# FAMILIARITY AND ENGAGEMENT OF LEARNERS ON THE MODES OF RADIO-BASED INSTRUCTION AT SCHOOLS DIVISION OFFICE OF ISABELA

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# FAMILIARITY AND ENGAGEMENT OF LEARNERS ON THE MODES OF RADIO-BASED INSTRUCTION AT SCHOOLS DIVISION OFFICE OF ISABELA

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## I. Abstract

*Radio-based instruction which started in the latter part of 2020 is one of the flexible learning options being implemented in the Schools Division of Isabela. As an alternative learning strategy in the delivery of new normal education, evidence-based assessment is needed for the continual improvement of the program. The aim of the study was generally to determine the familiarity and learners' engagement to modes of implementing radio-based instruction at Schools Division Office of Isabela. Respondents were 2, 490 learners,1, 749 teachers, 226 parents or guardians, 151 School Heads and 16 Public Schools District Supervisors. It utilized descriptive-comparative method where the data gathered revealed that learners are more familiar and engaged to Radyo Eskwela sa Isabela via fb page than via DWDY 1107kHz. Thematic analysis further supported this result where respondents opted for fb page as a means of implementing RBI because they find it more accessible, engaging, and feasible. Suggestions given to improve implementation of radio-based instruction were partnership to LGU, promotion of RBI among stakeholders, continual monitoring and evaluating learners' engagement, and ensuring simplification of radio lessons for better understanding. Hence, it is recommended to strengthen the implementation of radio-based instruction through considering fb page as a primary means, developing pedagogical innovations, and establishing standards and processes for the said implementation.*

*Key words: Radio-based instruction, Radyo Eskwela sa Isabela via fb page, Radyo Eskwela sa Isabela via DWDY 1107 kHz, familiarity, engagement*

## II. Acknowledgment

To complete a masterpiece needs a lot of perspiration and equal inspiration; hence, the researcher wishes to acknowledge all those persons who supported and guided him in the realization of this research, to mention:

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Above all, **God Almighty**, the researcher gives back the glory, honor, and praise to Him. Without His Divine Intervention, this work would not have been completed.

**-Jay J. Gallegos**

## III. Introduction and Rationale

The rise of COVID-19 resulted to closing of schools across the world. This made education to drastically shift and make ways to sustain and provide quality education despite lockdown and community quarantine. New normal is taken into attention in the planning and implementation of the “new normal” educational policy.

According to United Nations, the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world’s student population, up to 99 percent in low and lower-middle income countries. (un.org, 2020)

Further, the report released by United Nations Children's Fund, cases of COVID-19 continue to increase in East Asia and Pacific Region and, a relentless series of typhoons and flooding is exacerbating the impact of the pandemic in the region. To date, 1,263,233 positive COVID-19 cases and 31,938 deaths have been confirmed in the region, with Indonesia (433,836 cases) and the Philippines (393,961 cases) being the most affected. (OJCA Services, 2020)

In the earliest spread of the pandemic, it was reiterated in the State of the Nation Address of the President that there will be no face-to-face classes until a COVID 19 vaccine is available. (CNN Philippines, 2020) Likewise, with the provision of Interagency Task Force of observing physical distancing and

community quarantine, basic education is one of the most affected especially in the conduct of physical classes.

As a response to the threats of the said pandemic, the Department of Education developed Basic Education Learning Continuity Plan where it engaged internal and external stakeholders for the inputs in the design of learning delivery strategy and operational direction that ensures health safety, and well-being of teachers, learners, and all personnel of the agency.

Anchored to this program of Department of education, a research was conducted which explored the readiness and challenges in the delivery of Distance Education which served as a basis in crafting the Contextualized Basic Education Learning Continuity Plan of SDO Isabela. The result of the study indicated that blended learning, combination of face-to-face and modular, was the first option but since the latter is not allowed, schools opted for modular distance learning which is supplemented by radio and TV-based instruction. (Macalling, 2021)

The use of radio-based instruction and TV-based instruction as a pedagogical support to modular distance learning were also identified as alternative recovery strategies in the contextualized Basic Education Learning Continuity Plan of the Division. These are specifically innovative learning options implemented by Curriculum Implementation and Division with the primary aim of delivering and supporting learning even to the remotest area of the Province of Isabela.

Considering radio-based instruction as one of the major auxiliaries of learning in the Division, its conception is based on history and the results of research studies. Beginning in the 1920s, both private and public broadcasters around the world designed programs specifically for primary, secondary, and tertiary education to leverage the oral and aural power of radio to complement the written curriculum (Haworth and Hopkins, 2009). It has been proven effective in formal, non-formal and informal settings, including at home with parental guidance in times of school closure. It remains the only cost-effective means of reaching large numbers of out-of-school children. (UNESCO Office Harare, 2021)

Various studies around the world show that radio has emerged as an effective tool to bridge gaps in education as it helps in improving the learning outcomes of the students (Anzalone & Bosch, 2005) and that radio has been used as a tool to reach large audiences in Africa, Latin America, and Pakistan at minimum cost (Ho & Thukral, 2009). Nations have adopted interactive radio in school education since the 1970s. (Olakulehin, 2016)

In the Philippines, Radio-Based Instruction (RBI) Program is an alternative learning delivery mode using radio broadcast to deliver the ALS programs. As a form of distance learning, it can expand access to education by bringing it to where the learners are. It aims to provide learning opportunities to listeners and enable them to acquire equivalency in basic education through the broadcast of lessons. (GOVPH, n.d.)

With the challenges posed by COVID 19 in implementing flexible learning options in distance education, radio-based instruction is boosted by the Curriculum Implementation Division issuing special order of pulling out twenty-five teachers to serve as Radio Teachers which eventually increased to twenty-eight due to the demands of work.

In support to Modular Distance Learning, radio-based instruction is implemented in two modalities- Radyo Eskwela sa Isabela via FB Page and Radyo Eskwela sa Isabela via radio in partnership to DWDY 1107 Khz, Cauayan City. Radio-based instruction via facebook comprised of uploading the mp4 of learning episodes across learning areas and add on initiatives of radio teachers like live or canned spills of the lessons, educational and interactive videos. On the other hand, recorded radio lessons are hosted live by assigned radio teachers at DWDY 1107 Khz, Cauayan City.

Preliminary survey was floated to 453 barangays of Province of Isabela as to feasibility of the partner radio station in implementing RBI. It was found out that due to the weak frequency of the DWND 88.5 FM, the first partner station to which the learning episodes were aired, lessons did not reached learners. Upon the recommendation of the result, airing of lessons was transferred to DWND 1107 Khz.

On the other hand, it was revealed that Radyo Eskwela fb Page already accumulated 439, 523 minutes viewers, 10,143 engaged FB users in the Philippines and an average of consistent 22 returning viewers visit the page's content every Sunday to Monday. These results were based on facebook

analytics which provided how the audience interacted with the Radyo Eskwela sa Isabela page in the duration of the first quarter.

Considering the two platforms, the researcher got interested in generally identifying the familiarity and engagement of the learners in the two modes of implementing Radio-based instruction at Schools Division of Isabela. Specifically, it identified the educational role of the respondents as to learner, teacher, School Head, Public Schools District Supervisor and parent. Moreover, it described the familiarity of the learners to the two modes of RBI as perceived by the learner themselves, teachers, School Heads, Public Schools District Supervisor, and parents. Likewise, it determined the level of engagement of learners to both radio-based instruction modes- Radyo Eskwela sa Isabela fb page and DWDY 1107 kHZ as rated by same set of respondents. Correlational analysis indicated the significant difference on the level of engagement of learners between the two modes of Radio-based instruction.

The results of the study become beneficial in improving the pedagogical implementation of Radio-based instruction, establishing an accessible and engaging modality during its implementation and institutionalizing standards in the processes involved in RBI implementation at SDO-Isabela.

## IV. Literature Review

Interactive Audio Instruction (IAI) has a long and distinguished history in the field of education. It was initially created to teach subjects at primary level but has evolved over the years to respond to several educational needs. From the 1920s to the 1970s, several countries stand out as pioneers in implementing educational radio and defining many of its contours: Britain, India, Australia, and the United States. (UNESCO Office Harare, 2021)

Historically, radio stations began transmitting to a relatively small, but growing number of listeners. Concomitant with the growing popularity of radio broadcasting was the increased interest in its use in education.

With this, radio has been used extensively as an educational medium in developing countries. Educational radio has been utilized in Thailand, to teach mathematics to school children (Galda, 1990), for teacher training, and other curricula (Akintayo, 1980). India, for rural development (Long, 1984); Swaziland, for public health purposes (Baxter-Magolda, 1999); Mali, for literacy training (Ouane, 1982); Columbia, for various programs (Baxter, 1999); Mexico, for literacy training and other programs (Brookfield, 1986); Nigeria, for management courses for the agriculture sector (Balogun, 1985); Kenya, in support of correspondence courses (Kinyanjui, 1973); Nicaragua, for health education (Cooke & Romweber, 1977); The Phillipines, for nutrition education (Cooke & Romweber, 1977); Sri Lanka, for family planning and health (Academy for Educational Development, 1980); South Korea, in support of family planning (Park, 1967); Botswana, for civics

education (Baxter, 1999); and Paraguay, to offer primary school instruction (Academy for Educational Development, 1979).

Studies done in various countries indicated that radio based instruction as medium of delivering lessons to students in various subjects had a positive result. Jamison and McAnany (1978) concluded the advantages of radio-based instruction: improving educational quality and relevance; lowering educational costs; and improving access to education, particularly in rural areas. Their analysis on various radio projects across regions showed that radio, if properly used, can teach as well as (or in some cases, better than) traditional instruction.

Further, based on a detailed review of research studies on the uses of radio in education projects in developing countries, Isola (2010) summarized his findings as follows: Evaluation of communication programs, projects, and experiments had repeatedly shown that radio can teach; it can present new concepts and information.

Similarly, Ho and Thukral (2009) found that exposure to interactive radio instruction (IRI) was associated with higher levels of student achievement, consistently producing learning gains among its participants of diverse ages and in diverse settings.

In Haiti, Zambia, and Sudan, Interactive Radio-based Instruction (IRI) mathematics instruction has shown positive results with respect to pre-test to post-test gains. Even for early learners, IRI has proved to improve not only increase in access to education, but more importantly, improve student

achievement (Radio Instruction to Strengthen Education [RISE] in Tuckman, 1975). Other studies affirmed the findings where radio interventions have been used to basically teach Mathematics and English education. Evidences suggested that these helped in improving teaching practices in an unfamiliar subject like language. (Olakulehin, 2016)

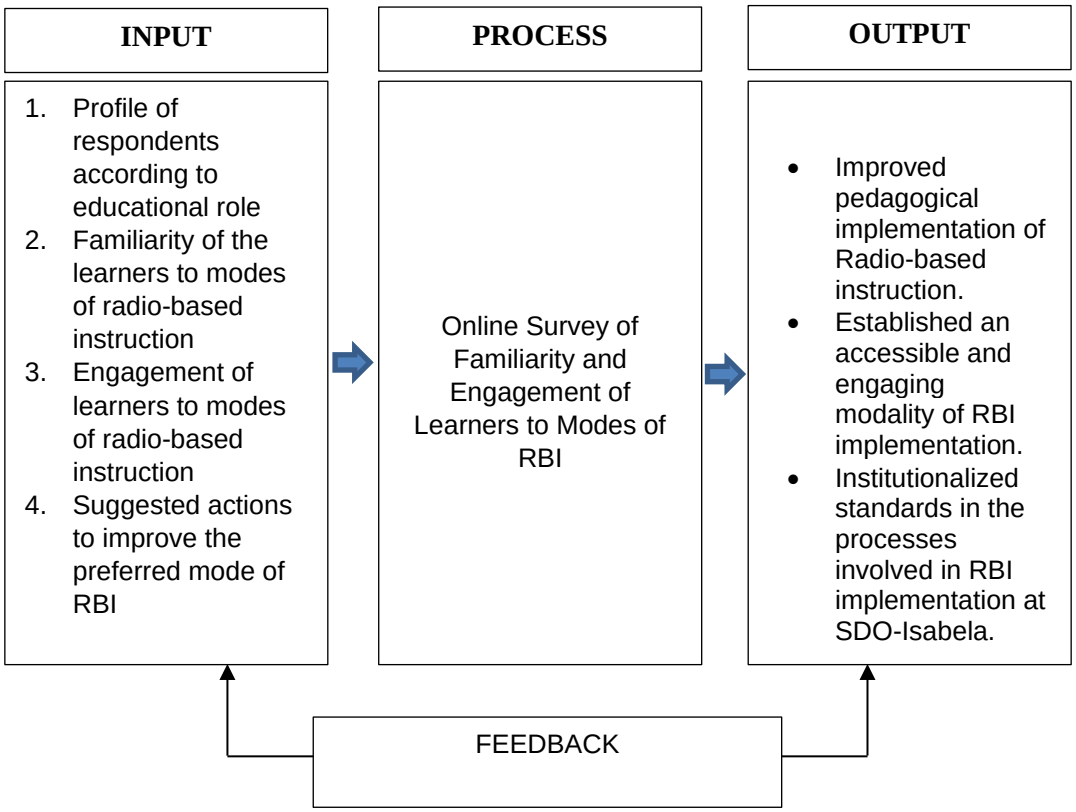
Another study was done by Kurien (2008) which brought out the findings of the radio program-We Learn English. It was a bilingual radio program for teaching spoken English in urban and rural schools across various parts of India. Result showed substantial impact on large numbers of urban and rural students studying in government schools, helping them start speaking and expressing radio's strengths. The cost effectiveness of radio met the educational needs in developing countries without a loss in quality education.

Likewise, the research conducted in the Philippines titled "Elements of A Radio-Based Literacy Program: Towards A Community-Responsive Pre-Service Teacher Education" showed that a radio-based literacy program greatly helps impoverished families and communities develop their own literacy, change their perceptions and views on literacy practices, and alter their behaviors towards providing support to their children's literacy learning and development. Another major element was identified for an effective radio-based literacy program: the active participation of family members who serve as tutors of their children in the home or the involvement of people, families, and community in the teaching of literacy to schoolchildren. This element is brought about by the openness with which the radio program is aired to elicit

questions from the parents, teachers, students, and other stakeholders themselves. (Acido, M. B., MuegaM.A. G., Oyzon, M.V. L., 2013)

At present, where 21st century learning is defined by advanced technology, RBI emerged as interactive radio where programming concept and technique has two-way communication among presenters and audiences. Two-way communication allows to have immediate messages from audiences. Interactive educational radio is defined as the radio concept bringing together instructors, learners, resources, experts etc. together even if they have not been at the same place and same time. In its more digital definition, delivery of lesson does not solely dependent to listening to radio devices but also watching such on varied online online platforms like youtube and facebook.

Based on the reviews and alignment of radio-based instruction to 21st century, the researcher and proponent of RBI in SDO-Isabela implemented this learning option in two ways- Radyo Eskwela sa Isabela via fb page and via partner station DWDY 1107 kHZ. Hence, the study came up with the paradigm of the study depicting the variables in the study.




## V. Research Questions

Generally, the study compared learners' familiarity and engagement to the modes of implementing radio-based instruction at Schools Division Office of Isabela.

Specifically, it sought to answer to the following questions:

1. What is the profile of respondents in terms of educational role?
2. What is the familiarity of respondents to the modes of radio-based instruction as perceived by:
   a. learner
   b. teachers

c. School Head

d. PSDS

e. parents

3. What is the level of learners' engagement to the two modes of radio-based instruction as rated by:

   a. learner

   b. Teachers

   c. School Head

   d. PSDS

   e. parents

4. Is there a significant difference on the learners' level of engagement between Radyo Eskwela sa Isabela via fb page and Radyo Eskwela sa Isabela via DWDY 1107 ?

5. What are the suggested actions to improve the implementation of the preferred mode of implementing radio-based instruction?

## VI. Scope and Limitation

The study made use of descriptive comparative design which explored the familiarity and engagement of learners to the two modes of implementing radio-based instruction in Isabela. Correlational analysis showed the significant difference on the learners' level of engagement between Radyo Eskwela via fb page and Radyo Eskwela via DWDY 1107.

Educational role in this study refers to what an individual play in the education system limited to the following: learner, teacher, School Head, Public

Schools District Supervisors, and parents. Modes of RBI instruction were Radyo Eskwela sa Isabela via fb page and DWDY 1107 kHZ.

Variables considered in this study were familiarity and engagement of learners. The previous delved on preference, awareness, frequency, accessibility, and feasibility while the latter included the sub-constructs: content, pedagogy and assessment.

Data was collected through an online survey questionnaire validated by pool of experts and members of Schools Division Research Committee. The tool was floated to the field where teachers, School Heads, Public Schools District Supervisors, and parents answered the survey.

## VII. Research Methodology

Descriptive-comparative research, both quantitative and qualitative, was used in the study where the familiarity and engagement of learners to modes of RBI implementation were compared. Specifically, it identified the educational role of the respondents, described the familiarity and engagement of learners to modes of RBI implementation as perceived by the learners themselves, teachers, School Heads, PSDS and parents. Further, suggested actions to improve the preferred mode of RBI implementation were explored. For inferential analysis, significant difference on the level of learners' engagement to both modes of implementing radio-based instruction was compared.

Descriptive-comparative research considers two variables which are not manipulated and establish a formal procedure to conclude that one is better than the other. Hence, such was appropriate in the study since two modes of RBI implementation- the Radyo Eskwela sa Isabela via fb page and via partner station DWDY 1107 kHZ were compared in terms of learners' familiarity and engagement.

**a. Sampling**

Population of the study included the Public Schools District Supervisors, Schools Heads, teachers, learners, and parents of Schools Division of Isabela. Through voluntary response sampling, the survey yielded 4, 632 respondents in the online survey.

Sampling procedure can be considered a limitation of the study however the conduct of the online survey was disseminated and formalized by the Curriculum and Implementation Division requiring primary end users and implementers of Radio-based instruction to respond. With this strategy, validity and reliability of data can be expected since the respondents are directly involved in RBI implementation.

**b. Data Collection**

To gather data, the researcher developed an Online Survey questionnaire which comprised of four parts: a) Profile of the Respondents, b)

Familiarity of Learners to Modes of RBI Implementation, and c) Level of Engagement to Modes of RBI Implementation and d) Written interview.

The profile of respondents specifically asked the educational role of the respondents with the following choices: learner, teacher, School Heads, Public Schools District Supervisor, and parents.

Familiarity of Learners to Modes of RBI implementation is comprised of six multiple-choice question with three choices. It elicits comparison as to preference, awareness, frequency, accessibility, and feasibility. Two of the choices were Radyo Eskwela sa Isabela via fb page and DWDY 1107 kHZ. This encouraged the respondents to choose the better option but in the case of unfamiliarity to both- the third option “none of the choice” respond to this.

Level of engagement to modes of RBI implementation was presented in the form of Likert Scale with numerical values of 1,2,3,4 and descriptive equivalent of very low, low, high and very high respectively. It is comprised of nine statements where the first three referred to content, second three was pedagogy and the last three described assessment.

The last part was a written interview which required the respondents to answer two open-ended questions: a) Which they prefer as a means of implementing RBI? b) What actions can they suggest improving their preferred mode of implementing RBI? Looking into the questions, this part had the purpose of substantiating the previous data provided by the respondents.

Validity and reliability of the tool is done through peer review of the Division Research Technical Working Group and Quality Assurance of Schools Division Research Committee.

For the ethicality of research, approval was sought first to the proper authority. Data collected were treated confidential and the results were submitted to the Division Office.

Full consent was obtained from the participants where privacy, anonymity and confidentiality were protected and ensured.

Also, materials used in this study were properly acknowledged and cited to avoid plagiarism. MS word reference application was directly used in citation and loading of references. Grammarly app was further used for proofreading and plagiarism check.

## VIII. Discussion of Results and Recommendations

### 1. PROFILE OF THE RESPONDENTS

Table 1
*Profile of the Respondents in Terms of Educational Role*

| Educational Role | Frequency | Percent |
|---|---|---|
| Learner | 2490 | 53.76 |
| Parent/Guardian | 226 | 4.88 |
| Public Schools District Supervisor | 16 | 0.35 |
| School Head | 151 | 3.26 |
| Teacher | 1,749 | 37.76 |
| **Total** | **4632** | **100.00** |

The data shows that in terms of educational role, out of 4, 632 respondents, there are 53.76 percent or 2, 490 learners, 37.76 percent or 1, 749 teachers, 4.88 percent or 226 parents or guardians, 3.26 percent or 151 School Heads and 0.35 percent or 16 Supervisors who participated in the online survey.

## 2. FAMILIARITY ON THE MODES OF IMPLEMENTING RADYO ESKWELA SA ISABELA

*Table 2.1*
*Preferred Modality in Implementing Radyo Eskwela sa Isabela*

| | Learner (f) | Learner | Parent (f) | Parent | Public Schools District Supervisor (f) | Public Schools District Supervisor | School Head (f) | School Head | Teacher (f) | Teacher | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| None of the choices (wala sa pagpipilian) | 248 | 9.96 | 23 | 10.18 | 0 | 0.00 | 1 | 0.66 | 41 | 2.34 | **313** |
| Radyo Eskwela sa Isabela via DWDY 1107 kHZ (Cauayan City) | 423 | 16.99 | 46 | 20.35 | 3 | 18.75 | 46 | 30.46 | 462 | 26.42 | **980** |
| Radyo Eskwela sa Isabela via FB page | 1819 | 73.05 | 157 | 69.47 | 13 | 81.25 | 104 | 68.87 | 1246 | 71.24 | **3339** |
| **Total** | **2490** | **100.00** | **226** | **100.00** | **16** | **100.00** | **151** | **100.00** | **1749** | **100.00** | **4632** |

The data indicates that Radyo Eskwela sa Isabela via FB Page is more preferred by 71. 24 percent or 3,339 respondents. Radyo Eskwela sa Isabela via DWDY 1107 kHz is favored by only 26. 42 percent or 980 participants.

Clearly, the respondents want to establish FB page as a means of implementing radio-based instruction at SDO-Isabela. Facebook is considered the biggest social media site around with more than two billion people using it every month representing almost a third of the world's population (Lua, n.d.). With its popularity, more than 65 million businesses including education make use of facebook utilizing its content formats like text, images, videos, live videos and stories. With the advent too of wifi and data connection, everyone can

easily access this means viable enough to implement radio-based instruction not only in the province but beyond.

*Table 2.2*
*Awareness to Modes of Implementing Radyo Eskwela sa Isabela*

| | Learner (f) | Learner | Parent (f) | Parent | Public Schools District Supervisor (f) | Public Schools District Supervisor | School Head (f) | School Head | Teacher (f) | Teacher | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| None of the choices (wala sa pagpipilian) | 293 | 11.77 | 33 | 14.60 | 0 | 0.00 | 2 | 1.32 | 52 | 2.97 | 380 |
| Radyo Eskwela sa Isabela via DWDY 1107 kHZ (Cauayan City) | 533 | 21.41 | 59 | 26.11 | 3 | 18.75 | 45 | 29.80 | 445 | 25.44 | 565 |
| Radyo Eskwela sa Isabela via FB Live | 1664 | 66.83 | 134 | 59.29 | 13 | 81.25 | 104 | 68.87 | 1252 | 71.58 | 3167 |
| **Total** | **2490** | **100.00** | **226** | **100.00** | **16** | **100.00** | **151** | **100** | **1749** | **100.00** | **4632** |

The result shows that 71. 58 percent or 3, 167 out of 4, 632 respondents are more aware of the existence of Radyo Eskwela sa Isabela via FB Page as a means of implementing radio-based instruction. This further affirms that clienteles prefer FB page as a mode of implementing RBI in Isabela. This can be attributed to the fact that almost everyone has a facebook which gives them easier access to the Radyo Eskwela sa Isabela and allowing them too to like, share and follow the page.

*TABLE 2.3*
*Frequently Subscribed Means of Implementing Radyo Eskwela sa Isabela*

| | Learner (f) | Learner | Parent (f) | Parent | Public Schools District Supervisor (f) | Public Schools District Supervisor | School Head (f) | School Head | Teacher (f) | Teacher | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| None of the choices (wala sa pagpipilian) | 402 | 16.14 | 46 | 20.35 | 0 | 0.00 | 6 | 3.97 | 119 | 6.80 | **573** |
| Radyo Eskwela sa Isabela via DWDY 1107 kHZ (Cauayan City) | 458 | 18.39 | 58 | 25.66 | 4 | 25.00 | 34 | 22.52 | 381 | 21.78 | **488** |
| Radyo Eskwela sa Isabela via FB Live | 1630 | 65.46 | 122 | 53.98 | 12 | 75.00 | 111 | 73.51 | 1249 | 71.41 | **3124** |
| **Total** | **2490** | **100.00** | **226** | **100.00** | **16** | **100.00** | **151** | **100.00** | **1749** | **100.00** | **4632** |

The data reveals that 71. 41 percent or 3,124 out of 4, 632 respondents are more frequently subscribing, listening, and watching learning episodes at Radyo Eskwela sa Isabela via FB page than at DWDY 1107 kHz with only 488 listeners. On the other hand, there are 573 respondents who are not aware to both modes of which is even greater than Radyo Eskwela via DWDY 1107 kHz.

The popularity of audio-visual based radio is influenced by advanced technology where 21st century learners are more interested to digital-based content. This could be one of the factors why DWDY appeared unpopular to learners.

*Table 2.4.*
*Accessible Means of Implementing Radyo Eskwela sa Isabela*

| | Learner (f) | Learner | Parent (f) | Parent | Public Schools District Supervisor (f) | Public Schools District Supervisor | School Head (f) | School Head | Teacher (f) | Tea cher | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| None of the choices (wala sa pagpipilian) | 179 | 7.19 | 13 | 5.75 | 0 | 0.00 | 3 | 1.99 | 61 | 3.49 | **256** |
| Radyo Eskwela sa Isabela via DWDY 1107 kHZ (Cauayan City) | 579 | 23.25 | 67 | 29.65 | 4 | 25.00 | 43 | 28.48 | 498 | 28.47 | **1191** |
| Radyo Eskwela sa Isabela via FB Live | 1732 | 69.56 | 146 | 64.60 | 12 | 75.00 | 105 | 69.54 | 1190 | 68.04 | **3185** |
| **Total** | **2490** | **100.00** | **226** | **100.00** | **16** | **100.00** | **151** | **100.00** | **1749** | **100.00** | **4633** |

The data discloses that 68.04 percent or 3,185 out of 4, 633 respondents find Radyo Eskwela sa Isabela FB Page more accessible than DWDY 1107 kHz. In 21st century learning, facebook is *most widely used* social media *site* in the world and according to random interview in the field, DWDY's frequency cannot reach some areas in the province.

It can be noticed that radio broadcasts on social media have extended to visual radio broadcasts (e.g. Facebook Live) that support a continuous display of viewer comments in real time. Research findings show that broadcasters generally believe that the recent visual changes to radio, forced by the changing media environment, have an adverse impact on the radiophonic medium. For viewers, visual radio meets diverse needs, generates

enjoyment, and offers the added value of interactivity and enhanced sense of activity resulting from new access to 'behind the scenes' of radio broadcasts. (Laor, 2020)

*Table 2.5*
*Feasibility of the Modes of Implementing Radio-Based Instruction*

| | Learner (f) | Learner | Parent (f) | Parent | Public Schools District Supervisor (f) | Public Schools District Supervisor | School Head (f) | School Head | Teacher (f) | Teacher | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| None of the choices (wala sa pagpipilian) | 145 | 5.82 | 18 | 7.96 | 0 | 0.00 | 2 | 1.32 | 34 | 1.94 | 199 |
| Radyo Eskwela sa Isabela via DWDY 1107 kHZ (Cauayan City) | 449 | 18.03 | 45 | 19.91 | 5 | 31.25 | 33 | 21.85 | 332 | 18.98 | 864 |
| Radyo Eskwela sa Isabela via FB Live | 1896 | 76.14 | 163 | 72.12 | 11 | 68.75 | 116 | 76.82 | 1383 | 79.07 | 3569 |
| **Total** | **2490** | **100.00** | **226** | **100.00** | **16** | **100.00** | **151** | **100.00** | **1749** | **100.00** | **4633** |

The results signify that 79.09 percent or 3, 569 out of 4, 633 perceived Radyo Eskwela sa Isabela via FB Page more interesting and engaging than via DWDY 1107 kHz. Hence, the previous is more feasible means of implementing radio lessons in the Division. The feasibility of Radyo Eskwela sa Isabela via fb have been affirmed by previous results where this means is seen to be preferred, more frequently used and more accessible.

## 3. LEVEL OF LEARNERS' ENGAGEMENT TO MODES OF IMPLEMENTING RADYO ESKWELA SA ISABELA

*Table 3.1.*
*Level of Engagement to Modes of Implementing Radyo Eskwela sa Isabela as Rated by Learners*

| Modes | Weighted Mean | Descriptive Category |
|---|---|---|
| RE via FB | 3.32 | Very High |
| RE via DWDY 1107 | 3.15 | High |

The result indicates that learners are more engaged to Radyo Eskwela sa Isabela marked by a weighted mean of 3.32 which is very high compared to DWDY with 3.15 or high. This result further affirmed that learners prefer facebook for the implementation of radio-based instruction.

*Table 3.2.*
*Level of Engagement to Modes of Implementing Radyo Eskwela sa Isabela as Rated by the Parents*

| Modes | Weighted Mean | Descriptive Category |
|---|---|---|
| RE via FB | 3.20 | High |
| RE via DWDY 1107 | 2.98 | High |

The data disclose that both Radyo Eskwela sa Isabela fb page and DWDY 1107 kHz ,with weighted mean of 3.20 and 2.98 respectively, have high learners' engagement as rated by the parents. Looking closely though reveals a mean gap of 0.22 which make fb better than DWDY 1107 kHz.

*Table 3.3.*
*Level of Engagement to Modes of Implementing Radyo Eskwela sa Isabela as Rated by the Teachers*

| Modes | Weighted Mean | Descriptive Category |
|---|---|---|
| **RE via FB** | 3.62 | Very High |
| **RE via DWDY 1107** | 3.01 | High |

The table shows that as rated by teachers, learners are more engaged to Radyo Eskwela sa Isabela fb page with a weighted mean of 3.62 or very high than in DWDY 1107 kHz with weighted mean of 3.01 or high.

*Table 3.4.*
*Level of Engagement to Modes of Implementing Radyo Eskwela sa Isabela as Rated by the School Heads*

| Modes | Weighted Mean | Descriptive Category |
|---|---|---|
| RE via FB | 3.91 | Very High |
| RE via DWDY 1107 | 2.91 | High |

The table shows that as rated by School Heads, learners are more engaged to Radyo Eskwela sa Isabela fb page with a weighted mean of 3.91 or very high than in DWDY 1107 kHz with weighted mean of 2.91 or high.

*Table 3.5.*
*Level of Engagement to Modes of Implementing Radyo Eskwela sa Isabela as Rated by the PSDS*

| Modes | Weighted Mean | Descriptive Category |
|---|---|---|
| RE via FB | 3.51 | Very High |
| RE via DWDY 1107 | 3.32 | Very High |

The table shows that as rated by Public Schools District Supervisors, learners are very highly engaged to both Radyo Eskwela sa Isabela fb and

DWND 1107 kHz with weighted means of 3.51 and 3.32. However, a mean difference of 0.19 makes fb a better option than DWDY 1107.

### 4. Significant Difference on Learners' Engagement

Table 4

*Significant Difference on Learners' Engagement Between RE Via Fb and RE Via Dwdy 1107 Khz*

| | Mean | SD | df | t | Sig. (2-tailed) | Interpretation |
|---|---|---|---|---|---|---|
| RE via fb | 3.299 | 0.61 | 4631 | 27.529 | 0.000 | significant |
| RE via DWDY | 3.041 | 0.656 | | | | |

*significant level at α=0.05

The table reveals that mean of Radyo Eskwela sa Isabela via fb and Radyo Eskwela sa Isabela via DWDY are 3.299 and 3.041 respectively. This implies that learners' engagement in RE via fb is higher than RE via DWDY kHz. It also indicates that the significant value 0.000 is less than 0.05 which proves that there is significant difference between RE via fb and RE via DWDY.

Net Generation (those born in or after 1980) relies heavily on ICTs for social and professional interactions, and that they have the expectation that technology will be an integral part of their education (Barnes, Retrieved February 25, 2021 from https://www.learntechlib.org/p/104231/.)

With this reason, majority in the academe use facebook for academic undertakings. Previous research affirmed that teaching staff felt the benefits

of using Facebook as an educational tool increased communication between themselves and the students and that its use also increased students informal learning, in particular discussions of course content outside of the classroom. (Taylor and Francis Online, 2015)

With the innovations in information and communication technology, no wonder that in the implementation radio-based instruction, the beneficiaries are more engaged in using facebook because even radio stations do not only stick to being heard on-air instead revolutionized on being watch in different sites like facebook, youtube and others.

**5. Preferred Mode of Implementing RBI and Suggested Actions to Improve it**

*a. Based on Learner's Response*

Majority of the learners responded that they prefer Radyo Eskwela sa Isabela via fb and this supported their prior response in the close-ended part of the survey. Common reasons mentioned were the following: a) Most of them are using facebook; b) They get more interested because of the graphics and videos; c) Learning episodes offer flexible time for they can review or replay anytime; d) Use of fb is more common than radio; e) fb live is more interactive since they can give their comments and; f) they are more comfortable to fb live since more senses are involved unlike radio where they can just listen.

*b. Based on the Parents' Response*

Majority of the parents opted for Radyo Eskwela sa Isabela via fb page because of the following: a) Most of their children have cellphones; b) most of their children have facebook; c) Their children have better engagement because they can see the teacher; d) fb is more accessible whereas DWDY frequency is difficult to reach.

For the improvement of the preferred mode of implementation, parents suggested the following: a) there should be cooperation between parents and teachers; b) aired lesson should be of same pace with the module for learners to be guided; c) always update timeslot for lessons so that learners can easily follow; d) strengthen Radyo Eskwela sa Isabela fb page for its engaging for learners; e) simplify lessons for better understanding; f) for technicalities, there must be stronger internet connection, free load and provision of internet access in each barangay.

*c. Based on Teachers' Response*

Teachers chose Radyo Eskwela via FB page because they find it more accessible and engaging for learners. To improve the chosen mode of implementing RBI, they suggested the following actions: provision of wifi access for each barangay through partnership with LGU, consistency of schedule and content of lesson based on MELCs, extension of 27-30 minutes airing since not all learners are fast learners, designate coordinator per district to promote Radyo Eskwela to everyone, monitor learners if they are listening or watching, and for the feasibility of DWDY,

majority suggested to strengthen the signal and provision of transistor radios to learners.

*d. Based on School Heads' Response*

Majority of School Heads favored Radyo Eskwela sa Isabela via fb page because they find it more interactive and accessible. They suggested that the use of this modality should be promoted to parents and learners, monitor the implementation of such modality, and coordinate with the LGUS for the provision of internet access. On the other hand, they said that DWDY can be a cheaper means to access Radyo Eskwela however its signal should be strengthened, and learners should be provided with free radios.

*e. Based on PSDS' Response*

Most of the PSDS opted for Radyo Eskwela sa Isabela via fb page for reasons like its more engaging, accessible, and sustainable. Suggestions given are the following: a) improve its implementation though partnership with the parents and community and a need for wider dissemination. Strongly engage in the implementation to monitor and evaluate. In the case of Radyo Eskwela via DWDY, they suggested to tap stakeholders to donate transistor radios for learners and strengthening signal of the radio station.

**Conclusions**

In the light of the foregoing findings, the researcher arrived at the following conclusions:

1. Respondents of the study are learners, teachers, School Heads and PSDS of Schools Division Office of Isabela.
2. The respondents are more familiar to Radyo Eskwela sa Isabela via fb than via DWDY 1107 kHz.
3. The learners are more engaged to Radyo Eskwela Isabela via fb page than DWDY 1107 kHz as rated by the learner themselves and triangulated to the rating of teachers, School Heads, PSDS and parents.
4. Thematic analysis also supported that majority of respondents opted for Radyo Eskwela sa Isabela for the following major reasons: it is more accessible, engaging and feasible. Common suggestions given to improve implementation of RBI are cooperation among stakeholders to promote RBI via fb, partnership to LGU for the provision of wifi area of learners per barangay, monitoring, and evaluation of learners' engagement to RBI and presenting and simplifying lessons according to the MELCs.
5. Inferential analysis reveals that learners have higher engagement in fb than in DWDY.

**Recommendations**

1. Conduct further studies to include respondents not reachable by online survey.
2. Intensify implementation of Radyo Eskwela sa Isabela through facebook page since it is more accessible, engaging, and feasible.
3. Craft implementation plan for Radyo Eskwela sa Isabela via DWDY 1107 to improve learners' level of familiarity and engagement.
4. Implement evaluation and monitoring mechanism for RBI to ensure maximization of this modality; partner with prospective LGUs for the provision of radio or wifi areas per barangay to learners and strengthen quality assurance of radio scripts to ensure airing of simplified lessons.
5. Introduce more interactive and innovative lessons in Radyo Eskwela via fb page since learners find it more engaging than in radio.

## IX. DISSEMINATION AND ADVOCACY PLANS

| STRATEGIES | PROGRAMS | ACTIVITIES /TASKS | RECOURCES | | | Timeline |
|---|---|---|---|---|---|---|
| | | | Persons Involved | Materials | Cost of Materials | |
| To improve RBI implementation at SDO Isabela | Radyo Eskwela sa Isabela | Present the results during Program Implementation Review of the RBI CORE Team | SDS<br>EPSs<br>RBI Core Team | Communication Allowance | 100 | February 2021 |
| | | Present the results during Virtual Management Committee Meeting. | Researcher, SDO Personnel, PSDS, School Heads | Communication allowance | 100 | April 2021 |
| | | Cascade results to the field. | School heads, Teachers, Parents, Learners | N/A | N/A | April 2021 |
| | | Publish manuscript to Saringit. | | N/A | N/A | June 2021 |

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## XI. FINANCIAL REPORT

| ACTIVITIES | ITEM DESCRIPTION/ PARTICULARS | QUANTITY | UNIT | UNIT COST | TOTAL AMOUNT |
|---|---|---|---|---|---|
| Administering the online survey questionnaire | Communication Allowance | | | 50 | 50 |
| Analysis and evaluation of the result | Communication allowance | | | 150 | 150 |
| Submission of the manuscript through google mail | Communication Allowance | | | 50 | 50 |
| Virtual Information-dissemination | Communication Allowance | | | 200 | 100 |
| **GRAND TOTAL** | | | | 450.00 | Php450.00 |