The Effectiveness of One Malungon Radio-Television/Radio-Based Instruction in the Lens of Learners in the Remote Areas of East-Malungon District: A Case Analysis

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ABSTRACT

This study seeks to determine the effectiveness of implementing OMR-Tele/RBI in the remote areas of the Municipality of Malungon. The research employed a qualitative case study method that utilized key informant interviews with the Junior High School learners and Focus Group Discussions (FGD) with home learning partners in Malungon, Sarangani Province. According to the findings, OMR-Tele/RBI benefits some learners, particularly junior high school learners, because they can study anywhere, anytime, and at their discretion. However, due to their short concentration span and inability to study independently, primary learners are unsuitable for OMR-Tele/RBI. Problems with OMR-Tele/RBI have also hindered

remote learning. Most learners living in mountain areas have slow or even no access to radio or the internet. Moreover, the majority of learners lived in small houses with no subdivisions. Therefore, students were unable to find a peaceful place to study. As a consequence, students cannot concentrate while listening to or viewing the lessons. In addition, it was recommended that the teacher models and facilitators be equipped to construct age- and level-appropriate audio or video lessons. Additionally, the audio and video lessons should be quality-assured to ensure the program's effectiveness.

INTRODUCTION

Globally, COVID-19 has disrupted education in over 150 nations and 1.6 billion students, affecting 90% of students worldwide. According to a report by O'Hagan (2020) and the Teacher Task Force (2020), half of the students affected by the pandemic, equivalent to 826 million individuals, lack access to a personal computer at home. According to the UNESCO Institute of Statistics (2020), a staggering 706 million students do not have access to the internet, with an additional 56 million residing in regions without mobile network coverage (O'Hagan, 2020).

Only 56% of Southeast Asians, including those in Indonesia, the most populous country, can use the internet, with only 150 million of 268 million people. Internet penetration was 57% in Thailand, 39% in Myanmar, and 38% in Vietnam in 2019 (Jalli, 2020). Indonesia's geographical and topographical features—a collection of islands with varying terrains of plains and mountains— make it difficult to provide universal internet access across the country, limiting online learning (Afrianti & Aditia, 2020).

In the Philippines, as of April 7, 2021, the number of users on DepEd Commons has increased to 6-8 million, specifically 10,351,884. According to DepEd's report, in 2021, internet and data connectivity will only be available to 67 percent of the Philippines. Many regions in the Philippines still do not have access to internet connectivity or free cable and satellite television (Llego, n.d.).

Blended Learning Delivery (DepEd Order No. 12, s. 2020) was implemented to address the COVID-19 pandemic as part of the COVID-19 Public Health Emergency Basic Education Learning Continuity Plan. Face-to-face, remote, and blended. Blended learning blends classroom teaching with remote learning technologies such as ODL, MDL, and TV/Radio-based teaching (TV/RBI). Blended learning uses radio (DepEd, 2020).

In order to maintain uninterrupted learning during the pandemic, several countries have implemented distance education programs that are based online.

Not all learners can access the internet in remote areas where cellular networks are limited. Television and radio may be viable alternatives to online-based learning in certain situations. Thus, the Department of Education and the municipal local government unit of Malungon launched One Malungon Radio, which broadcasts Radio-Based Instruction (RBI) in all learning areas, from Kindergarten through Secondary (Junior and Senior High School) to Alternative Learning System (ALS). During the epidemic, 5,904 East-Malungon District students used Radio/TV-Based Instruction (Deped Sarangani-Planning & Research Unit, 2022).

Numerous research studies primarily concentrate on delivering material via television or radio-based instruction (RBI). Yet, little knowledge exists regarding the most efficient methods for engaging learners and fostering interactivity within this context. (Mishra & Koehler, 2006). Moreover, Quintas-Renta & Lopez (2022) added that most research concentrates on broad student populations, disregarding the requirements and encounters of various groups, such as students with impairments, learners in remote areas, or those with low language ability.

Furthermore, limited research on community radio-based instruction has been conducted in rural areas with inadequate internet connectivity. Thus, the study of Prahmana et al. (2021) suggested that additional research could be conducted by collecting empirical data during the learning process of community radio-based instruction. The study's results indicated that the blended learning model, based on community radio, could be a viable alternative for providing education in rural areas during the pandemic. Hence, this study aimed to determine the effectiveness of One Malungon Radio-TeleRBI in the remote areas of East-Malungon District, which is the Municipality of Malungon community radio, during the pandemic.

Lastly, the researcher chose this study to help the program improve and can be beneficial to the Malungonian learners. Specifically, this research served as a guide in crafting the lessons and making them age-appropriate and suitable to the level of the learners. It also served as a guide for teacher facilitators and teacher models as they developed lessons based on the findings of the study. In addition, it offered the district supervisors an indication of where to focus their efforts on monitoring, evaluating, and adjusting to improve the program. This research would have shed light on what needed to be developed or improved for the technical staff to provide great learning and teaching experiences for the learners.

FRAMEWORK

This study was grounded in the Radio-Based Blended Learning Model (CR-BBLM) theoretical frameworks and Bruner's Constructivism Theory. The

Community Radio-Based Blended Learning Model (CR-BBLM), as proposed by Prahmana et al. (2021), is a community radio station specifically designed to facilitate distance education in rural regions. The CR-BBLM is managed by various stakeholders in distance education, including governmental bodies, educational institutions, local communities, learners, and guardians. The CR-BBLM facilitates community development by providing distance education in geographically isolated regions with limited internet connectivity. The learning model comprises three fundamental elements: its non-profit nature, community control, and promotion of community involvement. Furthermore, the CR-BBLM framework proposes implementing alternative modes of education in geographically isolated regions by leveraging community radio as a viable solution to address the challenges posed by limited internet connectivity during the COVID-19 pandemic.

Furthermore, constructivism is a cognitive development theory that prioritizes the process of constructing new knowledge from pre-existing knowledge. According to Bruner (1982), acquiring knowledge is an active process whereby learners generate novel ideas or concepts by building upon their existing or prior knowledge. Therefore, to enhance the significance and engagement of the learning process, the instructional approach must align with the student's interests and capabilities, as well as their personal experiences and contextual background (readiness). Additionally, instructional materials must be organized to facilitate the learner's comprehension (spiral organization). Finally, instructional design should be formulated to enable the extrapolation of knowledge and bridging of knowledge gaps (going beyond the information given).

The present study fell within the purview of the Community Radio-Based Blended Learning Model (CR-BBLM), specifically the One Malungon-TeleRBI initiative. This model aimed to cater to the educational requirements of learners, particularly in situations where in-person classes were prohibited or discouraged. It hoped to produce competent learners who had acquired the necessary learning and skills aligned to K to 12 education standards, which they could apply in real-life situations and fulfill their roles in community and nation-building.

Furthermore, according to constructivism theory, learners must have been taught at a suitable level. If the teacher knew the learners' preferred learning style (e.g., enactive, iconic, symbolic), they might have tailored the lessons, the scripts, and other learning resources to their specific needs. The best way for learners to learn would have been to actively apply their existing knowledge and experiences to new situations. The teachers should have helped students construct their understanding. In other words, the teacher-facilitator should have known the level of the learners so that he/she could have designed the lessons or scripts

that were suitable to the learners and also considered the learners' environment and experiences in contextualizing the lessons so that it would have been easy to construct new ideas based on their experiences and what they already knew.

The study's conceptual framework is illustrated in Figure 1. The concept map below shows the effectiveness of OMR-Tele/RBI on different aspects like the views of the learners, issues, and challenges encountered, as well as the suggestions and recommendations in showing the effectiveness of OMR-Tele/RBI in the remote areas of East-Malungon District. One Malungon Radio- Television/Radio-Based Instruction is an alternative learning platform for the Municipality of Malungon during the coronavirus outbreak, particularly in the academic year 2021-2022.

Views of Learners. It is the perception of the learners based on their own experiences on the effectiveness and usefulness of OMR-Tele/RBI in terms of how the program helped the learners learn during a pandemic and in terms of its flexibility of the place and time of learning and individual responsibility, where the learners have control and are accountable for their learning.

Issues and Challenges. The negative circumstances affecting the learners' knowledge acquisition are detrimental to the effectiveness of the OMR-Tele/RBI.

Technology Driven. It pertains to procedures that are driven by the capabilities of available technology. This study pertains to the OMR-Tele/RBI, which has been innovatively designed to facilitate knowledge acquisition among learners of East-Malungon District during the pandemic and potentially in the future.

Figure 1. *The Conceptual Framework of the Study*
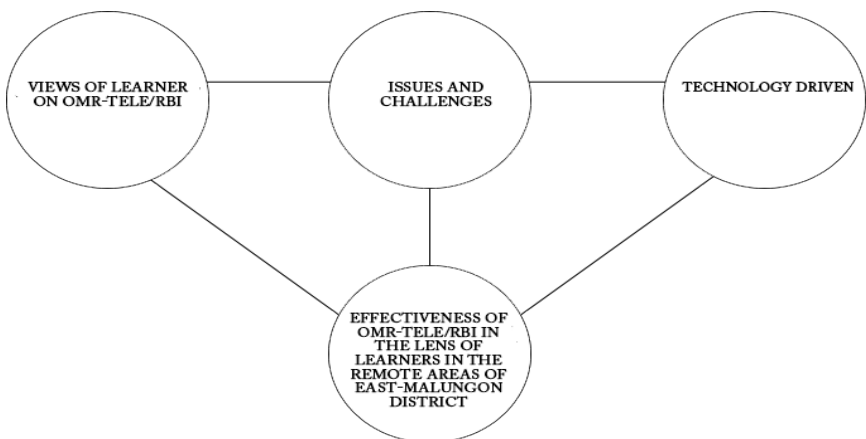
OBJECTIVES OF THE STUDY

The objectives of this study were the following (1) conduct a comprehensive review of the OMR-Tele/RBI program to identify opportunities for improvement and provide actionable recommendations for technical and administrative teams, (2) differentiate instruction through OMR-Tele/RBI, catering to the unique developmental needs of students across different key stages, (3) designed a mechanism for the effective and sustained utilization of OMR-Tele/RBI as a supplemental or primary learning platform during periods of natural calamity or unforeseen educational disruptions.

METHODOLOGY

Research Design

The research design employed in this study was qualitative, focusing on an exploratory case study. An exploratory case study examines scenarios where the intervention under scrutiny lacks a distinct and singular set of results (Yin, 2009). Simons (2009) posited that a case study involves a comprehensive analysis of the intricacies and distinctiveness of a particular project, policy, institution, program, or system in real-world settings from diverse viewpoints. The present study employed a case study design to investigate the effectiveness of the OMR-Tele/RBI initiative. The LGU-Malungon and DepEd Malungon jointly implemented this program to provide instructional support to learners in Malungon through various learning modalities.

Participants

The participants of this study were ten (10) Junior High School students in the remote areas of East-Malungon District who have experienced using OMR-Tele/RBI as their learning modality. They were selected purposively since their experiences using the OMR-Tele/RBI program were a big help in unveiling this study's research questions. In this study, the inclusion criteria in the selection of the participants of the Junior High School learners in the remote areas were the following: a) using any platforms of One Malungon Radio, such as TV, Facebook live, Plug and Play, Radio, and b) aged 12-16 years old. Since the respondents were minors, the researcher secured the parents' consent before interviewing the participants.

This study employed criterion selection sampling, a purposeful strategy where participants were chosen based on specific criteria relevant to the investigation. In

this case, participants met predefined characteristics determined by the researcher.

Furthermore, the researcher utilized data source triangulation by conducting a Focus Group Discussion with four (4) parents whose children used OMR-Tele/RBI. This served to verify findings gathered from Junior High School learners. This triangulation utilized multiple data sources, including people, space, and time within the study. By incorporating diverse perspectives and potentially compensating for flaws in any single source, data source triangulation aimed to enhance the validity and reliability of the overall outcomes. As evidenced by Hales (2010), this strategy has been applied in various fields to strengthen the interpretation of results and minimize the risk of erroneous interpretations.

The study was conducted in the Remote Areas of East-Malungon District. Specifically, Barangay Lutay, Malungon, Sarangani Province.

Table 1

Profile of the Participants

Code of the Participants	Grade Level	Age	Gender	Learning Modality
P1	8	13	Female	Radio
P2	7	13	Female	Radio
P3	9	15	Female	Radio
P4	9	15	Female	Radio
P5	7	13	Female	Facebook Streaming (TVI)
P6	7	13	Female	Facebook Streaming (TVI)
P7	7	13	Female	Facebook Streaming (TVI)
P8	9	14	Male	Radio
P9	9	15	Female	Facebook Streaming (TVI)
P10	7	13	Male	Radio

Table 2

Profile of the Focus Group Discussion Participants (Home Learning Partners)

FGD Participants' Code	Age	Gender	Child's Learning Modality Used
P1	35	Female	Facebook Streaming (TVI)
P2	46	Female	Radio
P3	43	Female	Radio

| P4 | 33 | Female | Facebook Streaming (TVI) |

Instrumentation

The instrument used in this study to collect data was a semi-structured interview. The semi-structured interview is a qualitative research technique that involves a series of open-ended questions designed to stimulate discussion, along with the flexibility for the interviewer to explore particular themes or responses in greater detail. The semi-structured interview is a purposeful dialogue to achieve specific objectives (Burgess, 1984).

This instrument was used to assess One Malungon Radio's experiences in the remote areas of East-Malungon District. The investigator also obtained feedback and proposals from participants regarding enhancing One Malungon Radio, specifically in remote regions of the East-Malungon District.

The researcher formulated her own set of inquiries. The initial inquiries were formulated by the individual in question, drawing from her extensive research. Additionally, she conducted a thorough examination of pertinent published and unpublished theses in order to refine the scope of the investigation. After formulating the inquiries, the researcher presented the interview questions to the advisor for review and subsequent revision, ultimately finalizing the questions.

The interview questions or questionnaires were distributed to the validators for validation; two (2) of them were from USeP, and the other two (2) were composed of Master Teachers, who were at the same time members of the Quality Assured Team (QuAT) coming from East-Malungon District to validate the self-made interview questions. After they had validated the interview questions, the researcher interviewed them to determine their assessments of the interview questions. The participants were asked about the clarity and unambiguity of the questions, the sufficiency of the number of questions for gathering pertinent data, the objectivity and lack of bias in all items, and the relevance of all questions to the research problem. Subsequently, all inquiries were subjected to a process of revision aimed at enhancing their clarity and precision.

Lastly, the scope of the questionnaire was based on the research objective, which was to determine the learners' perceptions of OMR-Tele/RBI and how they evaluate the program in terms of its usefulness or lack thereof during remote learning. Furthermore, the study incorporated the apprehensions and hindrances that significantly influenced the students' acquisition when utilizing the OMR-Tele/RI. In the research, suggestions, and recommendations were also included to get ideas from the learners based on what they had experienced and to provide significant insights into what could be done to enhance the program.

Moreover, the study did not have specific learning areas or did not include

all the learning areas to be asked during the interview; it was because the study emphasized the learning modality, the OMR-Tele/RBI, without looking at the subject areas as a reference.

Data Collection

Following the grant of approval and subsequent confirmation of the interview guide's rigor and appropriateness, the ensuing data-gathering strategies were observed.

Initially, the researcher arranged the necessary logistical components, such as the location and audio recording equipment, to conduct participant interviews. The venue and time were established during the initial meeting with the participants.

Prior to the commencement of the interview, the researcher obtained parental consent and provided the participants with a consent form to sign. The document includes a description of the study's objectives, methodology, confidentiality measures, and potential benefits. Additionally, the researcher's contact information was provided for any necessary clarifications or verifications about the study's purpose. Subsequently, without any further inquiries or elucidations, the Consent Form was obtained. Thereafter, a Participant Agreement Form was issued. This signifies the mutual understanding between the participants and the researcher regarding the execution of the interview and transcription procedures. Using pseudonyms, age, gender, grade level, and other relevant data aided the researcher in establishing familiarity and recollection of each participant. Primarily, the document incorporated their consent to proceed with the interview.

Subsequently, a one-on-one interview was conducted with the participants. This comprises two components. The initial segment of the inquiry solely requested data that served as a foundation for the contextual background of the subjects. The subsequent segment entailed the formal interview process, encompassing inquiries regarding the participants' perspectives on the OMR-Tele/RBI implemented in Malungon. Additionally, the interview sought to elicit information on the issues and challenges encountered while utilizing the OMR-Tele/RBI and recommendations and suggestions for enhancing the OMR-Tele/RBI. After individual interviews with learners, a Focus Group Discussion (FGD) was conducted with parents whose children utilize OMR-Tele/RBI.

The researcher immediately transcribed audio recordings following the interviews. Afterward, the transcription was presented to the participants to

determine the validity and accuracy of the words. They appended their signature to the transcription to ensure its validity.

Data Analysis

This study used a thematic data analysis to code and categorize the data. Thematic analysis is a suitable analytical approach for comprehending experiences, thoughts, or behaviors within a given dataset (Kiger & Varpio, 2020). The primary objective of conducting a thematic analysis is to recognize significant and intriguing patterns within the data, commonly referred to as themes. These themes are subsequently utilized to investigate the research question or to make assertions regarding a particular issue (Maguire & Delahunt, 2017). The participants' transcribed answers were encoded to identify themes of significant statements.

This method was outlined in steps (Braun & Clark, 2006). Initially, one was recommended to acquaint oneself with the data by thoroughly reviewing and revisiting the transcripts. The researcher successfully captured the diversity and patterns presented in the data with codes that are expected to be presented across multiple data items. The third phase of the research process involved examining the coded data to detect commonalities and intersections among the codes. The researcher discerned overarching themes or concerns related to the grouping of codes. The fourth phase of the study involved a recursive procedure wherein the emerging themes were assessed in connection with the coded data and the completed dataset. Fifth, the researcher clearly stated what made each theme unique and distinct – Whether the researcher condensed the fundamental aspects of each theme into a concise set of statements. Through it, the essence of their views on OMR-TeleRBI was revealed to give an analysis of the effectiveness of OMR-TeleRBI to the learners in the remote areas of East-Malungon District. Finally, the themes established in the study must be interconnected in a logical and meaningful manner. Additionally, if relevant, these themes should be built upon previous ones to construct a cohesive narrative about the data, which serves as the foundation for the ensuing discussion and recommendations.

To ensure the correctness and reliability of this research, the researcher showed the gathered data to the participants, particularly the transcriptions of the recorded interview, for data verification. They were asked to affix their signature on it.

Research Ethics Protocol

This qualitative research is subject to significant ethical considerations that have discernible implications. The aforementioned issues and concerns may have arisen primarily due to the methodology employed in the present study.

The research under consideration presented ethical challenges concerning the appropriate conduct of the study, maintaining confidentiality, and preserving anonymity. The present investigation adhered to the ethical guidelines set forth by the USeP Ethics and Review Committee, with a particular emphasis on ethical considerations related to the study population and data, including but not limited to the following:

Voluntary participation. It refers to willingly engaging in an activity or study without coercion or external pressure. The participants were allowed to participate without any potential negative consequences, such as repercussions, reparations, or loss of benefits. Consequently, after presenting the aim and advantages of the investigation to the involved individual, the participant was entitled to contribute to the corpus of knowledge that was meticulously assessed and anticipated. The study's participants were not coerced into participation. Participants can discontinue their involvement in the study if they experience discomfort during its implementation.

Privacy and confidentiality are of utmost importance. According to the Data Privacy Act of 2012, which protects the essential human right of privacy, it is necessary to uphold and not violate participants' privacy rights without their informed agreement. A potential method for upholding privacy and confidentiality in this quantitative research entails allowing participants to abstain from disclosing their names on the survey questionnaire. Confidentiality and privacy were maintained by refraining from disclosing the participants' demographic information, including but not limited to their age, gender, occupation, employment status, and any existing medical conditions. Therefore, the confidentiality of their identity was maintained to ensure their safety. The confidentiality of participants' responses to the survey questionnaire was ensured and upheld.

The process of obtaining informed consent. The study participants were provided with a comprehensive understanding of the research objectives, methods, and potential advantages to the fullest extent possible within the confines of the research design. The researcher obtained the respondents' consent, signifying their voluntary involvement. The survey was conducted in written form, with all pertinent details disclosed to participants. How the survey was conducted was also clearly outlined. The participants were requested to provide their signature on the informed consent document as an indication of their voluntary consent to participate in the survey. Furthermore, as the participants were underage, the researcher obtained parental consent before conducting the interviews. The survey questionnaire ensured the respondents' anonymity and maintained their responses' confidentiality. Participants were also informed of their right to

withdraw from the study at any time.

In addition, it is noteworthy that the data collected by the researcher were safeguarded, and any disclosure of information would adhere to a rigorous informed consent protocol. To alleviate concerns regarding the potential misuse of data or information, it is recommended that participants should be granted a degree of control over their personal information.

Plagiarism. The study did not exhibit any indication or substantiation of misapprehension or misrepresentation of another individual's research. The research was scrutinized by plagiarism detection tools such as Grammarly or Turnitin software. In research, it is imperative to possess a virtuous and principled character closely linked to ethical values and moral integrity. In order to produce a research paper that is deemed credible, the researcher must possess a comprehensive understanding of the paradigm of plagiarism.

Authorization from the respective entity or geographical area. The investigator of the study followed established protocols. The researcher sought permission from the Division of Sarangani to interview the selected Junior High School students of Lutay Integrated School, as advised by the panelists, adviser, and committee of the University of Southeastern Philippines (USEP). This request was made through a written letter. Subsequently, the researcher composed formal correspondence directed to the school principal of the educational institutions implicated in the investigation, which included the school's authorized letter from the school's division superintendent.

Authorship. The study's researcher is presently registered in the Graduate School of the University of Southeastern Philippines (USeP). The researcher underwent a series of revisions for their thesis, incorporating suggestions and recommendations provided by their advisor, who guided the completion of the paper. The improvement of the paper was facilitated by the supervision of the researchers' research mentor. The researcher also followed the standards of the University of Southeastern Philippines' guidelines for ethical considerations.

RESULTS AND DISCUSSION

This section provides a thorough analysis and interpretation of the data

collected and discusses the findings.

Table 3

Views of the Junior High School Learners on the OMR-Tele/RBI

	Major Themes	Sub Themes	Verbatim Responses
1.	A helpful way To learn during a pandemic	Learners were able to understand difficult lessons.	*"It is helpful ma'am because it adds knowledge to the students" (P2 61)* *"it's very helpful to me the OMR-Tele RBI, especially in this distance learning, through watching and listening the video lessons and all your lessons, you can really understand it." (P5 215-216).*
2.	Learn in different ways	Learners can learn anywhere, anytime, and at their own pace.	*"…because for instance, if I have an exam, then I forgot the lessons, I can go back to the video lessons." (P6 266)* *"what we can learn in the school can be learned at home" (because of the radio lessons). (P3 117-118)*
3.	Self-determined learning	The learners were in charge of their learning.	*"If I get confused in the Learning Activity Sheets, they help me how to answer and how to do the activity…" (P1 12-13)* *"I'm able to correct myself if I got a mistake because sometimes I have a difficulty because I get confused, but when the video lesson explains it, I can understand and I can verify my answer if it is correct or not." (P5 222-224)*

Table 3 shows that OMR-Tele/RBI was viewed by learners as a helpful way to learn during the pandemic because it adds knowledge to Junior High School learners, particularly about unfamiliar topics, and because the assigned teacher's facilitator contextualized the lessons, making them easy to understand. It became the district's partner and a dependable source for its learners. In addition, television and radio-based instruction is useful for providing more clarification. They find that studying through television and radio is more convenient since they grasp information quickly and enhance their understanding of the teachings through this method of instruction (Asis & Bayani, 2023). Moreover, Yayen and Marensil (2021) discovered that radio-based instruction was an excellent learning medium that enhanced students' education even though they were not engaged in face-to-face classes. Consequently, it is helpful to the learners in gaining additional knowledge in a variety of methods.

In theme 2, the Junior High School students expressed their views on the OMR-Tele/RBI as it can be learned differently. The learners were not allowed to enter the school premises during the pandemic. This study coincides with

Arbutante (2020), who stated that Radio-Based Instruction has been identified as a viable alternative to traditional face-to-face instruction, particularly for learners who cannot attend physical sessions for various reasons, including geographical remoteness and work commitments. The author further suggests that this mode of instruction has the potential to enhance the accessibility and quality of distance education. Furthermore, Studoco (2022) affirmed that radio-based instruction is a type of distance education that can potentially increase educational opportunities by delivering instruction to learners in remote locations. Moreover, radio-based Instruction effectively involves the audience without making any presumptions about their environment. Irrespective of their geographical location, students can listen to it (UNESCO, 2020). The learners can learn in a four-corner room and outside of the school with the help of the OMR-Tele/RBI.

Furthermore, in theme 3, the Junior High School learners also viewed the OMR-Tele/RBI as self-determined learning. OMR-Tele/RBI assisted the learners with independent learning. As Potane (2022) eloquently stated, students and parents can now access the lessons conveniently by posting and uploading video lessons to group pages. Hence, the learners become in charge of their learning even with the absence of the teacher through the help of audio/video lessons. In addition, OMR-Tele/RBI can also help students understand the instructions and lesson in the Learning Activity Sheets (LAS) and correct themselves because the teacher model explains the materials provided in the modules or learning activity sheets. This result relates to the study of Potane (2022), which states that radio lessons assist students in acquiring new knowledge, support learning, and enable them to comprehend difficult topics.

On the other hand, the home learning partners through an FGD have a different view on the OMR-Tele/RBI. They viewed OMR-Tele/RBI as a one-way approach. The instructional approach of the OMR-Tele/RBI is one-way because the direction of the information is from the teacher model to the learners. Pre-recorded audio and video lessons constitute a form of passive learning characterized by a lack of direct engagement and interaction between the teacher model and the learners. Chandar and Sharma (2003) have identified several drawbacks of using radio as an educational tool. These include the absence of interactive features, the unavailability of instructor feedback and clarification, a fixed pace of instruction, challenges with note-taking for some learners, and limited time for reflection. However, it is advisable to utilize preparation, supplementary resources, and post-activity tasks whenever feasible to address these limitations.

Furthermore, it was found that the perspectives of the individuals who participated in the Focus Group Discussion (FGD) also disclosed that the OMR-Tele/RBI was beneficial for the home learning partners but not for the

learners. Most of the interviewed Home Learning Partners also have children at the primary level, and for them primary level, it is the parents that benefit from the program, not the learners from the primary level. We all know that kids have a short attention span, so they get bored easily, and parents fear their kids cannot finish the Learning Activity Sheets on time. Thus, the home learning partners were forced to listen or watch the lessons so that they had something to answer in the LAS. That is why they honestly answered that they were the ones who benefited from the program and not their kids.

Furthermore, Agaton and Cueto's (2021) research revealed that parents observe their children's deficient engagement in academic activities, their incapacity to cope with rapid instructions, and their failure to accomplish anticipated academic outcomes, which affects their motivation to learn. Potane (2022) also mentioned that learners in the early grades (K to 3 stages) are more susceptible to a lack of access to education. They strongly rely on adults' direction as caregivers and learning facilitators. Age-appropriate, individual-appropriate, and socio-culturally suitable techniques should be the foundation for teaching these learners. It is recommended that educators guide parents and members of the community regarding the establishment of an appropriate learning environment in order to optimize the learning experience for students.

Table 4

Issues and challenges of using OMR Tele/RBI

Major Themes	Sub Themes	Verbatim Responses
1. Lack of reliable internet or radio connections	Poor connections or radio signals make audio/video instruction unclear.	*"I can't listen well because of the choppy signal." (P1 21)* *"I can't answer some of the activities in the LAS because of the radio signal." (P3 127)* *"I lost my interest to answer and I'm doubting whether I'll answer my LAS or not if the radio is choppy, because I can't understand the lessons." (P4 175, 180, 182)*

| 2. Disruptions from their surroundings | Errands and noise hinder learners from completing and recalling the lesson. | *"…when I get disturbed. If there are customers (Sari-Sari Store) and also my siblings are sometimes loud."* (P6 276) *"sometimes when our parents give us errands even when I'm not yet finished. I'll finish longer with my LAS and because of that I'm late with the submission."* (P7 313, 317) *"the destructions of the surroundings and sometimes the errands from my mother and other house chores because of that I can't able to listen the radio lesson and because of that I missed the instruction. I had a hard time and feel upset."* (P8 358-359, 361) |

Table 4 depicts that in terms of the challenges encountered while listening or watching the OMR-Tele/RBI, theme 1, as well as the responses of the home learning partners, revealed that it is the lack of reliable internet or radio connections is one of the challenges faced by the learners while listening or watching to the lessons. The radio frequency is unavailable, or if it is, signal interference is causing it to be less clear than it should be. Additionally, not every student has access to radio stations or a radio. Also, parental support and participation are needed most, especially when the learners lose interest in answering their Learning Activity Sheets (LAS) because of the choppy signal. Potane (2022) emphasized that some parents don't have the time to motivate their kids to listen to radio-based instruction. If learners do not have guardians or parents, they may struggle to maintain their interests. Tamah et al. (2020) and Supena et al. (2020) have indicated that in this circumstance, the lack of radio or internet signal hinders learning and has a detrimental effect on students learning development. Moreover, if poor internet connectivity issues occur, it can decrease the speed of data transmission, which might impact students' learning (Asis & Bayani, 2023).

Theme 2 also revealed the disruptions from their surroundings, such as the learners being challenged by the house chores, errands, and the noise of their siblings. Furthermore, Agaton and Cueto (2021) added that students ignored television or audio lessons due to distractions like noise, household chores, watching their younger siblings, and a lack of television channels or radio signals. The same thought as Dy (2021) stated that learners refrained from watching educational programs on television because of distractions such as noise, household chores, caring for younger siblings, and limited access to television channels or radio signals. Parental direction and availability are crucial for children to focus on specified watching times, yet some parents neglect the scheduled airings. In his research, Potane (2022) suggested that parents and other adults could facilitate their children's learning by alleviating them of household

responsibilities, minimizing disruptions, and ensuring that the study space remains free from interference by other family members, neighbors, and pets. They may also advise parents and other adults to help their children find a quiet place to study and remain focused and attentive.

Not only that, the home learning partners also revealed that video or audio lessons were unenticing to the learners. The HEAD Foundation (2021) realized that the radio programs that delivered stories significant and relatable to their listeners were the most successful. It also stated in the Educator's Handbook in Bridging the Gap of Remote Learning (2021) that creating radio broadcast scripts with interesting stories and games is part of the topic. Students can benefit from lessons that relate to their daily lives in this way. Thus, integrating stories into audio or video lesson scripts can help make the OMR-Tele/RBI more appealing and alluring to the learners.

Table 5

Suggestions and recommendations of improving OMR Tele/RBI.

Major Themes	Sub Themes	Verbatim Responses
1. Additional Training for both Teacher Models and Teacher Facilitators.	Teacher facilitators and models need scriptwriting and instructional delivery training.	*"The teacher model and the teacher facilitator. They'll just expand the example."* (P6 291-292) *"Both teacher model and teacher facilitator because here are other teachers who are shy or they are not comfortable because it's their first time because of this pandemic."* (P9 443-444)
2. High Tower Radio Antenna installation.	Learners suggested fixing the radio signal for better reception.	*"They just need to fix the radio frequency maam."* (P1 38) *"They just fix the radio frequency so that the learners can really learn."* (P4 191)

Table 5 displays the suggestions and recommendations to make the OMR-Tele/RBI more valuable and effective for learners. Hence, in theme 1, a parallel response from the Junior High School learners and the home learning partners recommended additional training for teacher models and facilitators. Training and workshops can help teachers expand their knowledge of certain things, especially by doing class lessons virtually. The Educator's Handbook in Bridging the Gap of Remote Learning (2021) also suggested that teachers should undergo training to offer courses on the air under the guidance of knowledgeable radio hosts who were well-known in the province. Asis & Bayani (2003) affirmed that to support teachers in their current circumstances and foster a positive outlook

towards their experiences and challenges, it is advisable to provide them with the chance to participate in training sessions and seminars that focus on research using the instructional methods introduced by the district/division or region. If not, everyone can attend; an echo seminar or feedback session will be organized for all instructors and held at the department's Learning Action Cell (LAC) session. Thus, this research recommends that the school administration fund an intensive training or seminar with expert speakers on using technology instruments for radio-based teaching and television.

In theme 2, the learners and home learning partners also recommended having a high-tower radio antenna installation. A high antenna also helps when there are hills or even just undulations on the surface of the Earth. Placing high tower antennas can help the people living in the mountainous area receive a clear reception. Yayen and Marensil (2021) also recommended that the radio's channel and frequency be connected and stable before broadcasting a lesson or session to prevent interruptions for all listeners. Identify and fix any radio channel/ frequency connectivity issues that listeners may have.

CONCLUSION

The OMR-Tele/RBI has proven effective for Junior High School learners. It has facilitated their understanding of the subject matter and enabled them to engage in self-paced learning at their convenience, regardless of location. Nonetheless, OMR-Tele/RBI may be less effective for primary-level learners due to their limited attention span.

Learners residing in remote regions have encountered difficulties understanding or establishing a connection with the OMR-Tele/RBI due to signal strength or internet connectivity limitations. Consequently, this impacts the learning process as learners may struggle to comprehend and keep pace with other lessons. As a result, they may encounter difficulties in completing the Learning Activity Sheets (LAS).

The learners and their home learning partners proposed installing a high radio tower to improve signal reception. Furthermore, it is recommended that supplementary training be provided to both the teacher model and teacher facilitator to equip them with the requisite competencies for the effective implementation of the OMR-Tele/RBI.

Therefore, this study offers several useful takeaways for improving the OMR-Tele/RBI platform that can be beneficial in education in the future. These lessons include developing relevant intervention programs that will address the needs of the learners, teachers, and parents, particularly in finding a good reception of

the radio signals to far-flanged areas, learning environment set-up at home, and effective and engaging scripts for the lessons.

TRANSLATIONAL RESEARCH

The findings of this study can be forwarded to the One Malungon Technical Team, 4 District offices of Malungon, and the Division of Sarangani. This study provides valuable insights into the effectiveness of video and audio lessons for Malungonian learners. It identifies effective instructional strategies, assessment techniques, and monitoring and evaluation methods. District supervisors can use this information to improve their practices and prioritize teacher professional development opportunities. The research also guides resource allocation and content development for One-Malungon Radio, identifying content types and presentation formats that resonate with Malungonian learners. It also identifies accessibility considerations and informs future programming. The study also supports policy initiatives at the divisional level, promoting the widespread adoption of video and audio lessons. It also encourages collaboration to share best practices and resources for effective video and audio-based learning initiatives. The findings can significantly improve video and audio-based learning experiences for Malungonian learners and beyond.

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