aaral daily, may lamesa sila. Kasi may isa akong elementary at high school. Talagang may lamesa sila both silang ganyan. So may radio, pag time na may radio lessons, may pakikinggan sila. 'Yan ganyan. Talagang naka set sa mind nila na kahit nasa bahay sila parang nasa classroom din sila."
("The setup is of course focused on the home. They have an area where they study daily, they have a table. Because I have a kid in elementary and high school kid. They both have a table like that. So, there is a radio, when there are radio lessons, they listen to something. That's how it is. It is set in their minds that even if they are at home, they feel like they are in the classroom."), P3 elucidated.

P7 answered, "Gina-guide kung halimbawang may mga part na medyo na hindi sila nakuha. Gina-guide sila. Ang gagawin lang basta't babasahin ang mga hand-outs at isabay sa RBI, sa radio na kailangan mapakinggan." ("They are guided if, for example, there are parts that they didn't quite get. I guide them. The only thing that will be done is to read the hand-outs and keep up with the RBI, on the radio that needs to be listened to.")

Guidance is necessary for young students. Parents must guide their children in their studies at RBI. Interviews with selected parents discussed how they guided the children. These parents shared ideas about how they would guide their children.

To ensure that learning takes place in RBI, parents provided radio sets to their children. Through the provision of constant guidance and reminders, the children kept on listening to RBI. However, the obstacles to listening to RBI like faint signals, boredom, disinterest, and preoccupation with other activities limit the children from listening to RBI. Children who don't have a radio at home find a place where they can continue to listen to RBI lessons.

Parents continued to provide for the needs of the children to be fixedly engaged at RBI. They gave simple instructions and even performed as the teachers of their children. They assigned a study area in their homes to make their children feel the atmosphere of a classroom. They listen with their children to the radio lesson, help them understand the lesson and do their assignment, or even go with their children to places where an internet connection is accessible.

Ceka & Murati (2016) and Emerson et al. (2012) stated convincing remarks that from the moment a kid is born, parents are recognized to be their first teachers. As children get older and take on adult roles, parents' traditional roles continue to include teaching, guiding, and developing children to become respected members of their communities. Most parents let the school handle a sizable portion of their child's formal education as soon as they start sending them to school. In terms of formal education, parents play a more active role as providers. Unless parents have taken on the complete burden of homeschooling their children, it is important to make sure that kids have the necessary resources and assistance to access education and learning.

To ensure that learning takes place in the use of RBI, Teacher-Broadcasters, and parents devised applicable mechanisms of learning that would help the learners develop their skills through radio. The teacher-broadcasters made sure that their students acquired learning.

With this desire, the Teacher-Broadcasters executed imaginable, interesting, and entertaining to keep their students engaged and paying attention to RBI lessons. They made sure that the learning tasks on the radio could be easily grasped by the learners. They supplied their learners with activities to assess their performance. Learners who did not perform well in the RBI lessons were given academic intervention ranging from enrichment activities to counseling and home visitation.

The parents, as well, provided adequate guidance to their children attending lessons in RBI. Despite their limitations, they continued providing the needs of their children to meet the demands of learning through radio. They reached out to the teacher-broadcasters, tutored their kids, and gave reminders and financial support to their children.

SOP 3. How can learning delivery be improved to ensure learning takes place in the RBI?

This study also concerns how to improve the performance of the RBI for the proper delivery of knowledge to students not only during the pandemic but even in the present when there is no certainty that the crisis will re-exist or even completely disappear. Important suggestions are contained in this part of the interview to improve and stabilize the RBI in the midst of the new normal. The mitigations for challenges encountered are also featured in this section to unveil concepts on how to improve the RBI as a modality.

Mitigation of Teacher-Broadcasters for the Challenges Encountered

Table 12. Emerging Themes of the Mitigations of the Teacher-Broadcasters from the Challenges They Encountered

Question:	Emerging Themes	Participants	Rank
What mitigations did you implement in addressing these challenges?	1. **Teacher-Broadcasters utilized the internet in preparing, sending, and blending their lessons in RBI.**	**T5, T7 and T8**	**1**
	2. **Teacher-Broadcasters communicated with the parents.**	**T3 and T9**	**2.5**
	3. **To make learners still on top of the lessons, Teacher-Broadcasters distributed hand-outs and answer sheets.**	**T4 and T6**	**2.5**
	4. **Teacher-Broadcasters strategized the time and place**		
		T2	**5.5**

of recording their audio lesson to avoid noise.		
5. The Teacher-Broadcasters sought advice from experts to become better at broadcasting.	T5	5.5
6. Teacher-Broadcasters invited their learners into a small group discussion as an intervention for RBI.	T10	5.5
7. Teacher-Broadcasters strategized the airing of RBI lessons and distribution of learning modules.	T1	5.5

Table 12 shows the emerging themes of the mitigations implemented by Teacher-Broadcasters in responding to the challenges encountered.

It is crucial to note how the Teacher-Broadcasters in the study handled the RBI problems. The Teacher-Broadcasters demonstrated their capacity to address the difficulties, issues, and shortcomings in the introduction of RBI as a teaching tool during the crisis based on the discourse that was held.

Teacher-Broadcasters dedicated efforts to responding to the issues they encountered. Through home visits, the Teacher-Broadcasters were able to communicate with their students and parents. They provided printed materials to make the students follow the lessons on the radio. They also shared recorded lessons with the students through the use of online or offline sharing applications and devices. To capacitate themselves further, they resorted to seeking tips from the experts or accessing tutorials on the web.

T5, T7, and T8 utilized the internet to blend the delivery of their lessons in RBI.

"Ang ginawa ko nanood ako ng mga tutorials sa Youtube kung paano maging isang Teacher-Broadcaster ganon. Tapos may mga friends ako na DJ, kumuha ako ng mga idea gano'n kung paano ba maging lively at paano ma-encourage 'yong mga bata na makinig talaga." ("To become a teacher-broadcaster, I followed the instructions in YouTube videos. Secondly, I have DJ friends, so I get ideas from them on how to be engaging and get listeners to focus on the radio program."), T5 expounded.

"Ang ginawa namin Sir, ung recording namin, 'yong mga lugar, 'yong estudyante na hindi maabot ng signal, pinoporward na lang sa cellphone ng mga estudyante namin 'yong lessons, recorded lessons. Para makasabay sila sa lessons." ("We just forwarded the recorded lessons to the students' smartphones in such locations, Sir, where the signal was not strong enough to reach them for them to remain on top of the lessons."), T7 remarked.

T8 pronounced, "Napilitan akong mga virtual lesson. Para lang i-follow-up sila kung talagang nakikinig sila. Sir, kwento ko sa inyo may mga estudyanteng umakyat sa puno, para makasagap. Sabi ko, Hoy bumaba ka d'yan.. ahahaha.. ganon talaga ang sacrifice nila hindi lang din talaga ang mga guro." ("I was forced into virtual lessons just to get them to follow up if they were listening. Yes. I said at least twice in a grading period we have a class. Sir, I will tell you that there are students who climb a tree, to get a connection. I said, Hey, get down there… a hahaha…").

T3 and T9 communicate with the parents to raise issues about their children 's performance in RBI lessons.

T3 mentioned, "Siguro kapag mag-fe-feed back na, kasi diba hindi naman nakakausap ang mga bata, mga parents lang nila.. siguro paalala Sir na oh ito, ganito na mangyayari." ("Perhaps when providing feedback since we only speak to the parents of the children. Parents are being reminded of the changes. Your children at home don't seem to be listening.")

T4 and T6 distributed answer sheets and hand-outs to keep their learners on top of their lessons.

"…gumagawa kami ng hand outs in case na hindi kayang abutin, hindi ma-reach ng frequency namin 'yong mga iba naming learners, gumagawa kami ng hand-outs at the same time mga worksheets nila na kanilang sinasagutan. Makinig man sila o hindi, kaya pa ring masundan ang lessons." ("…we prepared handouts for those students who cannot be reached by the radio frequency. We prepared handouts and worksheets for them to answer. They can still follow the lessons they will listen or not."), T6 explained.

T2 cited, "Eh di lipat na lang ng area. Or hintayin na lang muna na matapos sila. Or else ganito ang ginagawa ko madaling araw." ("Just move to another area. Or just wait for them to finish. Or else I will do them in the morning.")

T5 expounded, "So sa akin ang ginawa ko nanood ako ng mga tutorials sa Youtube kung paano maging isang Teacher-Broadcaster gano'n. Tapos may mga friends ako na DJ, kumuha ako ng mga idea gano'n kung paano ba maging lively at paano ma-encourage 'yong mga bata na makinig talaga.

 ("To become a teacher broadcaster, I followed the instructions in YouTube videos. Secondly, I have DJ friends, so I get ideas from them on how to be engaging and get listeners to focus on the radio program")

 T10 added, "Nagpapapunta kami ng mga bata sa isang place tapos magkakaroon po kami ng small group discussion." ("Alternatively, we meet the students somewhere and then discuss them in small groups.")

T1 replied, "Marami kaming ginawa eh. Mauna muna ang audio lesson late na idadala ang modules para maobliga sila." ("We did a lot. We broadcast the lesson prior to the distribution of modules to obligate them to listen.")

Zadok-Gurman et al., (2004) supported the idea that to control, accept, get rid of, or decrease painful experiences, people adopt coping mechanisms. Despite the difficulties they are experiencing, stress management aids teachers in performing their duties effectively. MacIntyre et al., (2020) agreed that teachers can better manage pressures during the pandemic by building resilience, happiness, and well-being. Teachers engaged and sought out social support. Taking part in recreational and physical activities can help reduce stress from the pandemic (Hidalgo-Andrade et al., 2021). To handle the challenging demands brought on by the epidemic, teachers too used coping mechanisms. They adapted to changing educational trends, picking up the technological know-how they would need to do their jobs well during the pandemic (Dawadi et al., 2019; Klapproth et al. 2020).

Mitigations Provided by the Learners for the Encountered Challenges

Table 13. Emerging Themes of the Solutions Provided by Learners in Response to the Challenges They Encountered in RBI

Question:	Emerging Themes	Participants	Rank
How were you able to provide solutions to solve these challenges? *(Paano mo nasulusyunan ang mga hamong ito?)*	1. Students utilized the internet to research their lessons.	L2, L4, L8, and L10	1
	2. Students transferred to places with better signals.		
	3. RBI is prioritized over other unnecessary activities.	L1 and L7	3
	4. Students who lack listening gadgets became resourceful.	L5 and L6	3
	5. Learners with attention problems were watched by their parents while attending RBI.	L9 and L10	3
	6. Time management was effective in RBI.	L6	6.5

7. **Gadgets used for listening RBI were properly fixed to avoid low-quality audio.** 8. **Learners who were busy doing other chores ask permission from their parents before listening to RBI.**	L6	6.5
	L3	6.5
	L5	6.5

Table 13 shows the emerging themes of the solutions provided by the learners to the different challenges they encountered in RBI.

The learner participants in this study devised a way to solve the challenges they faced in listening to the RBI.

L2, L4, L8, and L1 utilized the internet to research their lessons in RBI.

"'Tsaka nag-go-Google na lang po ako pag hindi ko po talaga maintindihan. Or mag you-Youtube po diba po may nagpapaliwanag doon. Mag-re-research na lang po ako." ("Besides, I just google it when I don't understand. Or go to YouTube and see if someone explains it there. I'll just do some research."), L4 said.

L8 told, "Nag cha-chat po ako sa Group Chat namin. Nakakakuha po ako ng impormasyon sa mga lesson na hindi ko naintindihan kapag nag chat po ako. May mga natutunan din po ako." ("I was chatting in our Group Ghat. I get information on lessons that I didn't understand when I chat. I also learned some things")

L10 added, "Yes po, but since bawal pa pong lumabas, nag-avail po si mama ng WiFi. Nag bili po sya ng WiFi para sa aming pag-aaral. 'Yong mga kapatid ko naka RBI din po sila. Pero pagsinabi ko na ako muna kasi importante ang class ko, nagpapaubaya sila. Tutulungan ko na lang sila sa modules nila. I mean ako na lang mag-di-discuss. Bigayan na lang kami. ("Yes, but since it's not allowed to go out yet, Mom availed WiFi. He bought WiFi for our study. My brothers also have RBI. But when I said that I was the first to use the radio because my class was more important, they just gave up. I will just help them with their modules in return. I mean I'll just discuss with them. We just consider each other."

L1 and L7 looked for a better spot to get good connectivity.

L7 said, "Naghahanap po ako ng better spot para makahanap ng signal po. Mabilis-bilis lang din po, pero minsan mabagal po. Pero nakakananap din po sa labas ng bahay." ("I'm looking for a better spot to find a signal. I can catch a signal very quickly, but sometimes it's slow. But I can also find a signal outside the house.")

L5 and L6 prioritized their RBI lessons over other things.

L6 explained, "Minsan po ino-off ko na lang po 'yong gadget ko. Pero mas gusto ko na nag-mu-music." ("Sometimes I just turn off my gadget. But I prefer playing music.")

L9 and L10 became resourceful to have gadgets for listening.

L9 expressed, "Minsan po nanghihiram na lang po kung sino po ang pwedeng mahiraman ng radio po o cellphone…" ("Sometimes I just borrow from whoever can borrow a radio or cellphone...")

"Kaya, binabantayan po ako ng lola ko pag nag RBI ako. Kailangan ko po talaga ng guidance." ("So, my grandmother watches me when I listen to RBI. I need guidance."), L6 said.

L6 further commented, "Time management. Yong mga modules po Sir na mahihirap talaga inuuna ko." ("Time management. Sir, I prioritize those modules that are difficult.")

L3 said, "Ayusin po talaga para mapakinggan po nang maayos. Yong headset po sa cellphone. Kasi po minsan umuugong." ("Fix it well so you can listen properly. It's the headset on the cellphone. Because sometimes it buzzes.")

"Siguro po pag-papaalam po. Doon po kasi sa Group Chat nagbibigay sila ng mga sked kung ano po ang mga susunod, nagpapaalam po ako sa parent ko na ibigay muna nila ang time, oras kasi para mas mapakinggan ko po 'yong lessons ko.

("Maybe asking for permission. It's there in the Group Chat that they give the schedules of what's next, I inform my parents to give me the time first because it's time for me to listen to my lessons".), L5 commented.

Barrot et al. (2021) supported that to get around the difficulties they encountered while learning remotely, students used a range of tactics. For instance, to address the issues with their home learning environment, students talked to their families, moved to a quieter location, studied late at night when everyone in the family was already asleep, and sought advice from their peers and teachers). Students used the Internet and joined Facebook groups where free resources are shared, sought assistance from family members, used resources at home, and spoke with teachers to get around the problems with learning resources.

Barrot et al. (2021) further confirmed that each student's unique tactics may have been influenced by a variety of external circumstances, including the resources that were accessible, the student's personality, the family structure, relationships with peers and teachers, and aptitude. Researchers could expand on this research by looking into how various variables affect people's use of particular tactics.

Mitigation of Parents for the Encountered Difficulties

Table 14. Emerging Themes of the Parents' Mitigations for the Encountered Challenges in RBI

Question:	Emerging Themes	Participants	Rank
How do you respond to this concern? *(Paano mo tinugunan ang hamon?)*	1. **Parents became innovative just to make their children access the RBI lessons.**	**P1, P5, P6 and P7**	**1**
	2. **Some parents worked hard just to provide for the needs of their children in school.**	**P7 and P8**	**3**
	3. **Parents gave instructions to their children to listen to RBI.**	**P6 and P9**	**3**
	4. **Some parents never encountered problems with RBI.**	**P2 and P10**	**3**
	5. **Parents ask others about the lesson of their children if they can't explain it.**	**P3**	
	6. **Parents just let their kids learn at their own pace as long as they focus on their school tasks.**	**P4**	**5.5**
			5.5

Table 14 identifies the emerging themes of the responses of parents to challenges they encounter as their children study through RBI.

P1, P5, P6, and P7 became innovative just to make their children access the RBI lessons.

"Minsan Sir, sa selpon na lng. Dahil wala kaming radio kaya sa selpon na lang…" (Sometimes Sir, just on the cellphone. Because we don't have a radio, we can just use our cell phones…), P1 expressed.

P1 stated, "…o kaya magpunta sa school makinig ng radyo dahil malakas ang patugtog sa school." ("…or go to school to listen to the radio because it's loud at school.")

"Ni-re-record ko minsan, Sir sa cell phone. Opo Sir, kasi minsan hindi inaasahan biglang brown out. Hindi nya na nasusubaybayan ni-re-record ko na lang. Tapos inuulit ko sa kanya Sir. Para mayron s'yang makuha na kung ano." ("I record sometimes Sir on the cellphone. Yes, Sir, because sometimes it suddenly browns out unexpectedly. He can't track it any more, I just record it. Then I replayed it for him, sir. So, he can get something."), P5 answered.

 P6 expresses, "... pero minsan kahit d'yan sa RBI ng elementary, nakikinig kami…" ("…sometimes even at RBI in elementary school, we listen...")

P7 confirmed, "Bumili na lang talaga kami ng radio sa FM tapos gumawa na lang talaga kami ng paraan doon. "Nagkabit kami ng antenna sa bahay namin, kung nagakabit lng ng malaking wire. Ginawa 'yon ng kuya. Nag-innovate kami." ("Then we just bought an FM radio, and we made our way there. We attached an antenna to our house, just attached a big wire. His older brother did that. We innovate.")

P7 and P8 worked hard to provide for the needs of their children.

"Nagsumikap na lang po kami Sir. Naglabandera. Nag-sideline-sideline. Para lang mai-produce ang mga kailangan nila. ("We just worked hard, Sir. Did laundry. We looked for extra jobs. Just to produce what they need."), P8 replied.

P6 and P9 watched their children as they listened to RBI lessons to make sure that they were paying attention.

"So ano lang, ang ginagawa ko ay binabantayan ko talaga siya." ("What I'm doing is watching him."), P9 reasoned out.

P2 and P10 did not encounter any issues, thus they did not act to solve them.

P10 remarked, "Wala naman pong problema sa anak ko. He is an achiever. Maayos naman ang programming ng school sa radio. Natuto naman ang anak ko sa modality ng radyo." ("There is no problem with my son. He is an achiever. The school programming on the radio is fine. My son learned a lot from the radio modality.")

P3 responded, "May mga chance din kasi na hindi nila maunawaan ang sinasabi ni teacher sa radio. Kaya pagkaya ko pa s'yang turuan as magulang, pero pag hindi ko na kaya, magtatanong sa guro sa susunod kasi magkuha kami ng modules.. Sir, pwede ba? Or sa classmate or sa pinsan…gano'n na lang." ("There are also instances where they may not fully grasp what the teacher is explaining on the radio. In such cases, I can still help them as a parent. However, if I'm unable to, I will inquire with the teacher next time because we'll be using modules. Sir, is that possible? Alternatively, I might ask a classmate or a cousin... that's the idea.")

P4 argued, "Ako bilang parent ang ginagawa ko talagang pokus na lang talaga sila sa pag-aaral nila, sa ganyang module. Para mahasa ang utak nila ba. Kasi kung i-force mo talaga sila, syempre parang nahirapan sila." ("As a parent, what I did was make them focus on their studies, on that module, to sharpen their brains Because if you force them, of course, they seem to have a hard time.")

The parents' struggles were brought up during the interview. It's important to get their feedback on how to address or perhaps even eliminate these challenges they encountered at the RBI. In the investigation, it was discovered that their experiences were varied in how they handled RBI's obstacles as a means of learning.

The parents, behind all the difficulties they encountered in life, kept on giving all provisions to their children to continue with their studies. A large amount of encouragement and guidance was extended by the parents to their children. Aside from providing radio sets to their children, they accompanied them not only for listening to the radio but also for looking for an area where the Internet is accessible. The connection can easily be accessed. In some instances, parents did not enforce rules on their children and let their children learn at their own will.

From the Teacher-Broadcasters' stance, for the learners to successfully learn in the RBI, they must religiously pay attention to the RBI. Learners were able to learn something in RBI if they listened to it but those who ignored it, would not pick anything. If the lesson is too difficult and cannot be grasped by students, surely there will be no learning at all. Those learners who combined listening to the RBI with learning modules will likely learn more. The accessibility of the radio frequency is also a contributing factor for the students to catch the lessons.

The Department of Education (2020) agreed that the dramatic increase in enrollment in school is evidence that parents are beginning to accept the new educational standard and are viewing these changes as challenges. Some parents view this as a chance to be able to keep an eye on their kids and to be more directly involved in their education. This demonstrates how worried parents are about keeping their children's education a top priority despite the COVID-19 problem. As we recover together, we grow together (Bendijo, 2020).

Teacher-Broadcasters Suggestion for the Improvement of RBI

Table 15. Emerging Themes on the Suggestions of Teacher-Broadcasters for the Improvement of the Delivery of Learning in RBI

Question:	Emerging Themes	Participants	Rank
What suggestions would you like to give to further improve the implementation of RBI?	1. Teacher-Broadcasters should have a wide range of skills in the utilization of RBI.	T3, T4 and T5	1
	2. Teacher-Broadcasters should acquire complete training intended to enhance their skills in the operation of RBI.	T9 and T10	4.5
	3. The school should have policy guidelines on quality-assured scripts and alignment of competencies.	T4 and T6	4.5
	4. Teacher-Broadcasters should manifest full support and cooperation to the RBI.	T1 and T6	4.5
	5. Constant electricity and a stable signal should be achieved.		
	6. RBI should be properly communicated with the community to acquire large participation and engagement.	T1 and T7	4.5
	7. Teacher-Broadcasters' assignments in RBI should be balanced	T1 and T5	4.5
		T4 and T8	4.5
	8. Consistency, upgrading, and persistence over time can make RBI effective.	T2	8

Table 15 displays the emerging themes of suggestions of teacher-broadcasters on the improvement of learning delivery in RBI.

The Teacher-Broadcasters gave suggestions to further improve the practice of RBI. Based on the suggestions gathered from the interview, a lot more should be done to make its implementation smoother. Their suggestions to increase the use of RBI ranged from training teachers, assuring the quality of teaching materials, expanding the scope of radio frequencies, ensuring student listening engagement, involving parents, strengthening the communication signal, securing radios and electricity, and many more.

T3, T4, and T5 agreed on the idea that teacher-broadcasters should have a wide range of expertise in the use of radio. "Sana maturuan ang mga guro kung paano paandarin ng maayos at tama ang RBI apparatus. Para doon, nasira ang baterya ng aming RBI dahil sa maling koneksyon ng mga wiring ng baterya." ("I hope the teachers will be taught how to operate the RBI apparatus properly and correctly. For that, our RBI's battery was damaged due to the wrong connection of the battery's wirings."), T3 underscored.

> "Number 1 dapat skilled ang teacher sa radio especially scriptwriting". ("There are lots of them. First and foremost, the teacher needs to have experience composing radio scripts."), T5 responded.

> T9 and T10 suggested the provision of training that would completely enhance their skills with the operation of RBI.

> T10 added, "'Yon nga po siguro proper training po talaga, hindi po lahat ng teachers naka-attend. Kumbaga pili lang po talaga".
> ("That's probably proper training, not all teachers attended. It seems that it is just the chosen few will participate.")

> T4 and T6 supported the creation of clear policy guidelines for the implementation of RBI.

> "Siguro ay magkaroon ng klaro na polisiya 'yong DepEd para sa pag-execute ng RBI kasi parang biglaan lang din diba, biglaan lang walang clear na policy." ("Improvement suggestions? Perhaps the DepEd should have a clear policy for the implementation of the RBI because it appears that there is no such clear policy."), T4 argued.

> T4 further said, "Mas maganda siguro mayrong mga script writer talaga 'yong DepEd tapos ang script na 'yon ay gagamitin sa kabuuhan, halimbawa sa buong Pilipinas 'yon ang gagamitin, uniform, unified, para ang teacher mag-e-execute na lang, pag-aaralan nya na lang kung paano i-de-deliver, kasi nandoon na. Scripted na. Tapos 'yong script po sana ay dapat gawa na kasi hindi naman lahat ng teacher ay knowledgeable." ("It could be preferable if the DepEd employed script writers and used the finished product, say, in the entire country. It is uniform and unified, so the teacher only needs to put it into practice or focus on learning how to present it. It's prewritten. Since not all teachers have the necessary knowledge, the script should be completed.")

> T4 cited, "Minsan pa dahil ako nag-e-edit ng script may nakikita ako mga grammatical errors which is hindi mo naman talaga p'wedeng i-correct kasi co-teachers, may considerations din tayo Sir. At isa pa, parang hindi sya na-quality-assured." ("Again, I noticed some grammatical errors while editing the script that you can't fix because they were made by co-teachers. We also have considerations, Sir. Additionally, it appears that the script itself is not quality assured.")

T1 and T6 believed the importance of full cooperation among Teacher-Broadcasters would help to achieve better implementation of RBI.

> T6 emphasized, "Siguro ano, 'yong mga co-teachers ko sana open din for ibang ano. Kasi ako hirap talaga mag-convince ng mga estudyante kung ako lang ang nag-iisang positive doon. Nakita ko kasi during ano faculty meeting." ("I'm hoping my fellow educators are flexible as well. Because if I'm the only one who supports RBI, it will be very difficult for me to persuade students. My colleagues were griping about the RBI during the faculty meeting, as I observed.")

T6 added, "Kung mayron lang sana akong full cooperation ng mga kasama ko siguro mas napaganda pa. Kasi kung ako lang mag-isip ng mga ano… my God… one head?" ("It might have been even better if my colleagues had given me their full cooperation.)

T1 and T7 suggested that the electricity and the signal should be consistent to implement.

"So sabi ko mahirap ma-improve eh, kasi ang participation ng learners ang importante. 'Yong aming delivery through radio ay OK na. 'Yong magulang utos din nang utos sa mga anak, ang daming naging obstructions sa RBI. Brownout!"

("As a result, I asserted that given the significance of student participation, boosting RBI is difficult. The fact that parents continually give their kids orders is just one of many RBI-related barriers to involvement, even though we do a terrific job on the radio. Brownout!"), T1 remarked.

T7 cited, "Siguro provide pa ng mas suitable na …. Sa signal. Mas maganda kapag maayos ang signal." ("Maybe send out a better signal. An excellent signal improves RBI.")

T1 and T5 believed that the participation of stakeholders is necessary to improve the RBI.

"Sa tingin ko kami ang pinakamagandang nag-implement ng RBI kasi kami nagpatuloy kahit napagod na ang lahat. Kasi kami ang best implementer n'yan para sa akin. Pero nang tiningnan namin nang huli, tsineck namin kasi kami napapagod na, ginawa namin habang nagraradyo kami inikot namin. So, ang na found out na kunti ang participation, doon kami ng lie low. So sabi ko mahirap ma-improve eh, kasi ang participation ng learners ang importante." ("We are, in my opinion, the most effective practitioners of that. The last time we checked it, though, we went door-to-door with our radio monitor since we were exhausted. We failed because there wasn't much involvement, as it turned out. As a result, I asserted that given the significance of student participation, boosting RBI is difficult."), T1 suggested.

T5 replied, "Para ma-involve ang community, parang gano'n. Kasi kulang sa information dissemination ang RBI eh. Yun ang mga nakita namin kumbaga parang nag-post lang kami na meron na tayong RBI, ito na ang mangyayari. Parang gano'n lang eh. Walang masyadong ano, hindi masyadong na promote kumbaga ba." ("The neighborhood should participate and be involved. The Implementation of RBI lacks information dissemination. That is what we observed. It's as if we had just posted that we had RBI when this occurred. It is exactly that way. Not a lot of people are aware)

T4 and T8 believed that RBI brings more work for the teachers. They suggested that the workloads of teachers should be reconsidered to be balanced.

T4 elaborated, "Ako, kami dito, ang ginawa namin imbes na module talaga ang lahat lahat ng mga activities ay dapat sundan, ang ginawa naming pina-iksi, shinorten, parang doble pa tuloy ang gawa ng guro, kasi magawa na siya ng script plus e-edit n'ya pa ang module na galing sa Deped, kino-contextualized n'ya, ginagawan n'ya ng activity, mas naging ano s'ya." ("Instead of a module where all the activities must be completed, we shortened it in this case. It appears that the teacher is working twice as hard since in addition to writing the radio script, he will also edit the department's module, contextualize it, and turns it into an activity".)

T8 stated, "Implementation… 'yon napansin ko, kasi tuloy-tuloy classes mo diba, 'yong iba Sir sa dami ng subjects mo, halimbawa full load ka…anim..parang it takes time for them to prepare. So ang nangyayari kinabukasan during time na nila, hindi na sila nakaka-class. Nagbibigay na lng sila ng certain activity. Kasi loaded sila. 'Yong preparations nga kasi kumakain pa ng oras ang recording."
("Implementation...that's what I found. Since your classes are continuous, Sir, and since you are taking a varied subject—for instance, six—it appears like it takes some time for them to prepare. The result is that they are no longer able to attend class the next day during their time. They just exclusively offer specific activities, they are loaded, thus. The preparations are taking up time because the recording is still ongoing.")

"Siguro consistent lang. Kung halimbawa mag upgrade kung ano ang mga pangangailangan, kagaya ngayon ay face-to-face na, ang RBI namin ay para naman sa mga nasa bahay, 'yong Open High." ("Maybe RBI should just be consistent. For example, to upgrade what the needs are, like now it's face to face, our RBI is for those at home, the Open High School Program."), T2 answered.

To flourish, the implementation of RBI should be comprehensively campaigned and communicated not only to the parents and students but also to the entire community. The parents should give full support to their students. The teachers should prepare highly assured learning materials and the students should be fully, and actively engaged in the radio. The qualified and trained Teacher-Broadcasters should manifest full support to the modality to attain the desired improvement.

The Teacher-Broadcasters should be provided with inclusive, relevant training to make them equipped and ready for the demands of RBI. The ideal RBI implementation uses a unified nationwide script written by a pool of scriptwriters to lessen the workloads of teachers and to ensure the uniformity of the competencies delivered in RBI. Effective policies that will make the modality last over time, enhance its capacities, and persist with the listeners are necessary. The accessible internet connection will augment the RBI operation in schools.

Caylao (2019) affirmed that there is a lot of discussion over teacher quality in education. One of the issues that has drawn attention is teachers being tasked outside of their expertise or training, Weldon (2016). There has been little attention paid to the phenomenon of teachers who lack formal education or training in teaching subjects outside of their field, Hobbs (2012). Untrained teachers could have a negative effect on students' learning and be bad for the educational process (Ingersoll et al. (2015), Zhou (2013).

Learner's Suggestion for the Improvement of RBI Implementation

Table 16. Emerging Themes of Learner's Suggestions for the Improvement of RBI Implementation

Question:	Emerging Themes	Participants	Rank
What suggestions do you have to improve the implementation of the RBI? *(Anong mungkahi ang maaring mong ibigay para mapaunlad ang paggamit ng RBI?)*	1. The power supply, signal, and radio frequencies should be augmented.	L2, L4, L5, L7 and L10	1
	2. Leaners should either have a radio set or a cell phone to use.	L2, L3 and L9	2
	3. Installation of more RBIs is encouraged.	L1 and L6	3
	4. RBI is more effective if supplemented or combined with modular learning.	L5	6.5
	5. The facilities of RBI should be advanced.	L1	6.5
	6. Students should value more their lessons in RBI than playing online games.	L2	6.5
	7. There should be an effective platform for encouraging learners to listen to RBI.	L5	6.5
	8. Students should practice effective time management.	L6	6.5
	9. RBI lessons must be replayed.	L8	6.5

Table 16 disseminates the emerging themes of learners' suggestions for the betterment of the RBI implementation.

The students who took part in the study provided suggestions for enhancing RBI implementation. L2, L4, L5, L7, and L10 agreed that the power supply, signal, and radio frequencies should be augmented for easy access to RBI lessons.

L2 suggested, "Siguro po sa accessibility po muna…" ("Maybe it's about accessibility first…") "Then, maganda naman 'yong lessons maganda naman 'yong pagkaka-explain." ("Then, the lessons are good and the explanations are good.")

"Sana may energy (electricity) kasi na-lo-lowbat po kasi 'yong radio station ng school. Wala po kasing kaming kuryente. Bigyan po sana ng source of energy, kahit mga solar lang po. Para maging tuloy-tuloy po ang RBI." ("But I hope there is energy (electricity) because the school's radio station is low on battery. We don't have electricity. Please provide an energy source, even if it's just solar for the RBI to continue."), L4 suggested.

L7 reported, "I think po about sa signal. Opo sa signal po talaga. Mahirap to talaga dito sa amin signal. Mahirap makasagap." ("I think about the signal. Yes, the signal. The signal is really difficult for us here.")

L10 recommended "Siguro Sir, mas palakihin pa ang sakop o scope ng RBI namin para 'yong mga taga isla na mag-aaral, hindi na nila kailangang kumuha ng module. Mas palakihin na lang po ang scope ng RBI namin nang sa gano'n po hindi na kailangan pang mag-travel ng mga taga-isla kasi minsan hindi inaasahan may bagyo, malakas ang alon, through gadgets matuto pa rin po sila." ("Maybe Sir, expand the scope of our RBI for students from the islands, they don't need to take a module. Let's just increase the scope of our RBI so that the islanders don't have to travel anymore because sometimes there is a typhoon unexpectedly, the waves are strong, through gadgets they can still learn.")

L2, L3, and L9 suggested that the cell phones and the radio sets must be first secured for the learners.
L9 said, "Suggestion ko po sana po kasi po katulad po ng iba na walang magamit na cell phones or radio po, p'wede rin pong magpa-borrow sa kanila or p'wede rin pong pumunta sa mga schools kumbaga para doon na lang din po makinig sa radio po.("My suggestion is that like others who don't have cell phones or radios to use, they can also lend them or they can also go to schools to listen to the radio there.")

L1 and L6 wished for more RBI stations to be installed.

"Marami po sanang mapagawang RBI sa mga schools para po lahat ng estudyante na willing makinig po ay makakapakinig ng radio." ("More RBI to be installed in schools so that all students who are willing to listen can listen to the radio."), L1 commented.

L5 emphasized, "Effective po ang mode ng learning doon kasi sa blended kasi mas OK kung may RBI at may modular din po, para at least po dalawa po." ("The learning mode there is effective because it is blended it is more OK if there is RBI and there is also modular, for at least two.")

"…and then sa mga devices po namin sa RBI, 'yong devices po kasi namin hindi naman ganun ka-complete po, 'yon po mag dagdag po sila ng mga technologies na p'wede pang maggamit sa mga RBI po namin". (…and then with our devices at RBI, because our devices are not complete, they will add technologies that can be utilized in our RBI.), L1 articulated.

L2 argued "Dahil po nauso ang mga online games. Marami pong mga kabataan ang mas na-e-enjoy siguro nila ang paglalaro ng mga ML kaysa sa pakikinig ng RBI po." ("Maybe because they are already busy because online games are in trend. Many youths probably enjoy playing MLs more than listening to RBI."

L5 answered, "…siguro para lalong mapaigting ang RBI ay magkaroon ng platform na mas lalong ma-encourage 'yong mga bata na makinig sa RBI." ("…maybe to make RBI more intense is to have a platform that can encourage children to listen to RBI.")

L6 expressed, "Kasi po pag sa school po wala naman po talagang problema, sa estudyante po talaga ang problema. Kailangan lang po ng time management" ("Because when it's at school, there's no problem, the problem is really with the students. It's just tjhat students need to practice time management.")

L8 emphasized, "Pero sana may time talaga ang mga estudyante pag nag -RBI. Ulitin din sana ang patugtog ng lesson kasi minsan hindi napakinggan para mas maipaunawa pa." ("But I hope the students have time when doing RBI. They should also repeat the playing of the lesson because sometimes we didn't listen to it to understand better.")

The biggest recipients of RBI's positive effects are students. They are also the first to notice the detrimental effects of this on their academic performance if it is improperly carried out. To improve RBI practice and give students the best possible learning experience through radio, it is important to pay attention to their advice.

Ali (2016) positively declared that it is significant to give a way to assess the broadcasted courses based on the opinions of certain students, teachers, or group facilitators. The radio teacher will be able to gauge his success by general feedback sent in, questionnaires filled out, and problem-solving papers produced, as well as by identifying areas where he may improve performance. An organizational framework for distributing instructional materials, publicizing new programs, and marking and evaluating written work will be provided through a nationwide network of viewing groups, which will also direct national response.

Parents' Suggestions to Improve RBI

Table 17. Emerging Themes on Parents' Suggestions for the Improvement of RBI

Question:	Emerging Themes	Participants	Rank
What are your suggestions to improve the implementation of RBI better? *(Anu-ano nag iyong mungkahi para maisaayos ang pagsasagawa ng RBI?)*	1. The radio frequency and communications signal must be strengthened to reach far places and to avoid interference by other radio stations.	P7, P8, and P10	1.5
	2. The teaching practice of teacher-broadcasters should be improved.	P4, P6, and P7	1.5
	3. Other parents could no longer suggest the improvement of RBI in the belief that RBI is already phased out.	P2 and P6	4
	4. Some parents desire the continued operation of the RBI for community announcements.	P4 and P5	6
	5. Every student should have a radio or cell phone that can be used for listening.	P1	6
	6. There should be close monitoring and follow-up activities for learners in RBI intended for tracking learners' performance.	P3	6
	7. Recording lessons of RBI is helpful, especially during brownouts for the children to have something to listen to	P9	6
	8. In case of unavailability of radio, cell phones can be an alternative or listening to the radio broadcast at school.	P7	6

Table 17 presents the emerging themes of parents' suggestions for the improvement of RBI.

The suggestions of parents to improve the delivery of learning through RBI are also significant to know. Their suggestions would give meaningful insights into improving the implementation of the RBI. Their opinions would also be impactful in making sure that the learners would learn through the RBI.

P7, P8, and P10 suggested a better communication signal and robust radio frequency.

P10 explained, "Dito po kasi talaga, ay 'yon ang challenge po talaga kasi ang mga malalayong lugar po tulad po pag dito sa high school pag-mabundok na, hindi na s'ya inaabot ng frequency, hindi na kaya. Bale 'yong dito sa isla kaya pa sila, bale 'yong ano lang talaga doon ay wala tayong magagawa doon kasi 'yon na 'yon. Kapag inangat naman nang husto nag-aagawan na ng kabila. Kasi almost dito meron eh." ("Here, the challenge is remote mountainous places like here in high school frequency can't reach them anymore. Fortunately, the frequency can reach the island, but we can do nothing since it is what it is. When the radio antenna is increased high, it interferes with the radio frequency of other schools. Most of the schools here have RBIs.")

"Ano lang po suggest lang po namin dito na taga-Suba, number one talaga 'yong signal. Kasi kahit papaano makabili rin kami ng cellphone. Kahit may cellphone ka wala namang signal (tawa). Paano 'yon?" ("We can only suggest here from Suba, the number one problem is the signal. Because at least we can buy a cellphone. Even if you have a cellphone there is no signal (laughter). How would that be?"), P8 remarked.

P4, P6, and P7 desired for the improvement of the teaching practice of Teacher-Broadcasters.

P6 added, "…parang kulang din ang explanation nila kaya kahit na may tinitingnan kang module hindi rin nila maitindihan". "(…their explanation seems to be lacking, so even if you are looking at a module, you can't understand it, either…")

"Tapos himay-himayin nila ang pag-explain. 'Yong iba kasi parang hindi maayos na-i-present ang lesson, pero 'yong iba Ok naman, Diba 'yong mga English na'yan, mahirap 'yan, mga Math." ("Then explain the things in detail. Other teachers did not present their lessons properly, but others are ok, those English, those difficult Maths."), P6 stated.

P6 mentioned "'Yong gusto ko, diba may limit din ang mga oras ng mga teacher ng naga-ano sila, Parang ganon habaan ang oras." ("What I don't like is, the teachers have a time limit for what they do. Make the time longer.")

P2 and P6 could no longer suggest the improvement of RBI.

P2 cited, "Ay aywan ko Sir kasi face-to-face naman ngayon." ("I don't know, sir, because it's face-to-face now.")
P6 exclaimed, "Hahaha... pero kung ako ang tatanungin parang ayaw ko na, ahahah. Ayaw ko na magkaroon ng RBI." ("Hahaha! If you ask me, I don't want to, haha. I don't want to have RBI anymore.")

P4 and P5 suggested the use of RBI for community announcements.

P4 cited, "Mas maganda siguro kung ano, kung pwede pa s'ya gamitin ngayong may face-to-face, para ma-update ang mga parents kung ano ang mga nangyayri dito sa school kahit hindi kami pumunta dito sa school kasi may radio sila na ginagamit. Kung pwede pa gamitin Lunes hanggang Byernes din para updated kami kasi ang ibang parents walang cell phones." ("Maybe it would be better if it could still use. Though it's face-to-face now so that parents be updated on what is happening at school without going here because they have the radio. If it can be used on Monday to Friday to keep us updated because other parents don't have cell phones.")

P5 uttered, "Matuloy sana ulit. Opo Sir, pwede pa naman. At saka Sir, kagaya ng mga malalayo, hindi sila ma-inform, kahit sa radyo lang makakakuha rin sila ng balita mula sa school." ("Hope it will continue again. Yes Sir, it's still possible. And besides, Sir, like those who are far away, they cannot be informed, even if only on the radio they will also get news from the school.")

P1 answered "Sana po sir nabigyan kami ng radio…" ("I wish we had been given a radio…")

"…siguro po close monitoring, follow-up na kahit na maganda na ang radio, maganda pa rin na may follow-up ang mga guro, sa bahay." ("…maybe close monitoring, a follow-up that even though the radio is good, it's still good that the teachers have a follow-up, at home."), P3 expressed.

P9 delivered, "So pag- naubos na 'yon wala na rin kaming chance. Nire-record na lang namin ang lessons." ("So, when that runs out, we don't have a chance. We just record the lessons.")

"Kasi sa cellphone na isa, ang RBI namin minsan may cellphone na walang headset. May cellphone minsan na naririnig lang na may headset, may mga cellphone na pag walang headset hindi mo maririnig." ("Because of the other cellphone, our RBI sometimes has a cellphone without a headset. Sometimes some cell phones can only be heard with a headset, there are cell phones that without a headset you can't hear."), P7 emphasized.

The parents would like to keep using RBI as long the requirements to successfully operate it will be met. Teachers should improve their teaching practice and the lessons they teach should be delivered in an extended time. They should conduct close monitoring of learners and enrich the learners with supplemental activities. The parents should strategize recording the audio lessons to keep their children listening to the RBI lessons. Some parents believed that RBIs could no longer be operated because some schools have already phased them out.

The RBI relevance and apposite delivery of RBI during the pandemic effectively aided the learners in improving their academic standing. With the pleasing voice of the Teacher-Broadcasters and uninterrupted airing time slot of broadcast, entertaining, and interactive lessons the RBI could still be adapted and utilized. In the purpose of disseminating important announcements, RBI could still dominate the airwaves.

Acido et al. (2013), Damani et al. (2020), and Raza (2022) supported that radio use is determined to be completely suited in situations when the educational system is poor, there are not enough trained teachers and a lot of instructional materials need to be supplied. The performance of struggling students who employed RBI was noticeably above average. Since distance posed a major obstacle to their educational system, the program proved most beneficial to remote places.

Impression of Teacher-Broadcasters Toward RBI

Table 18. Emerging Themes on the Impressions of Teacher-Broadcasters about RBI

Question:	Emerging Themes	Participants	Rank
What is your impression of RBI?	1. **RBI has many limitations that hinder the learning process.**	**T1, T4, T7, and T9**	**1**
	2. **RBI supports learning during a pandemic.**		
	3. **RBI made teachers experience a nice unforgettable teaching experience.**	**T8, T9 and T10**	**2**
	4. **RBI helps the learners recall the seemingly forgotten classroom setup.**	**T2 and T5**	**3**
	5. **Teachers are skeptical about the RBI.**	**T3**	**5.5**
	6. **RBI is more effective when blended with Messenger.**		
	7. **RBI helped with public service and disseminating important announcements.**	**T6**	**5.5**
		T3	**5.5**
		T4	**5.5**

Table 18 features the emerging themes of the impressions of Teacher-Broadcasters about the RBI.

Teacher-Broadcasters who took part in this shared their opinions about RBI. The interview demonstrated the contrasting opinions of these teachers. These teachers responded to the question posed to them regarding their feelings toward the implementation of this modality with both good and unfavorable comments.

T1, T4, T7, and T9 believed that RBI has limitations in delivering learning.

> T1 argued, "Ayon lang hindi talaga natin masasabi na matututo siya d'yan. Support lang talaga siya. Kagaya n'yan, pang check mo, pang-facilitate mo lang ginagawa nila. Actually, ganito lang ang set-up n'yan para sa akin. Hello ginagawa nyo na ba? Kasi kung magtuturo ka hirap talaga eh. So parang pina-follow-up mo na lang sila, ina-announce mo at nire-remind mo na itong gagawin kasi hindi kayang magtuturo ka talaga lalo na 'yong math. Hindi kaya talaga. Kaya support lang talaga siya. For checking of attendance, for reminders sa radio nayan. Kung anong page na tayo. Kasi 'yong pagtuturo parang hindi ko natagalan."

> ("We can't promise that RBI will teach the students anything. RBI is just a support. RBI will be applied in this manner to determine whether the students are carrying out what they typically accomplish. Teaching through the radio is difficult because there is only one setup: "Hello, are you doing it?" Particularly when it comes to arithmetic, it is impossible to teach. It appears from RBI that you are merely reminding them, ordering them to do it, and following up with them like "What page are we on?". No, RBI merely provides support, like reminders and attendance tracking. It didn't seem to take me long to teach it the radio.

> "Ang aking impression, hindi siya effective sa mga estudyante for the sake of entertainment p'wede ang radio, pero for educational purposes hindi s'ya effective talaga kasi unang-una hindi interesado ang mga bata sa pakikinig lang, gusto kasi nila mayroon talaga silang collaborative learning, iba pa rin talaga ang school Sir eh."

> ("However, it is not very effective for educational purposes may be for entertainment because, to begin with, children are not interested in simply listening; instead, they want to engage in collaborative learning, and the actual classroom is still different, Sir."), T4 commented.

> T7 articulated, "Maganda naman siya sir. Basta't maiyaos lang talaga ang pag-install ng RBI kasi p'wede pa s'yang i-adjust." ("Well, RBI is good. As long as RBI installation is properly fixed and can be repaired once not functioning well.")

> T9 explained, "Maganda po ang RBI, pero kung ang pagbabasehan po namin ay signal hindi po talaga siya aabot sa mga lugar kung saan ang school namin ay may diversity of learners, meron pong mga nasa isla. So, sa part po ng teacher nahihirapan na rin po kami."

> ("Although RBI is beneficial, if we base it on a signal, it won't reach the areas of our school where a variety of students attend, such as those on the island. It is challenging to get to the school's RBI. So, the teachers struggled.")

T8, T9, and T10 commented that RBI aided learning during the pandemic.

> "May side na nakatulong talaga siya kasi noong panahon ng pandemic 'yong mga bata parang nakalimutan na nila 'yong mga boses natin, nakalimutan na nila na may lessons. Kahit paano ay may impact naman siya na ay may teacher pa pala kami. May lesson pa pala." ("There is a way in which RBI significantly aided during the pandemic. Those students appear to have forgotten our voices and the importance of lessons. RBI has a good effect. The students proved that they are still in class. The lesson is still there."), T8 expressed.

> T10 voiced, "Siguro kung nagamit s'ya nang maayos at na-improve, nong panahon na 'yon biglaan kasi, diba, lalo na nong wala kasing klase." ("Maybe if the RBI is better utilized and enhanced because of those times, because it's sudden, right, it can be used, especially; if there are instances where there is no school.")

T2 and T5 encountered unforgettable experiences in teaching RBI.

"Exciting, masaya kasi nga na-try kong sumakay ng shuttle van, kasi 'yong konduktor nakikinig sa audio lesson, at 'yong time na 'yon ang naka- air ay 'yong akin, Sabi, sino kayang Ma'am 'yan? Hindi nila alam na nandoon ako sa likod. Diba masaya, hindi lang estudyante ang natututo dito, kasi may shuttle akong nasakayan na naka-air sya sa 102.7 mula Bataraza papuntang Brooke's."

("Exciting, I was happy because I tried to ride the shuttle van. The conductor was listening to the audio lesson, and at that time the one on the air was mine, Who's that on the radio? They didn't know I was there in the back. Isn't it fun? It's not just students who learn here, because I rode a shuttle van playing its radio at 102.7 from Bataraza to Brooke's."), T2 exclaimed.

"Sa akin kasi... 'yong impression ko sa RBI… parang love ko din ang RBI eh, 'yong radio. Sa akin good s'ya as teacher na magiging broadcaster, kasi parang gano'n eh. Makikilala ka ba parang gano'n. Parang bago, parang may bago. Parang 'yong tingin ko parang ah may bago naman din bilang isang guro. Parang ilang years ka nang nagtuturo tapos biglang naging broadcaster, kumbaga naging bago naman ang pamamaraan ng pagtuturo."

("That's how RBI appears to me. It seems like I also adore RBI, that radio. Being a teacher-broadcaster is good in my opinion because that is the way things are. You'll be identified. It's a brand-new encounter. I feel as though my work as a teacher is novel. It appears as though the teaching approach has changed after you taught for a while and then overnight became a broadcaster.), T5 commented.

T6 uttered, "Noong una maraming against doon kasi nasanay sila sa modular, pero ako personally ayaw ko din kasi nga editing na naman panibagong gawa na naman, mga kemi-kemi d'yan." ("Initially, many people initially opposed it because they were accustomed to modular, I also disagree with it because editing is a brand-new task.")

T6 added, "Through the help of PSDS si Sir Joval, na-i-encourage din namin 'yong iba na i-try namin itong bagong approach, baka ang mga estudyante ninyo nabo-bore na kasi nga sa dami ng binabasang modules. Ang iba hindi lang gusto bumasa, ang iba natututo through listening"("Sir Joval, our PSDS, urged us to encourage others to try this new approach with his assistance. Reading the modules may bore the kids as well. Others prefer to listen to instructions rather than just read.")

T3 added, "Pero sa kabila noon hindi naman 'yon sapat kasi nga hindi naman natin sila nakikita lalo noong walang signal. Pero nang may signal na Sir through messenger sa Group Chat doon na aano, ay ito na. Ang Messenger talaga ay nag-supplement sa RBI. Lalo na kung live ka Sir, tapos magsasabi na Ma'am itong part na ito hindi ko masyado." Nag dahil sa RBI parang na remind 'yong mga bata na may pasok pa pala. Narinig nila ulit ang boses ni Teacher."

("However, as soon as we received a signal through Messenger in the group chat, Sir, this is it. In actuality, the messenger enhanced the RBI. "I didn't completely get this part Ma'am", the student would say, especially if you're broadcasting live. Because of RBI, the children were able to remember that the schooling was still there. The teacher's voice was once again heard by the students.)

"P'wede siya para kahit papaano mas mapaganda pa ang pagtuturo. Maihatid nang maayos ang mga impormasyon lalo na sa PTA Meeting , pag may mga nawawalang kalabaw, anunsyo ng health center sa kung anong bakuna ang ituturok, 'yon 'yong naging maganda sa kanya pag sa mga public-public service."

("It can aid in bettering the teaching practice. When it comes to providing public services, RBI has done well in providing information, notably at PTA meetings when there are missing carabaos. Some deliver a message from the health center outlining the various vaccines that should be administered."), T4 proclaimed.

Jacob et al. (2020) and Pablo (2021) strengthened the belief that in this pandemic, an alternative method of instruction was RBI which has become extremely successful for both parents and students. Both also discovered that learning via radio was a powerful modality to enhance learning even in the absence of face-to-face classes. As a result, the RBI had a significant impact on students' lives providing in a variety of ways, particularly during the pandemic.

Nasib (2017) confirmed that to prevent a mismatch between the learning objectives of the radio classes and the subject matter the students are currently studying, the radio instructor should meticulously incorporate the broadcast content into daily lesson plans. Using the recorded broadcast is more practical for this method than watching a live broadcast. Through an agreement with the schools where the audio-recorded lessons were made, other schools may have access to the recorded audio.

Macmurdie (2023) interposed that with the help of self-learning modules (SLM), the RBI program gives students access to classes using a radio broadcast. Students who live in rural locations or have restricted internet access can obtain instruction using this means. Instead of genuine face-to-face training, the program's objective is to provide students with learning opportunities as a supplement to regular SLM usage.

Numerous studies conducted throughout the world demonstrate that radio has become a powerful instrument for closing educational gaps because it enhances students' learning outcomes. Numerous studies claim that radio has been used to cheaply reach sizable audiences in various countries. Additionally, from the 1970s to the present, several countries have incorporated interactive radio into their educational systems (Ambeth & Saravankumar, 2020; Baccal & Ormilla, 2021; Sintema, 2020).

The Plans for the Continued Use of RBI Post-Pandemic

Table 19. Emerging Themes of the Plans for the Continued Use of RBI Post-Pandemic

Question:	Emerging Themes	Participants	Rank
What are your plans for RBI facilities?	1. RBI can be used for its integration into different subjects.	T3, T4, T9 and T10	1.5
	2. RBI facilities still can be utilized in making important announcements for school notices.	T3, T5, T8, and T10	1.5
	3. No concrete strategy for further operation of RBI in a certain school.	T1 and T6	3.5
	4. RBI Station can play entertainment programs and public service.	T4 and T8	3.5
	5. RBI is very helpful for learners to experience being broadcasters and DJs.	T7	6
	6. RBI can still be operated whenever school programs are happening.	T8	6
	7. RBI is much needed by the alternative delivery mode of learning for the Open High School Program.	T2	6

Table 19 shows the emerging themes of plans for the RBI for the present time.

Apart from the suggestions, the Teacher-Broadcasters also shared their plans for the eventual use of RBI. Almost all teachers have a concrete plan for continuing the use of RBI post-pandemic. Meanwhile, a few of them finally decided not to use their radio for teaching.

T3, T4, T9, and T10 said that the use of RBI will be the integration of broadcasting into other curricular subjects.

> T3 said, "P'wede naman Sir sa mga subjects na English at Filipino maganda siya pwede sya mag-supplement sa mga dula-dula." ("The RBI is good in English and Filipino subjects specially to supplement the dramas.")

T3, T5, T8, and T10 planned to use their radio facilities to make important announcements and notices regarding school matters.

> "Sa instructions pwede. 'Yong mga di natapos na lessons, pang intervention na lang sa lesson na hindi natapos, pwede s'yang gawin, for example every Friday or every lunch time pwede s'yang magamit." ("It is possible. Perhaps there will be more such announcements, interventions that can be used, and continued use of the RBI."), T5 said.

> T1 and T6 have no concrete plans for the continued use of their RBI facilities.

> "Ah wala na. Totally forgotten na." ("Oh no more, totally forgotten."), T1 concluded.
> T6 added, "Sa RBI namin, wala na kaming plano. Nahinto muna. Mahirap kasi pag ang mga kasama mo ay hindi naman tumutulong." ("With our RBI, we don't yet have a strategy. It is currently on standby. Working with unhelpful coworkers is also quite challenging.")

T4 and T8 planned to use their RBI stations to provide entertainment programs to their listeners.

> T4 uttered, "Maganda rin kasi kahit papaano ay na-e-entertain din sila. Pag malakas ang battery namin na pinapaandar namin, nakikinig sila ng music." ("Additionally, it's good because it amuses them in some way. They listen to music when we turn it on when our battery is fully charged.")

> T8 added, "Pa tugtog ng Cuyuno folksongs." ("When playing Cuyono folksongs").

> T7 noted, "Last time noon pag values month namin, nag DJ ang mga bata. May mga request and dedications sila. Nag-enjoy naman ang mga bata." ("In our previous Values month celebration, the children acted as DJs in the radio. Some of them requested and dedicated songs. They enjoyed a lot.").

> T8 mentioned, "'Yong kung may activity sa school pwede sya mag-air minsan." ("If there is an activity at school, it can be aired sometimes.")

> "Pero possible naman syang magamit ng community kapag may announcement." ("The community can use it when there is an announcement."), T10 said.

> T2 spoke, "Opo sa mga students ng Open High School, RBI sila." ("Students enrolling in the Open High School Program are the ones served by our RBI.")

RBI can still have its role in the world of learning even though the traditional face-to-face has returned. Aside from being a source of media entertainment, RBI can still be utilized in disseminating vital information to the community and the school. It can still function as the integration of the media when applicable to curricular subjects. It can serve as a training ground for students aspiring to be radio broadcasters or program hosts.

The RBI caused the teachers to face difficult circumstances in the delivery of learning to students due to the limitation of the radio itself. Their teaching strategies to achieve collaborative learning have been challenged in teaching RBI. The radio equipment maintenance appeared to be hard for them due to their limited knowledge regarding the repair and fixing of the radio apparatus.

Ali (2016) supported that RBI is increasingly used to provide chances for general education, and as users' comfort levels increase, new applications for them are developed. It's feasible that shortly, these media will shoulder the majority of the educational load. This is justified by the fact that persons involved in education will increasingly use these media. They will be in charge of coming up with, introducing, and carrying out programs as well as, at the other end, managing the listening group.

For users to benefit from the radio equipment in classrooms, it must be kept in good working order. The school sometimes chooses not to use them due to the operation costs being too high. Nasib (2017) stated that the machinery must constantly be in top working condition, be timely tuned, and be accessible when required.

The teacher on the radio should make ways to encourage participative learning that would blend activities that would make the listeners give feedback while the radio lessons run or pause. The teacher on the radio can organize in-depth discussions in his broadcast content according to Nasib (2017).

It is also hard for Teacher-Broadcasters to convince fellow teachers to support the implementation of the RBI thinking that RBI would aggravate their teaching workloads although the RBI has become effective in the delivery of learning and through it, students were able to hear the long-time unheard voice of their teachers.

RBI brought satisfaction to learners, while, those discontented with the performance of RBI shared suggestions about improving it. More RBI facilities are desired by students to be installed in a condition that functional electricity, stable communications signal, and accessible radio frequency are working together for the RBI stations to smoothly operate. The RBI lessons should be well-explained and aligned with learning modules so that learners will easily follow the lessons. RBI should have a strategic program to effectively encourage students to pay attention to the radio. Students should change their attitudes towards radio by appreciating its importance and practicing proper time management.

Additionally, RBI can be equated to the present mainstream learning in the country. The Alternative Learning System (ALS) used this mode of learning delivery with the goals of providing chances to school dropouts both young and adult and allowing them to achieve equitable basic education (DepEd Order NO. 31, s. 2020).

In improving the delivery of learning through the use of radio as a modality, the Teacher-Broadcasters, and learners including their parents presented beneficial suggestions and offered possible mitigations in coping with the challenges brought by RBI.

The Teacher-Broadcasters exerted effective strategies to deal with the burdens of RBI about the complexities of teaching by the radio. They applied self-made solutions to the difficulties they encountered. They also suggested practical suggestions to further enrich and strengthen the operations of schools in the delivery of learning through RBI. Proposing plans to continually use the RBI facilities had become part of suggesting improvement for the RBI.

The learners themselves also practiced mitigations like their parents in responding to the challenges of the RBI. They provided suggestions to further enhance the implementation of RBI so that learning would be ensured to take place. The parents also recommended suggestions that would fill in the gaps in the utilization of radio in providing learning to their children.

SOP 4. Based on the findings, what policy brief can be formulated for the improvement of RBI in the province of Palawan?

This policy brief was created to present the study's findings and apply the information that was determined to be more beneficial for the development, expansion, and benefit of the RBI in the province of Palawan to meet the demands for education in the age of the new normal and the present. This policy brief entitled EAVESDROP (Enhanced and Validated Educational Support Designed for Radio Lessons Opportunities and Programs) for RBI Implementation: A Policy Brief is devising suggestions for improvement of the learning modality and suggesting policy recommendations for feasible and practical continued use of RBI as a support and enrichment of face-to-face learning modality.

The basis of this policy brief is the study entitled Teacher-Broadcasters: A Challenge of Teaching in the New Normal. This policy brief contains recommendations to promote the use of RBI as a teaching and learning modality. This policy brief titled EAVESDROP with the Implementation of RBI aims to present possible programs for the continued use of RBI despite the challenges faced by its users.

As part of this policy brief, contains recommendations for policymakers on the use of RBI to plan, organize, and fill in the gaps in the implementation of RBI for the benefit of students. It is worth paying attention to this policy brief because it contains suggestions that will help to extend, spread, and strengthen the RBI to be a tool to continue the learning of students using radio during the pandemic or in the current time.

Knowing the Teacher-Broadcasters' experiences about the difficulties they faced in imparting knowledge to the learners, particularly during uncertain times, is beneficial for everyone. The ability of students to continue their education using the radio, a common and often-overlooked item that will be helpful in unforeseen circumstances, is an amazing aspect of their lives. The strength and tenacity of parents who continue to be responsible for their children to support their learning are truly admirable.

Experiences from three groups of study participants are highlighted to collect insightful narratives that can be used to adapt, develop, and further the use of RBI, a novel and obsolete teaching tool, not only from the time of the pandemic but also at present and when it is necessary to aid in the delivery of learning.

Summary of Findings

The information required for the study has been meticulously gathered to both prove and answer the pertinent questions. The full sets of findings intended to be presented in this work are as follows:

On the challenges encountered by the teachers, learners, and parents in the delivery of learning through RBI

The decision to run RBI at a school was not made right away. A detailed assessment was made of the community's readiness, including its access to radios and electricity. The school began preparing its RBI facilities, empowering its staff, and preparing instructional materials. Information dissemination for the launch of the modality was done.

Before teaching a subject that was prescribed for RBI, Teacher-Broadcasters must complete vital tasks. Planning the lesson was crucial, and it included creating the script and obtaining online teaching resources. The creation of quality-assured educational materials was also required. It was also necessary to construct the response sheets that were provided to the students as well as adapt the teachings to the modules. Additionally, airing schedules were made for parents and students who listened to RBI lectures, as well as for all teachers who may offer live or recorded lessons on the radio.

Teachers-Broadcasters were discovered to be adept at instructing using RBI. They received the necessary training in radio broadcasting, scriptwriting, recording, and editing audio lessons, as well as how to operate the radio equipment itself. The teachers' participation in these training sessions gave them specialized knowledge that they could apply to their teaching on the radio. Some of them, however, had issues with inadequate training and required additional training. Further, by receiving extensive training in interactive teaching, radio equipment operation, scriptwriting, editing audio lessons, time management, and the use of appropriate radio speeches, these teachers wanted to develop their abilities to teach on the radio.

The different difficulties the teachers encountered while teaching at RBI caused them stress. The teachers found that the majority of the children didn't listen to the radio, not just because they didn't have one or their station couldn't get to them, but also because they didn't like it, which has led to a decline in their academic performance in RBI. The problem grew worse as a result of the bad communication signal, which was exacerbated by the improper electricity flow. Teachers were burdened with an excessive amount of repetitive work due to RBI and their insufficient radio operating skills. Due to background noises, the RBI audio lesson's preparation took a lengthy time.

Moreover, it was quite challenging to locate students who were listening to an RBI lecture, which forced teachers to call an excessive number of students and overwhelmed them with expensive cellphone bills. Apart from the fact that there wasn't much study material accessible to students at home, it also seemed impractical to use it since much of what was taught in RBI was also covered in the module and some lessons can't be covered on the radio. When a parent is ignorant or uneducated, it might be challenging to discuss the students' level of learning. Additionally, students didn't care about what was said during the home visit.

Teacher-Broadcasters had difficulties in determining whether the students' outputs were originally made by the learners or were done by somebody just to comply with the demand of submission. With this, the Teacher-Broadcasters had a problem when it came to learners' assessment.

The students reported that they faced a variety of difficulties while attending RBI. Due to serious issues with communication signals and frequent interruptions in the supply of electricity in their locations, the students experienced great hardship. The batteries on students' devices ran out when the electric power failed. Furthermore,

bad weather prevented students from listening to RBI. There were occasions when listeners did not enjoy the radio's sound. Lessons weren't often replayed by schools. They occasionally were unable to speak directly with the teachers about any concepts they felt were unclear.

Students sometimes could not listen to the radio because of the pile of modules that needed to be completed, they were doing something else, or they prioritized trivial things or they were just too lazy to listen to the radio.

Through PTA meetings, Group Chats, and house visits, parents were informed that RBI would be used at the school where their children are enrolled. To ensure their children's safety and ongoing education, parents backed the school's employment of RBI.

Parents struggled with a poor signal, out-of-service electricity, and their inability to purchase a radio. Due to the student's learning problems, the parents were unable to adequately assist the students in understanding their RBI teachings. In some circumstances, the school stopped replaying the lessons. Parents saw that their children were less interested in listening to RBI and more engaged in other things. For their printed RBI assignments, students must do research. The expense of conducting research and printing assignments hurt the finances of low-income families.

There was no problem with the RBI if the signal was good, the electricity was functional, the radio was available and the students were independent.

Mechanisms of learning employed through the RBI

From the Teacher-Broadcasters' point-of-view, some learned in RBI but there were lessons not properly understood by the students. There were those students who appeared to have learned nothing at all. However, they may have picked up something if they had listened to RBI.

Because they also employed modules that served as the foundation for their performance, the teachers were unsure if their students learned from listening to the radio. If the lesson was too challenging, they could not understand it. Learners learned in RBI due to extensive radio frequency.

Teachers thus offered students evaluations to guarantee that students learned from RBI. Teachers simplified students' modules and kept track of their progress to keep them continually interested in learning at RBI. However, they were unable to learn in RBI due to weak signals that interfered with their listening habits, the lack of radio sets and other learning resources, as well as their indifference to listening to the radio.

The Teacher-Broadcasters used a variety of teaching techniques, including interaction with the students to gauge their engagement, the use of monitoring tools, streamlined modules, and activity sheets, the provision of follow-up questions, the integration of RBI with Messenger as a learning platform, and the use of follow-up questions, to determine how learning might be acquired through RBI.

The acquisition of learning by students was significantly influenced by the effective teaching methods of teacher-broadcasters. They must effectively manage the RBI activities offered by a powerful radio frequency, adhere to the policy of radio programming, and prepare quality-assured teaching materials, including scripts, learning modules, activity sheets, and audio lessons that can be broadcast live, recorded, or replayed. The RBI Teachers successfully implemented the usual effective teaching strategies used by them, which include tracking learners through consistent in-person or online interaction that will pave the way for assessing learners' performance, providing follow-up activities, and giving learners feedback.

To keep the students reminded to be fixedly engaged in RBI learning activities, the teachers spent time communicating with the students and parents through home visits, phone calls, and online communication. The learners continued to follow the lessons from the radio, the RBI teachings, and the learning modules were properly aligned. RBI classes captivated students by asking probing questions and providing hints while interjecting rewards for listeners. Their output performance determined how they listened to the RBI teachings and calculated the level of engagement they had with the radio.

Teacher-Broadcasters devised intervention strategies to help RBI students who were struggling to understand the lessons they heard over the radio. They made house visits to alert parents of their children's performance while also

giving students extra work to make up for their incomplete assignments. The RBI teachings were supplemented with printed and digitized modules, and vice versa.

While not rigorously imposing the RBI on students who were academically challenged, reading help was also given to struggling readers. For other Teacher-Broadcasters to successfully implement the required intervention, it was also necessary to educate them about the nuances of delivering the intervention to learners in RBI.

The proper explanation and elaboration of the teacher, the integration of RBI with the modules, making the RBI courses engaging, and the students' efficient note-taking abilities were the elements that helped learners learn in RBI.

Parents purchased a radio so they could force their children to listen to RBI. Children were given enough parental direction to continuously listen to RBI, and the children were reminded of the times that the RBI lessons were broadcast. Children, however, had trouble listening to RBI due to faint signals or because they became bored, lazy, or preoccupied with other activities. However, other students who didn't have access to radios at home continued to be interested in listening to RBI and found ways to do so, even in risky situations.

Parents provided their children with the support they needed to keep them actively engaged in listening, which helped them perform better in school. They started by giving out easy instructions before progressing to explaining things in a way similar to how teachers do it in the classroom. For the sole purpose of providing for their children, parents exerted efforts such as designating a study area so that their homes mimic the classroom environment, listening to RBI with their children and helping them understand teacher questions, helping their children do their assignments and even accompany their children looking for a better spot where the signal is clear until the RBI lesson is over.

Suggestions to improve learning delivery to ensure learning takes place in the RBI

Teachers made significant efforts to address this issue in response to the difficulties. Reaching students and interacting with parents mostly depended on home visits. In addition to the RBI lessons, they also made an effort to bring the students together for a small group discussion. For the students to follow along with the radio instruction, the teachers provided handouts and answer sheets. If students couldn't keep up with the radio, teachers would send them audio lessons. Teachers recorded their audio lessons in creative ways. The instruction at RBI was enhanced by the use of virtual lessons. To strengthen their teaching skills at RBI, they also found it useful to consult broadcasting specialists and obtain significant assistance from the Internet.

The students maintained their focus despite the challenging circumstances of the new method of learning. They went to locations with a strong signal to browse the internet for the answers to their questions if the parental-provided Wi-Fi was still unable to provide a connection. They just responded to their modules if they were still unable to access the internet.

The student's equipment was precisely adjusted to enhance the radio's clarity. Siblings who were both enrolled in RBI and had access to a limited number of devices must either borrow a device or use someone else's device. Students have also found success with time management. When they were doing their homework, they attempted to ask their parents for permission to listen to the RBI. They purposefully turned off their devices and gave RBI top priority. Parents watched out for children who didn't truly pay attention to RBI.

Despite the challenges of life, parents kept trying to find ways to give their children what they needed at RBI. They kept encouraging their children to listen to RBI. They purchased a radio or a phone so that their child can access the RBI. For their child to hear the lessons on the radio, they looked for means to access the school radio station. They listened to the RBI from another school with their children so that the children could still understand the lessons in RBI. While some parents had no issues with RBI, others were searching for a solution to help their children comprehend the radio lesson they were unable to grasp. They closely watched their child when monitoring RBI, but they also occasionally just let them learn on their own.

The implementation of this modality should be widely disseminated to gain the full support of the parents, who were responsible for giving their children adequate guidance, the teachers, who were responsible for creating learning materials for the radio that were of the highest quality and were competency-aligned, and the students, who were fully engaged in the learning activities in RBI.

The Teacher-Broadcasters should be given sufficient RBI training in radio script composition, broadcasting, audio editing, and radio hardware operation. Their workload should be balanced. The RBI implementation will be ideal if there is a standardized national radio script created by a group of teacher-scriptwriters.

The school should apply RBI's effective policies, which are concerned with the consistent, improved, and persistent functioning of the modality bolstered by a reliable, robust, and accessible internet connection.

Other students made suggestions to enhance the RBI's information dissemination and learning delivery, except those who were wholly satisfied with its performance. More RBI facilities were encouraged to be built, with a reliable power supply, combined with better communication signals, a wide range of radio frequencies, and advanced radio technologies that are available to all students who have access to radio sets and other electronic devices. It is essential to pair well-articulated RBI lessons with learning modules to complement them and aid students in understanding and applying the teachings. Improving learning in RBI requires a platform that effectively motivates students to pay closer attention, value RBI more, and apply efficient time management techniques.

The RBI facilities can play a part in the educational processes rather than gradually eliminating the facilities and discarding them. In addition to providing entertainment, the RBI can still increase reading knowledge within the school and serve the wider community. The RBI continues to be important for curricula-integrated activities and programs as well as alternative learning delivery methods.

Additionally, it might serve as a training environment for students who want to work as DJs or radio hosts.

The RBI forced the Teacher-Broadcasters to deal with challenges and difficulties brought on by the radio's limitations, which forbade collaborative learning and demanded expensive maintenance, which was made worse by signal problems that made the teachers uninterested and skeptical of the medium. However, the RBI played a vital role in facilitating interactive learning delivery during the pandemic. It enhanced the experiences of teachers in the field of education by getting the students to remember the virtually forgotten classroom ambiance and the teacher's voice. The method proved to be quite effective at disseminating information that was helpful to the neighborhood.

If the frequency of the RBI is increased, the communication signal is developed, and the audio devices are easily accessible to all students. They indicated that this modality can be improved for the parents who want to keep using it. Teachers become more effective if they develop their RBI teaching techniques, which include streamlining challenging lessons that are broadcast over an extended period, offering close student monitoring, and providing follow-up exercises. The audio lessons may be recorded by the parents and assist the children to stay on top of the teachings. Although RBI is useful for the general good, some parents thought it was impossible to use the method again because the school had already begun to phase it out.

With its pandemic relevance and appropriate delivery, the RBI helped students learn and raised their academic performance. When combined with learning modules or messaging apps, RBI is helpful to many students. When combined with a particularly Teacher-Broadcaster pleasant voice and unaffected timetables of broadcast, listening to RBI can be utilized to entertain listeners as well as learn new information and receive crucial announcements. Even if face-to-face instruction is still more effective, RBI is still favored over modular instruction

Conclusion

Based on the findings that underwent in-depth analysis, this study delivers its conclusion.

In preparation for the schools for the utilization of RBI as a learning modality, a campaign activity to inform students, parents, teachers, and the whole community about the use of radio in learning was necessary. It was also needed to prepare the radio equipment, inquire if the students have access to the radio, determine the scope of radio frequency, the readiness and skills of the teachers, and orientation of the internal and external stakeholders.

For the preparation of the Teacher-Broadcasters in RBI, before airing their lesson on the radio, the Teacher-Broadcasters needed to prepare their airing schedules and their lessons through efficient lesson planning, scriptwriting, recording, and assuring the quality of the lessons which were properly aligned with the learner's modules.

As for the training needs, Teacher-Broadcasters needed more training for the reasons of not completely acquiring the needed skills and expertise during the training due to time limitations and inadequate training delivery.

For the encountered challenges, the Teacher-Broadcasters experienced hard times in making sure that their learners were largely engaged on the radio due to the unpopularity of the medium to the young generation. The constant power interruption and weak communication signal, inaccessible radio frequency, and unavailability of radio sets intensifies unfavorable circumstances. The parents who kept giving orders to their children were another issue. It was also hard for the Teacher-Broadcasters to talk with the parents concerning the issues of their children about RBI.

The preparations of Teacher-Broadcasters in RBI were very hectic, repetitive, excessive, and lengthy worsened by time constraints and expensive cellphone bills to track students. Teacher-Broadcasters were overly challenged to teach lessons that are impossible to be taught in RBI.

For the challenges encountered by students, the students themselves experienced varied difficult scenarios.
The inaccessible radio frequency, power outages, fainting communication signals, bad weather, absence of radio sets, and running out of devices' batteries were common concerns that created a negative impact on the implementation of RBI. They were also burdened with inaudible radio sounds, limited opportunities to clarify lessons from the teacher-broadcasters, overly preoccupied with learning modules and other tasks, distracted by gadgets and online addiction, and bored or lazy to listen to RBI.

As for the challenging situations experienced by the parents, they also met several difficulties. Those are weak signals, frequent brown-outs, and incapacity to own a radio. They encountered tough situations of providing the needs and assisting their children whose interest in the RBI was declining.
For the mechanisms of learning to ensure that learning takes place in RBI, it is significant to know the learning experiences of students from the Teacher-Broadcasters, from the learners, and the parent's viewpoint.

For the learning status of learners as perceived by the Teacher-Broadcaster, learners certainly acquire learning if they listen to it. It was also uncertain to determine the level of learning in RBI since it was paired with the learning modules. Students would not also learn from the RBI if the lessons were too difficult for them.

To ensure that learning happens in RBI, Teacher-Broadcasters used assessment and feedback through in-person or online means. The Teacher-Broadcasters adhered to school RBI airing policies coupled with efficient management of RBI activities and quality-assured RBI learning materials.
To keep learners engaged toward RBI, the RBI teachers communicated with their parents through house visits. They properly aligned modules and RBI. Asking motive questions and providing rewards motivates learners to listen to RBI lessons.

For the intervention conducted to help struggling learners, Teacher-Broadcasters formulated different interventions. The most common intervention they implemented was a home visit where parents were informed about the performance of their children in RBI. Reading interventions were also given to the students.

For the guidance provided by the parents to their children, they provided what their children needed in RBI. They purchased radio sets, provided internet connection, acted as classroom teachers, gave reminders, assisted in doing homework, and set up their house similar to a classroom.

As for the mitigations the teachers employed to address their encountered difficulties, they conducted home visits to communicate with their parents and talked to their learners in a small-group or virtual discussion. They recorded their audio lessons, simplified learning modules, and crafted learner answer sheets. To become good broadcasters, they sought advice from experienced broadcasters or used tutorials from the internet.

As for how learners responded to the challenges, the students exerted efforts to continually learn in RBI despite the demanding circumstance of learning through radio. The students stay focused on their studies. They practiced effective time management by prioritizing RBI lessons over things with lesser importance. They went to places to catch better internet connection.
For the response of the parents to the challenging circumstances, the parents who were consistent with providing support to their children used their hard-earned money to purposefully purchase radio sets and Wi-Fi connections.

They made ways to contact the Teacher-Broadcasters to clarify lessons on the radio. The parents listened to and observed their children as they attended RBI classes.

For the improvement of the delivery of learning in RBI, there are many considerations to be taken into full account.

As for the Teacher-Broadcasters' suggestions, the RBI should be properly disseminated to parents. The Teacher-Broadcasters must be completely aware of the intricacies of the preparation of quality and competency-aligned scripts. The listening engagement of the learners which is crucial for the delivery of RBI should be gathered.

The Teacher-Broadcasters' readiness to use the RBI as a learning platform is bolstered if they are given relevant training for scriptwriting, audio recording, manipulation of radio parts, and time management. The balanced and reasonable teaching workloads of Teachers-Broadcasters need to be achieved.
The schools that implement RBI policies need comprehensive policies to cover the entire operation of the RBI. It is demanded that there should be a uniform and unified script prepared by a pool of scriptwriters to be used by all schools that employ RBI.

For the students' suggestion to improve the delivery of learning in RBI, they desire a stable power supply, strengthened communication signal, extensive radio frequencies, advanced radio technologies, and the availability of radio sets to be established for the better implementation of RBI. The learning modules should be paired with well-explained lessons in RBI. The interests of students in RBI should be enriched by employing an effective platform to appreciate the RBI and manage their schedules effectively.

For the parents' suggestion to improve RBI, when all of the factors such as good communication signal, and accessible audio devices are established, the delivery of learning in RBI can be improved. The Teacher-Broadcasters employ effective teaching techniques that comprise simplifying difficult lessons, extending RBI airing time slots, monitoring students closely, and supplementing the lessons with follow-up activities.

The recording of audio lessons of the parents can be an effective practice for parents to assist their children.
As for the Teacher-Broadcaster plans for RBI, the RBI can be utilized in spreading important notices to the community. It can be still applied for integrating curricular-related activities in school activities, programs, or learning tasks as a training ground for students. Not only for providing entertainment, but RBI is also useful in providing learning to alternative delivery of learning like the Open High School Program.

Lastly, as for the impressions of Teacher-Broadcasters toward RBI, the implementation of the RBI made the Teacher-Broadcasters encounter hardships. The use of radio has limited opportunities for collaborative learning andencounter requires high maintenance costs causing the teachers to become indifferent to the utilization of RBI.

However, the RBI is vital in transmitting learning during the pandemic. Through the radio, the students heard the voices of the teachers during the pandemic. Radio is proven effective in spreading important information. RBI offers opportunities for teachers to change roles and enrich their teaching experiences
For the proposal of a policy brief to be formulated, the brief is to be known as Eavesdrop with Radio-Based Instructions: A Policy Brief which aims to recommend programs for the continued use of RBI. The brief suggests strategies that are considered very helpful in the implementation of the RBI in the new normal and to the present.

Recommendations

Taking consideration, the foregoing outcomes of this study, the following recommendations are hereby offered:

Teacher-Broadcasters should devise well-thought-out lesson plans, quality-assured RBI lessons, and modified learning materials. They should employ effective teaching strategies to keep the learners engaged to ensure that students are learning in RBI. The competencies to be taught by the teacher-broadcasters should be best designed for audio instructions delivered through in-depth explanations.

The audio lessons should be deposited to a secured data-saving device for replays for different useful purposes.

The fewer, shortened, and simplified RBI learning tasks should be blended with learning modules. The RBI lessons can be more engaging when coupled with Facebook Messenger.

Their intervention for struggling learners in RBI must be consistent and should effectively respond to the needs of the learners. For learning to take place in RBI, the mechanisms of learning that support the RBI should be established, utilized, and enhanced.

For the learners, their listening engagement should be constant. They should prioritize the RBI lessons with full attention to them. They should follow their parents and teachers' advice.

The parents should give the appropriate guidance and adequate support for their children studying in RBI. They must provide reminders, rules, and counsel for their children. They must also provide a conducive environment at home with the availability of learning resources. They should assist their children with their tasks at school.

For school administrators, the teaching assignments of teachers in RBI should be balanced and supported by broadcasting schedules that are easy to execute to avoid confusion for the teachers, parents, and learners. Proper delineating tasks for teachers to lessen workloads in RBI is encouraged.

The Teacher-Broadcasters' training for RBI should cover all the competencies to completely enhance the expertise and mastery of Teacher-Broadcasters in skillful operation of the radio devices and facilitating and managing learning.

There should be a quality-assurance team from the school to monitor for assessment and study of learning materials in RBI. A monitoring and evaluation activity is necessary to check and evaluate the status of the RBI implementation.

For alternative learning delivery, the RBI can be efficiently used, especially for the Alternative Learning System (ALS) or the Open High School Program (OHSP). Students may be allowed to have educational and entertainment programs on the school's radio station.

Discarding RBI facilities is a disadvantage for it can supplement lessons in speech, drama, and music. RBI facilities can be utilized for the dissemination of school announcements or can be turned into a community radio intended for the greater service of the community.

For the improvement of the delivery of RBI, the schools should seek support from the LGU for the provision of the needed funding by the RBI. The schools may also utilize their local funds to support the operation of the RBI.
For policymakers, the adoption of the policy brief proposing initiatives, programs, and opportunities to utilize the RBI may helpfully suggest the improvement of the learning delivery in radio even post-pandemic.

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