

Television/Radio-Based Instruction Through the Lens of School Administrators

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Abstract— The current COVID-19 epidemic has posed significant obstacles and has impacted educational institutions, and no one knows when it will cease. Every country is currently putting in place plans and processes to contain the virus, but the number of illnesses continues to rise. The research was a qualitative study employing the Moustakas' data analysis of phenomenological reduction. The participants were the thirty school administrators in the Division of Tangub City. Findings revealed that school administrators exert great effort to conduct orientation to external and internal stakeholders as part of the preparation for the implementation of TVBI/RBI distance learning modality. School heads capacitated the teachers on the delivery of TV/RBI to equip the teachers with the needed skills and knowledge to continue the delivery of quality education. They also did their best to provide enough resources for the production of learning materials. Distribution and retrieval of self-learning materials were also monitored by the school administrators, making sure every learner receives the SLMs and learned from it. They also made sure that the delivery of instruction by the chosen modality continues and challenges are well taken care of.

Keywords— distribution, modality, retrieval, TVBI/RBI, pandemic, strategies.

I. INTRODUCTION

The present COVID-19 epidemic has created considerable challenges and has had a negative impact on educational institutions, and no one knows when it will end. Despite the fact that every government is putting plans and mechanisms in place to manage the virus, the number of cases continues to climb. The new normal should be considered in the creation and implementation of the "new normal educational policy" in order to preserve and give good education despite lockdown and community quarantine in the educational context (Tria, 2020). Government-imposed attempts to combat the extremely contagious COVID-19 disease exposed the underlying inequities that plague education systems all across the world. Closing and locking down educational institutions has expanded the divide between rich and poor, not just between the Global North and the Global South, but also inside countries (Eder, 2020). The Department of Education has released guidance on how to deploy online and modular distance learning instruction. This is to protect students from contracting the sickness. Despite being one of the world's longest and most severe curfews, there are still doubts about whether the country is ready to open its schools to youngsters for face-to-face learning. (Sarmiento, 2021). As a result, countries are attempting to reduce the loss of learning by adopting alternative distribution methods in order to deal with the situation (Toquero, 2021). Many teachers, families, and students were caught off guard by this abrupt shift, which exposed some of the difficulties and concerns associated with increased parental participation while engaging and assisting their children in various levels and forms of

distance learning (Garbe, Ogurlu, Logan, & Cook, 2020).

The Philippines, in collaboration with the Department of Education (2020), established the BE-LCP for the school year 2020-2021 in response to the necessity to continue education despite the limits imposed by the COVID-19 issue. The aforementioned plan is the result of several consultative processes (Cahapay, 2021). According to DepEd Order No. 030, s. 2020, the Philippine education system began the School Year 2020-2021 on October 5, 2020, in accordance with its Basic Education Learning Continuity Plan (BE-LCP) per DepEd Order No. 012, s. 2020, to assure the delivery of basic education. Despite the epidemic, faced a variety of problems in fulfilling its purpose of providing quality, egalitarian, and culture-based education without jeopardizing the health, safety, and well-being of its people, particularly teachers and students across the country (Torres, 2021). Teachers, students, and parents found themselves in an entirely new scenario as a result of the school lockout (Huber & Helm, 2020). An crucial question is how top executives communicate with employees, students, and other stakeholders about both immediate and long-term changes within the school and the broader education sector (Sanders, Nguyen, Bouckennooghe, Rafferty, & Schwarz, 2020).

The study of Toquero, (2020) discusses the efficacy of distance education, identifies potential barriers to emergency remote education, and proposes new remote learning platforms, as well as policies for emergency remote teaching and COVID-19 prevention techniques in Philippine educational institutions. Despite the

likelihood of a COVID-19 outbreak in the Philippines, educators, students, and the institution are still managing and adjusting to distance learning education. COVID-19 is wreaking havoc not only on the world's health systems, but also on other sectors of life, including education (Alea, Fabrea, Roldan, & Farooqi, 2020). The Department of Education's answer to the issues brought by Covid-19 in the sphere of education, according to Briones (2020), is the basic education learning continuity plan during Covid-19.

The Department of Education also advocated employing radio-based intervention, which involves forming agreements with local radio stations to provide phone-based courses. The expert also suggests delivering worksheets, take-home learning activity sheets, and take-home portfolio completions to people who do not have access to technology or connectivity (Tupas & Linas-Laguda, 2020). Governments and education partners have acted quickly to ensure that children continue to learn, utilizing a variety of delivery methods such as digital tools, TV/radio-based instruction, and take-home packages for parents or caregivers. - education that is guided (Dreesen et al., 2020). SLMs converted to video lessons for TV-Based Instruction and SLMs converted to radio scripts for Radio-Based Instruction are used in TV/Radio-Based Instruction. Many academics divide the history of distance learning modules (DLMs) into "generations of distance learning." This refers to printed or handwritten handouts provided to students (Bekesiene et al., 2021). Distance learning is best for self-directed learners who are supervised by their parents or guardians on a regular basis. Dealing with learners who are unable to learn independently will be a problem. This is being discussed further within DepEd as well as with partners and parents (Torres, 2020).

As being mandated by the Department of Education, Tanguib City Division fully implemented the use of TVBI/RBI Distance learning modality. Several strategies were meticulously designed and executed. LGU initiatives included determining the best learning modality for each site, providing machines for module printing, forming relationships with internet providers for better connectivity, and partnering with local media for radio and television-based training. The efforts of regional and division offices to implement BE-LCP, including the printing and distribution of self-learning modules, teacher training and parent orientation, TV and radio mode, and health and safety protocols, were aided by this help from LGUs and external partners (Torres, 2020). The 'New Normal' in education stems collaboration among teachers, learners, parents, the

community and other relevant stakeholders to continue learning. However, it is critical to recognize the child's agency in this cooperation, particularly how learners adjust to new distant education modalities, as well as the wishes and capabilities of parents or other adult decision-makers for the child's learning (Carter et al., 2020). One of the preparations for parents and other stakeholders to be ready for the new normal education was to conduct orientation to external and internal stakeholders. Collaboration is especially important when it comes to distributing and retrieving instructional resources to pupils. Learning materials and parental support are crucial drivers for children's learning in the most challenging situations, therefore Education is distributing learn and play kits for children in quarantined zones (Akseer et al, 2020). The shift from classroom to ERT placed new demands on teacher and exposed the need to upgrade teachers' competencies in technology integration. Prior to the opening remote K-12 classes, there were massive teacher training delivered to address their lack of readiness and competencies for distance and online teaching (Magsambol, 2020; Tadalán, 2021). In this study, data were retrieved through phone calls and virtual set-up.

II. CONCLUSION

In the implementation of flexible learning, school administrators have several experiences in the preparations, implementation, and assessment of pupils' learning. They need to conduct orientation to all internal and external stakeholders, including the local government unit in the community, the parents, teachers, office staff and the pupils, in the implementation of TV/RB-based instruction. Trainings and workshops have been participated by teachers to capacitate them in the preparation of instructional materials for television and radio broadcasting of the lessons. Enough resources for the preparation of the lessons are also provided to the teachers while school administrators monitor the distribution and retrieval of the self-learning modules for TVBI/RBI. Assessment is also done on the pupils' performance in the existing mode of learning delivery.

Based on the findings and conclusion of the study, it is recommended that school administrators continue to link with the local government units for community support in the new mode of learning delivery- the TV/radio based instruction. They may also plan more training and workshops to further enhance the capacity of the teachers in preparing instructional materials for lesson delivery of TVBI/RBI. Teachers also strengthen their partnership with the parents for collaborative monitoring of the pupils' progress and learning. Future

researchers may also look into on the effectiveness of the implementation of TVBI/RBI distance learning modality on young children's education.

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