

Radio-based Instruction (RBI) Approach to Teaching: The Lived Experiences of Teacher-Broadcasters in the New Normal Education Setting

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Date received: March 17, 2024

Date revised: March 25, 2024

Date accepted: March 28, 2024

Originality: 98%

Grammarly Score: 99%

Similarity: 2%

Recommended citation:

Teves, N. (2024). Radio-based instruction (RBI) approach to teaching: the lived experiences of teacher-broadcasters in the new normal education setting. *Journal of Interdisciplinary Perspectives*, 2(5), 47-61.
<https://doi.org/10.69569/jip.2024.0064>

Abstract. The COVID-19 pandemic has wreaked havoc on several sectors of society, particularly the education sector. This has caused abrupt shifts in the educational landscape and methodologies, which were manifested through the implementation of several distance learning modalities, such as online, modular, and blended learning. From these modalities, several instructional media and alternatives emerged. One of which was the implementation of Radio-based Instruction (RBI), wherein educational institutions selected teachers to play the role of teacher-broadcasters and deliver instruction on air. However, the implementation has posed many challenges on the part of these teachers. Thus, this study was conducted to investigate the issues faced by teachers in the Bayawan City Division and explore their lived experiences as broadcasters, anchors, and scriptwriters. By adopting Colaizzi's method of data analysis, one emergent theme, "Diverse Challenges Encountered," was identified, which comprises the following eleven specific problems that serve as subthemes: 1) Novelty of the Method; 2) Difficulties in Learner's Engagement; 3) Technological Divide; 4) Lack of RBI Knowledge; 5) Scarcity of Resources; 6) Uncertainty in Gauging Student's Learning; 7) Intricacies in Scriptwriting; 8) Struggles in Content Delivery; 9) Physical and Environmental Barriers; 10) Teacher's Personal and Psychological Barriers; and 11) Inevitable Time Constraints. The findings revealed that the entirety of the teachers' lived experience in the implementation of the RBI in the new normal has never been easy and mainly revolves around various challenges encountered in their pedagogical adaptations. They were forced to "adapt rapidly" and experienced several complexities and impediments, implying that educational institutions were not fully equipped and prepared for its implementation during the pandemic. Educational institutions can further investigate ways to address or mitigate these challenges and improve the overall implementation of Radio-based Instruction (RBI) as a viable alternative educational approach in basic education schools.

Keywords: COVID-19 pandemic; Distance learning; Emergency remote teaching; Radio-Based instruction; Teacher-Broadcasters' challenges.

1.0 Introduction

Kumar, Basumatary, Kumar, and Dev (2019) once reiterated that radio is one of the oldest means of communicating information and an inventive aspect that science has placed in the hands of society. Nuñez (2021) also claimed that radio has become a vital social and educational tool in almost every country worldwide and has enabled millions of students to continue their education.

The pandemic has indeed made radio one of the most viable alternative means of learning delivery that can provide learners with learning opportunities and help them achieve basic school equivalence through lesson broadcasts (Valdez, Paulican, & Adriatico, 2018). Suárez (2020) also affirmed that if people felt the radio's "days

were numbered," the pandemic came along to reinforce its role as a versatile, large, low-cost, and long-range mode of communication. Radio has now become an ICT alternative that can save the country's and the world's education.

As stated in DO No. 012 (DepEd, 2020), the Department of Education in the Philippines has implemented radio as a modality for its Blended Learning Framework. This cleared the way for the creation of the DepEd Radio, which broadcasts lessons and reaches students who lack ready access to the internet and other learning modalities by utilizing the already established local AM/FM radio stations through partnerships with the department's regional and division offices as well as schools across the nation (DepEd, 2021).

The online survey on the student's preferred learning delivery modality conducted by DepEd last June and July 2020 revealed that 900,000 students preferred Radio-based Instruction (RBI) (Magsambol, 2020). This has prepared the groundwork for the capacity building of teachers as teacher-broadcasters for both radio and television. Consequently, many teachers have undergone the audition and training, and later have performed the role as teacher-broadcasters. However, adopting this 'new normal' instructional approach has posed greater challenges on their part (Calo et al., 2021). It has required them to employ new strategies and methods to effectively perform their role and has caused abrupt changes to their regular roles or routines as teachers. Hence, the researcher decided to carry out this study to investigate the lived experiences of teachers as teacher-broadcasters, anchors, and scriptwriters in the implementation of the RBI in the new normal education setting.

Although there have been multiple studies that have investigated the various issues that educational stakeholders faced during the pandemic and the utilization of radio and other media as alternative tools in education, there is currently a scarcity of literature concentrating on the teachers' lived experiences, challenges, and coping mechanisms as teacher-broadcasters, anchors, and scriptwriters in the actual implementation of the RBI approach in basic education schools.

Therefore, the researcher, being one of the teacher-broadcasters, finds this study beneficial because it determines and explores the gaps and challenges that the teachers have encountered in the discharge of their duty as radio broadcasters, anchors, and scriptwriters. The opportunities to be learned from this undertaking are numerous. This phenomenological inquiry intends to gain an understanding of the teacher-broadcasters' experiences not only to create new knowledge, develop an intervention, and enhance the instruction, but also to make better-informed decisions for curriculum implementation with radio as a learning tool amid the pandemic.

2.0 Methodology

2.1 Research Design

This study utilized the phenomenological design which describes the participants' interpretations of their experiences (Jamon et al., 2021). This approach provides an avenue for the researcher to explore and give significance to the participants' experiences which leads to the discovery of previously unavailable insights and knowledge. Phenomenology helps in understanding people's experiences and ensures the credibility and the reliability of results. The researcher believes that this approach provides a straightforward and logical process to investigate the underlying structure of an experience. This study is qualitative as it reflects the teachers' critical viewpoints and lived experiences as teacher-broadcasters, anchors, and scriptwriters in the radio-based instruction (RBI) approach.

2.2 Research Participants

The participants are teachers affiliated with the Department of Education Schools Division of Bayawan City. They were purposefully identified and gathered based on their willingness to share their experiences of the studied phenomenon (Hirsch, 2015) and the following inclusion criteria: a) English teachers currently affiliated with the Department of Education as teaching personnel in both elementary and secondary schools under Bayawan City Division for the school year 2021-2022, b) Male or female, c) Bilingual speakers of English and Cebuano, and d) These teachers were presumed to have substantial experience in the roles of teacher-broadcasters, anchors, and radio scriptwriters. The researcher's familiarity with the entire population, as well as the pre-established standards and criteria, were used to select the study participants. They are believed to possess profound knowledge and substantial experience regarding the topic being studied (Polit & Beck, 2013).

Furthermore, recognizing the characteristics of phenomenological research, the number of participants is determined by data saturation. In this type of qualitative research approach, data sufficiency is not determined by the sample size, whether small or large, but by the redundant features and concepts in the participants' responses. When the researcher began to hear the same thoughts and experiences repeatedly, or noticed repetitive responses without gaining new information, it indicated that data saturation had been achieved (Hennink et al., 2016; Polit & Beck, 2013). After reaching the required level of data saturation, probing was conducted immediately to gain a deeper understanding of the participants' perspectives on their lived experiences of the depicted event (Legard et al., 2003; Middlemiss et al., 2015). In this study, an additional participant was interviewed to confirm data saturation.

2.3 Research Instrument

Since the study is phenomenological, significant comments about the participants' lived experiences were extracted through a semi-structured interview approach that utilized guide questions. The questions were written in English and were open-ended, however, the participants were given the prerogative to respond using the local dialect to ensure better expression of meaning. All interviews were automatically recorded via Zoom or cellular device and a journal was utilized to document pertinent notes and observations made by the researcher during the interviews.

2.4 Data Gathering Procedure

Before the conduct of the interview proper, the researcher did a bracketing, which was followed by a mock interview with at least two participants. He identified and held in suspension his preconceived beliefs and opinions about the phenomenon and kept an up-to-date journal of these beliefs. The study participants were asked through call, text, or chat about their preferred interview mode either virtually via Zoom or in person. For the virtual mode, the researcher arranged with the participants a schedule to conduct the interview followed by the sharing of the meeting link. For the in-person interview, the researcher asked the participants to identify a convenient setting for them to be interviewed.

Before the beginning of the interviews, the participants were briefed on the study's purpose, assured of confidentiality, and asked to sign informed consent forms. They were likewise informed about the recording process and their freedom to withdraw at any point in time without repercussion. The participants' verbal and non-verbal cues were recorded alongside demographic information in a journal. The interview typically lasted between 10-30 minutes depending on the participant's extent of engagement. The recordings and transcriptions were cross-referenced to ensure the accuracy of the data transcribed.

2.5 Data Analysis

Colaizzi's method was utilized for data analysis. Themes and recurring patterns were identified from the participants' answers.

2.6 Ethical Considerations

Throughout the entire investigation, the researcher demonstrated all required ethical concerns and followed the ethical guidelines established by an Ethics Committee. Since humans were selected to participate in the study, information confidentiality was strictly adhered to. Ensuring the safety and protection of the participant's rights, dignity, and privacy is a must. It is also critical to minimize potential risks in the process of extracting significant information from their statements (Denzin & Lincoln, 2005).

3.0 Results and Discussion

Lived Experiences of the Teacher-broadcasters in the Radio-based Instruction Approach to Teaching

After an exhaustive analysis of the participants' transcripts, as well as the extraction of the significant statements and formulated meanings, the researcher was able to arrive at an emergent theme encapsulating the teachers' experiences as teacher-broadcasters, anchors, and scriptwriters in the radio-based instruction (RBI) approach to teaching at the height of the COVID-19 pandemic, with emphasis on the various challenges that they encountered along its implementation during the pandemic.

Emergent Theme: Diverse Challenges Encountered

This major theme discusses the various challenges encountered by teachers in the discharge of their new role as teacher-broadcasters, anchors, and scriptwriters in the implementation of Radio-based Instruction (RBI) during the pandemic. This encompasses all the difficulties they faced along the way. After conducting a series of interviews with the participants, the researcher came up with the realization that the teachers were facing multiple impediments, which greatly affected their roles as teacher-broadcasters. They were so sacrificial and remained optimistic that the new method would gain profitable results despite its deficiencies and insufficiencies. The teachers also experienced both environmental and personal or psychological distress while adopting the new instructional method. These barriers created a huge impact on their lived experience with RBI as an instructional modality during the pandemic.

Under this emergent theme are eleven (11) sub-themes, namely: a) (Theme 1) Novelty of the Method; b) (Theme 2) Difficulty in Learner's Engagement; c) (Theme 3) Technological Divide; d) (Theme 4) Lack of RBI Knowledge; e) (Theme 5) Scarcity of Resources; f) (Theme 6) Uncertainty in Gauging Student's Learning; g) (Theme 7) Intricacies in Scriptwriting; h) (Theme 8) Struggles in Content Delivery; i) (Theme 9) Physical and Environmental Barriers; j) (Theme 10) Teacher's Personal and Psychological Barriers; and k) (Theme 11) Inevitable Time Constraints.

Theme 1: Radio-based Instruction (RBI) Approach as a Novel Method

Table 1 shows the first subtheme, Novelty of the Method, which discusses the participants' experiences with the challenges in dealing with radio-based instruction as a new teaching method during the pandemic.

Table 1. Radio-based Instruction (RBI) approach as a novel method

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences in dealing with RBI as a new teaching method	• Technical problems encountered due to unfamiliarity with the method. • Struggles in the adjustment of pedagogical approaches. • Lack of necessary preparation and time • No prior exposure to training and capacity-building activities • Faced with an "adapt rapidly" reaction	• Struggles due to unfamiliarity. • Insufficient time in the preparation • Abrupt changes in the pedagogy	Novelty of the Method

This theme describes the challenges that teacher-broadcasters encountered due to their unfamiliarity with the use of RBI. The participants revealed that they have been struggling with this new instructional method as it requires them to employ pedagogical approaches and techniques they have not done before. They expressed that this novel method made them consider several coping mechanisms to support its implementation.

This one is challenging because aside from the fact that this approach is brand new to us, there are different challenges that we face, but, we learn also at the same time especially in managing the program, in writing the script most specifically, and aligning it with our most essential learning competencies (P1).

(For me, it's quite ano siya...challenging, sa akua nga case because I'm a neophyte pa in ano siya...sa mga ing-ani nga kind of instruction, the Radio-based Instruction. Though I'm familiar with radio-based or broadcasting, lahi ra man gud siya sa ano jud siya...sa Radio-based nga Instruction. So, medyo at first, lisud-lisud siya.) For me, this kind of instruction is quite challenging especially in my case because I'm a neophyte. Though I'm familiar with radio-based broadcasting, radio-based instruction is far different. That's why it's not easy at first (P3).

Teachers were challenged during that time cause we have to...you have to adjust yourself from teaching first...you have to adjust yourself from teaching face-to-face to teaching via radio. So, that's the very challenging part for the teachers (P4).

These statements imply that RBI as a novel instructional method has posed multiple struggles on the part of the teachers. This notion is explained by literature. Boholano and Jamon (2021) reported that public school teachers acknowledged their unfamiliarity with the current state of the Philippine educational system. Since no one prepared them for these unprecedented circumstances, even college faculty members with greater experience in online and remote instruction are finding it difficult to teach in the new normal (Hew, Jia, Gonda, & Bai, 2020). Toquero and Talidong's (2020) study emphasized the fact that educators are not fully equipped to teach in the new normal. Teachers, educators, and legislators encounter a great deal of difficulty in adapting to the sudden shift from in-person instruction to new learning modalities. Furthermore, since radio instruction is a novel approach, it has been a challenge for both educators and learners. This has required them to 'adapt rapidly' response to the new normal instruction amidst the pandemic (Tanhueco-Tumapon, 2020).

Theme 2: Difficulty in Learner's Engagement in the Radio-based Instruction (RBI) Approach

Table 2 represents subtheme 2, Difficulty in Learner's Engagement, which tells the participants' challenges in ensuring learner's engagement in the implementation of the radio-based instruction at the height of the pandemic.

Table 2. Difficulty in learner's engagement in the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with the difficulty in engaging learners with RBI	• Uncertainty whether the learners are interacting during instruction • Teachers' inability to physically see if students are paying attention • Cluelessness whether the learners are getting meaning from the session	• Difficulty assessing learners' engagement • No clear indication of participation • Little to no response from the learners	Difficulty in Learner's Engagement

This theme deals with the problems faced by the teacher-broadcasters, anchors, and scriptwriters in engaging their learners in the discussion via radio. The participants generally felt clueless about whether their students were able to meaningfully participate in the discussion or not. They were in doubt if the medium was effective and sufficient to engage the learners in the lesson broadcast since they could not see them physically.

(The challenge there man gud was dili nimo makit-an ang learner but the instruction is just delivered on through radio frequency.) The challenge there was that, you couldn't see the learner because the instruction was just delivered through radio frequency (P1).

And some, there are times that there are no reactions, and there are no interactions from the students. So, there are very big changes and adjustments to the overall teaching and learning process (P6).

These responses indicate the participants' disappointment due to the lack of interaction or engagement from the students. Teacher-broadcasters were left in the radio room talking without any guarantee that their students were indeed following them throughout the discussion.

This concern is also depicted in literature. Another issue that is closely related to student conditioning is the level of participation by students in class activities, as stated by Rasmitadila et al. (2020). Student enthusiasm for learning, data package issues, and mobile phone or laptop ownership can restrict students' participation in class activities. Also, it is imperative for teachers to continue conditioning students during Study from Home (SFH). To make sure that learning proceeds without a hitch, teachers must carry out conditioning exercises in the online classroom. This significantly affects students' enthusiasm and readiness to learn.

Thus, a teacher needs to be able to guarantee that every student is ready to learn and come up with creative strategies to keep them interested (Rasmitadila et al., 2020). Empirical researchers offered their results regarding educators' attempts to engage students, particularly the challenges they faced with monitoring, feedback, and evaluation (Kaden, 2020; Aliyyah et al., 2020). Another study revealed a substantial difference in achievement

and school attendance, along with a decline in the caliber of students' work as the remote learning period grew (Cullinane & Montacute, 2020).

Theme 3: Technological Divide as Impeding Factor in the Implementation of the Radio-based Instruction (RBI) Approach

Table 3 shows subtheme 3, Technological Divide. This theme is all about the instructional concerns encountered by both the study participants and the learners due to limited or unavailable technological devices such as cell phones which served as impediments in the successful implementation of radio-based instruction.

Table 3. Technological divide as impeding factor in the implementation of the radio-based instruction (RBI) approach			
Subjects Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences in dealing with the technological divide in adopting the RBI	- Students have limited devices to connect with their teachers and to the radio. - Unavailability of the necessary technological devices - Students' incapability to provide the necessary technological tools. - Technological devices are generally costly.	- Necessary technological devices are not readily and sufficiently available - Devices needed are not affordable or procurable to most participating learners	Technological Divide

The pandemic has exposed multiple realities in various sectors, especially in the education sector. One of the most conspicuous realities is the immense technological divide among students. This has been a detrimental factor since it could hinder students from continuing school.

I think that we also need to consider the resources available for the learner because when you say online...not all of them have internet access. Not all of them have a computer or cellphone (P1).

(We chose to have a printed modular distance learning kay lisud man sa mga bata ang online learning. And, dili accessible para nila ang online learning due to the lack of necessary technological devices.) We chose to have printed modular distance learning because it's difficult for the students to do online learning due to the lack of necessary technological devices (P3).

These statements indicate that the participants are fully aware of the technological divide among students. The teachers believe that online classes are not for everyone since laptops, desktop computers, and smartphones are generally costly. Thus, radio is one of the viable technologies that can help support and continue the country's education amidst school closures.

According to Nuñez (2021), the pandemic and confinement brought to light the technological inadequacies that other nations have encountered during prolonged school closures. This condition jeopardizes everyone's right to an education, particularly in African, Asian, and Latin American countries (CIRT, 2020). This situation was further explained by Valdez, Paulican, and Adriatico (2018) who emphasized that the present pandemic has made radio one of the most viable alternative learning delivery means to conduct classes and provide learners with learning opportunities and help them achieve basic school equivalence through lesson broadcasts.

Magsambol (2020) also showed a clear divide between those who can and cannot afford to use the new educational platform. Considering the department's motto of "no child left behind," this situation sends a message of injustice to the majority of students enrolled in public schools.

Theme 4: Lack of Knowledge on the Implementation of the Radio-based Instruction (RBI) Approach

Table 4 shows the fourth subtheme, Lack of RBI Knowledge, which discusses the participants' struggles with the implementation of the radio-based instruction due to deficiency in knowledge and lack of prior exposure on it.

One of the major problems that teachers experienced was their deficiency in knowledge about RBI. They had a hard time using and implementing the method because they lacked prior exposure to it. Teachers who were selected as teacher-broadcasters, anchors, and scriptwriters were lost during its first implementation and

developed feelings of fear and hesitation which adversely affected their overall performance in the program implementation.

Table 4. Lack of knowledge on the implementation of the radio-based instruction (RBI) approach

Subjects Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences in adopting RBI with no sufficient knowledge of its implementation	- Teachers have a hard time implementing due to a lack of prior knowledge and experience. - Teachers were lost at its first implementation. - Teachers were totally confused with the technicalities posed by the RBI	Faulty implementation due to inadequate technical knowledge and skills	Lack of RBI Knowledge

(The teachers at first, my fellow teachers at first were quite hesitant tungod kay dili man ta kabalo mo operate but since we are very committed to helping the learners and still deliver instruction even if there was a pandemic at that time.) My fellow teachers were quite hesitant at first because we didn't know how to operate, but since we were very committed to helping the learners, we need to still deliver instruction even if there was a pandemic at that time (P1).

I will be very honest that it is not easy to do Radio-based Instruction knowing that there are technicalities that you have to learn (P2).

From these responses of the participants, it is safe to conclude that the RBI as a new instructional method has posed a great challenge to the participants, especially in terms of learning the technicalities of the method itself. This was described by Conrad and Donaldson (2011), Ko and Rossen (2017), and Watson (2020), who asserted that Study from Home (SFH) necessitates that teachers become proficient with a variety of apps, making it challenging for those who have never taught online before or who struggle with technology and information resources to implement online learning. Using software and tech tools can be challenging for even seasoned educators and senior teachers. Because of this predicament, teachers find it challenging to put lessons into practice, which hinders learning.

When utilizing Study from Home (SFH), online learning can be a helpful teaching approach for educators who are comfortable with computers, software, and other digital resources. The new normal education landscape poses innovative and complicated problems to both education leaders and school teachers, particularly in terms of decision-making procedures aimed at delivering high-quality instruction to students. Teachers were challenged with changes in the usage of techniques and strategies from their teachers' toolboxes, the exploitation of collected resources, and the application of adaptive knowledge in their professional lives (Ross-Hain, 2020).

Theme 5: Scarcity of Resources as Detrimental Factor in the Implementation of the Radio-based Instruction (RBI) Approach

Table 5 presents the fifth subtheme, Scarcity of Resources, wherein the participants' struggles in the implementation of the radio-based instruction amidst the scantiness of the critical resources are emphasized.

Table 5. Scarcity of resources as detrimental factor in the implementation of the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with RBI implementation amidst scarcity of resources	- Unavailability of radio transmission lines and limited signal coverage. - Insufficient number of radio transistors distributed among learners	- Absence of the key radio resources - A limited number of radio transistors - Signal interference	Scarcity of Resources

The limited resources made the RBI implementation even more challenging for both the teacher-broadcasters and the students. The participants needed to find alternative technological tools and devices to address this problem.

(The major challenge there was kanang availability of resources at first katong unsaon man na namo pagkadungog sa inyung lessons, Sir, nga wala man me radio. Ana nga mga concern sa mga bata.) The major challenge there is the availability of resources. At first, our students were concerned as to how they could listen to the lesson broadcast if they didn't have a radio in the first place (P1).

For the students the challenging part was that most of them didn't have a radio or what we call this... transistor, they don't have that device, so they are having...they were having a hard time accessing the radio or the lessons from the radio so we had to cater to that one... that those needs from the students (P4).

Participants 1 and 4 statements depict the insufficiency of resources that the participants experienced amidst RBI implementation. This aligns with the findings of Nuñez (2021), who stated that the pandemic and confinement revealed the technological inadequacies that other nations had encountered during prolonged school closures. This condition jeopardizes everyone's right to an education, particularly in African, Asian, and Latin American countries (CIRT, 2020).

Theme 6: Uncertainty in Gauging Student's Learning in the Radio-based Instruction (RBI) Approach

Table 6 bears theme 6, Uncertainty in Gauging Student's Learning, which highlights the difficulties that the teachers encounter in terms of assessing their students' learning and the lack of assurance the former experience in determining the latter's extent of progress over distance and time.

Table 6. Uncertainty in gauging student's learning in the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with the difficulty in assessing student's learning through RBI	- Getting little to no response from the participating learners - Feedback from the learners is almost impossible to obtain. - The veracity and validity of test results and outputs are questionable	- Incognizance in the effectiveness of lesson delivery - One-way instruction - Doubtable assessment results	Uncertainty in Gauging Student's Learning

The participants are expected to assess their students' learning. During the implementation of the RBI, however, the teacher-broadcasters were uncertain if students were learning or were able to develop the most essential learning competencies. They encountered doubts as to the effectiveness of radio as a tool for measuring and determining students' learning and progress over distance and time.

(When it comes to instruction, siguro kuan, kanang monitoring the progress of the learners whether they are grasping the lesson or not.) When it comes to instruction, probably monitoring the progress of the learners whether they are grasping the lesson or not (P1).

We've raised a lot of questions though upon starting like, will we be able to reach most of our students? Or will they be able to understand the discussion? And a lot more things to be considered (P5).

These responses reflect the teachers' struggles in assessing students' learning in a distance learning modality such as the RBI. According to Barron et al. (2021), teachers' functions are changing quickly and are now more complex than at the time when instruction was limited to in-person interactions. They discovered that the pandemic has modified two critical factors: teachers' educational modifications and the recalibration they use in attending to their obligations and responsibilities. Teachers' pedagogical modifications have shown to be crucial, as the transition from traditional face-to-face lecturing does not or no longer translate equally to a remote learning delivery and atmosphere. Every household has essentially become a classroom without a conducive learning environment, so teachers now need to adapt their practices and be creative to keep students engaged. These adaptations manifest themselves through the use of various channels, such as radio, television, mobile phones, online platforms, and so on.

Conversely, teachers' recalibration describes how they allocate their time between teaching, interacting with students, attending to administrative duties, and following the guidelines set forth by UNESCO, UNICEF, and the World Bank (2020). These guidelines stress the significance of giving students structured feedback, staying in

constant contact with caregivers, and reporting to local education units to monitor learning. In addition, empirical researchers offered their results on educators' attempts to engage students, particularly the challenges they faced with monitoring, feedback, and evaluation (Kaden, 2020; Aliyyah et al., 2020).

Theme 7: Intricacies in Scriptwriting in the Radio-based Instruction (RBI) Approach

Table 7 presents theme 7, Intricacies in Scriptwriting, which stresses the complexities that the participants encounter in writing their scripts to be delivered via radio. Teacher-broadcasters craft their scripts based on the self-learning modules and ensure that the contents are simplified to produce comprehensible inputs for the learners.

Table 7. Intricacies in scriptwriting in the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with the complexities in scriptwriting for RBI	- Contextualization of the learning content for relatability - Adjustment of the language's level of difficulty - Making the lesson delivery as conversational as possible - Reasonable chunking of broad concepts	- Modifications for better relevance - Language simplification to facilitate better understanding. - Interactive delivery - Unpacking of competencies	Intricacies in Scriptwriting

Drafting the scripts to be delivered on air has never been easy for the teacher-broadcasters. Several considerations have to be done such as adjustment of the language, interactivity or conversational mode of discussion, and contextualization of content which are difficult for some teacher-broadcasters.

With regards to scriptwriting, at first, it's challenging (P1).

What's the challenging part of having Radio-based Instruction is the making of the content of the broadcast especially the scripts it's because it's not the same as our lesson plan and that's the thing that I see as a big challenge in the part of the teacher not just only in writing but also in making or recording yourselves knowing that we don't have enough gadgets (P2).

Yes, so much adjustment because we were still printing modules, and then we still needed to give time or extra time for scriptwriting (P6).

These responses prove that the new normal education landscape poses complicated problems to both education leaders and school teachers, particularly in terms of decision-making procedures aimed at delivering high-quality instruction to students. Teachers were challenged with changes in the usage of techniques and strategies from their teachers' toolboxes, the exploitation of collected resources, and the application of adaptive knowledge in their professional lives (Ross-Hain, 2020).

In addition, the necessity to significantly alter the curriculum's content and delivery in order to make it more accessible and understandable for students through the adoption of new typical pedagogies is an issue raised by instructors in the literature (Gewin, 2020; Jamon et al., 2021), with primary concerns centered on student learning engagement (DeWitt, 2020), and assuring support from their families (Fontanos et al., 2020; Daniel, 2020).

TV/Radio-based Instruction is used by Self-Learning Modules (SLMs) writers who translate video courses for television-based teaching, generate radio scripts, and support radio-based instruction, according to Zafra (2020). This method is suited for students who are self-sufficient and only need occasional parental or guardian supervision. It can also be evaluated in places or communities where online distance learning is not available.

Theme 8: Struggles in Content Delivery in the Radio-based Instruction (RBI) Approach

Table 8 presents theme 8, Struggles in Content Delivery, which encompasses the difficulties that the participants experience in delivering their lessons over the radio. Teacher-broadcasters are doubtful about the effectiveness of their instructional approaches, methods, and techniques when employed with radio as their instructional tool.

Table 8. Struggles in content delivery in the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with the difficulties in content delivery in the RBI	• Uncertainty in the appropriateness of methods, techniques, and strategies to be used • Limited range of ways to deliver instruction • Unexpected technical problems encountered during lesson broadcasts	• Utilization of a single teaching method • RBI is not a "one size fits all" approach • Disruption of sessions due to a technical glitch	• Struggles in Content Delivery

Aside from the intricacies in scriptwriting that teacher-broadcasters encountered in the implementation of the RBI, the participants also struggled with delivering the content of the scripts.

(Lahi ra gyud ang lesson nga i-deliver na on air using a script no, because sometimes, you cannot say nga unsa man ni iyahang content nakasabot ba kaha ang bata?) Delivering the lesson on air using our script was a different and challenging one because you cannot exactly tell whether or not the students understand the lesson (P1).

(Katong so far sa delivery sa competencies medyo challenging jud siya, dili gyud cya ingon nga ma deliver gyud cya.) The delivery of the competencies so far has been challenging. We cannot deliver them fully (P4).

These utterances can be interpreted that the participants have encountered difficulties and uncertainties with content delivery. They were doubtful if the radio was sufficient to bridge instruction and if the scripts were comprehensible enough to facilitate seamless delivery of the content. The findings of Toquero and Talidong (2020), which emphasized that teachers are not fully prepared to teach in the new normal, are relevant to this. Teachers, educators, and legislators encounter a great deal of difficulty adapting to the sudden shift from in-person instruction to new learning modalities. Anxiety and dread about how to teach kids in the new normal were brought on by the new pedagogical tendencies. According to the teacher participants' responses, in order to better capacitate them, instructors need to be retrained and equipped with the new standard teaching pedagogies, such as online or remote learning (Yorgancioğlu, 2020).

Yorgancioğlu (2020) further posited that new approaches, resources, techniques, and learning opportunities are necessary in the current context. Another issue that teachers have raised in the literature is the necessity of making substantial adjustments to the curriculum's content and delivery in order to adopt new standard pedagogies and make them more accessible and understandable for students (Gewin, 2020; Jamon et al., 2021), with primary concerns centered on student learning engagement (DeWitt, 2020), and assuring support from their families (Fontanos et al., 2020; Daniel, 2020).

Theme 9: Physical and Environmental Barriers in the Radio-based Instruction (RBI) Approach

Table 9 presents theme 9, Physical and Environmental Barriers, which covers the disturbances that the participants experience in their physical environment when delivering their lessons via radio. Teacher-broadcasters struggle with the building fixtures where the radio booth is located, the physical noise from the surroundings, and the inconveniences caused by radio equipment failure.

Table 9. Physical and environmental barriers in the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with physical and environmental barriers in the RBI	• Weather disturbances that affect the radio signal • Noise coming from the vehicles passing by • Power service interruptions • Interferences from equipment glitch	• Natural calamities and disturbances • Noise barrier • Electrical and equipment issues	• Physical and Environmental Barriers

This barrier was frequently described by the study participants as a huge factor in the discharge of their new role as teacher-broadcasters. Both teachers and students encountered several noise interferences in their physical environment such as hissing, vehicular noise, disruptions by calamities, power service interruptions, and equipment issues.

The environmental barrier, and the noise are present so, you have to deal with these (P2).

One factor that we considered was the reception 'cause our radio antenna that we are using is not that...the radio antenna that we are using...all the equipment that we are using in our RBI is not that strong and is not able to reach wider audience (P4).

These statements express that external problems, such as interruptions from other students, occur when learning is implemented through online programs, such as virtual classrooms and broadcasts. Students often talk with one another about topics unrelated to the course material. Because of this, learning is taking place in less conducive, louder, and virtual/radio classrooms (Rasmitadila et al., 2020). Valdez, Paulican, and Adriatico (2018) added that the implementation of RBI is impacted by the following factors as well: the venue's suitability (with noise being the primary issue), the radio equipment's quality (transistor vs. branded radio), and the stability of the radio broadcast signal.

The primary concern is the quality of the radio signal, which is determined by measuring the transmitter power output at a distance from the transmitting antenna using a reference antenna. The quality of the radio being used, which is the second concern, can be affected if there is crackling or hissing, which is a common occurrence. Usually, the radio station is located in a weak signal area. It may not easily pick up a clear signal or its signal may be cut off at irregular intervals. Cheap radios, such as the old transistors, which are small portable radio receivers with transistor-based circuitry, are to blame. In the Philippines, these transistor radios are pocket-sized, allowing owners to take the devices with them wherever they go. These were eventually superseded by better, higher-quality audio devices, such as portable CD players and cellphones (Valdez, Paulican, & Adriatico, 2018). However, CD players are costly, and so implementers still use transistors, which are sometimes battery-powered. Battery-operated radios are the best alternative in situations where there is no electrical outlet in the learning center. The third concern, according to Valdez et al. (2018), is the learning centers' suitability as far as location for the ALS-RBI is concerned. Since some of the spaces are old structures that the Local Government Units (LGUs) have designated as ALS-RBI centers, participants have reported that these venues are noisy and are non-conducive for educational radio broadcasts.

Theme 10: Teacher's Personal and Psychological Barriers in the Implementation of the Radio-based Instruction (RBI) Approach

Table 10 presents the tenth subtheme, Teacher's Personal and Psychological Barriers, wherein the participants' experiences with fear, anxiety, and hesitations in the discharge of their new role as teacher-broadcasters, anchors, and scriptwriters are explored.

Table 10. Teacher's personal and psychological barriers in the implementation of the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with personal and psychological barriers in the RBI implementation	- Teachers becoming anxious and hesitant to deal with the new method. - Dealing with the technical complexities instills fear in the participants. - Some participants are nervous about speaking over the radio. - Teachers fear the possibility of contracting the COVID-19 virus	- Personal and psychological distress due to "adapt rapidly" reaction. - Technical complexities are stressful to the participants. - Participants not inclined to public speaking are struggling. - Fear of COVID-19 infection.	Teacher's Personal and Psychological Barriers

As newbies to the RBI method, teacher-broadcasters also experienced personal and psychological dilemmas. They encountered fear, hesitations, and anxieties when carrying out the new method along with their routine as teachers during the pandemic.

I'll be a hypocrite if I say that I never experienced those anxieties. We cannot deny of course that we experienced that but as a teacher, we have to be innovative and flexible. We are used to dealing with new things that come our way (P4).

(But I was so excited to try and honestly, at first, I was skeptical if it would work knowing the attitude of some learners towards education but yeah, we got to try uhm... para sa kabataan.) But I was so excited to try and honestly, at first, I was skeptical if it would work knowing the attitude of some learners towards education but yeah, we got to try...for our learners (P5).

Because that's the only choice we had since we cannot somehow home visit because we are afraid that we will be infected with the virus (P6).

These statements can be interpreted as teachers having experienced personal and psychological dilemmas in adopting the RBI approach to their teaching practice. This idea was backed by Toquero and Talidong (2020), who emphasized that educators are not fully equipped to teach in the new normal. Teachers, educators, and legislators encounter a great deal of difficulty in adapting to the sudden shift from in-person instruction to new learning modalities. Anxiety and fear about how to teach students in the new normal were brought on by the new pedagogical tendencies (Yorgancioğlu, 2020).

Yorgancioğlu's (2020) posits that these participants' answers suggest that in order to better capacitate teachers, they need to be retrained in the new normal teaching pedagogies, such as online or remote learning. Yorgancioğlu (2020) went on to say that new approaches, resources, techniques, and learning opportunities are necessary in the present context. Nonetheless, he proposed that the new pedagogies be "technology-driven." This is referred to as "digital pedagogies" by Peters et al. (2022).

In addition, the pandemic forces policymakers and educators to explore novel pedagogical, digital, and online opportunities in order to consistently provide students with high-quality instruction (Peters et al., 2022). It has compelled educators to get prepared and equip themselves to maintain successful learning even in the face of the COVID-19 pandemic (Motala & Menon, 2020).

Meanwhile, teachers and other workers are increasingly concerned about becoming infected with the COVID-19 virus (Jamon et al., 2021). People in communities become wary of one another as the sickness spreads. They are afraid of contracting the virus and becoming sick or even dying from it (Khan, Mamun, Griffiths, & Ullah, 2022). Due to the constant dread of contracting COVID-19, frontline employees, especially teachers, have developed anxiety, sadness, and insomnia (Nabe-Nielsen et al., 2021).

Mertens, Gerritsen, Duijndam, Saleminck, and Engelhard (2020) claim that COVID-19 is the fear that public school teachers face and endure in the workplace. Social media use, health anxiety, and threats to loved ones are all well-known indicators of COVID-19 viral dread. Serafini et al. (2020) recommended implementing strategies to support teachers who are psychologically sensitive during the COVID-19 pandemic.

Theme 11: Inevitable Time Constraints as a Challenge in the Implementation of the Radio-based Instruction (RBI) Approach

Table 11 reveals the subtheme 11, Inevitable Time Constraints, wherein the participants' experiences with conflicts in their strict alternative work arrangement and RBI schedules, including the inadequate time spent in the lesson preparation are delved into.

Table 11. Inevitable time constraints as a challenge in the implementation of the radio-based instruction (RBI) approach

Subject Probed	Core Ideas	Code	Essential Themes
Teacher-broadcasters' lived experiences with time constraints in their alternative work, RBI schedules, and lesson preparation	• Inflexible work arrangement and rigid RBI schedules of the participants. • Insufficient time spent in the preparation of the lesson. • Limited time allocated to learn and navigate the radio equipment.	• Problems encountered with fixed schedules • Inadequate time for lesson preparation and equipment exploration	• Inevitable Time Constraints

Teachers were adherent to their Alternative Work Arrangement (AWA) Schedules during the pandemic. The AWA schedules must be followed to minimize close contact among employees in the workplace. The RBI implementation has required the teacher-broadcasters to report to school even in their work-from-home schedules, causing conflicts with their AWA schedules. They were also obliged to extend time to learn and navigate the radio equipment while preparing their lesson.

I will be very honest that is not easy to do Radio-based Instruction knowing that there are technicalities that you have to learn. So, you need to go to school though you're in a work-from-home setup to be able to explore the technicalities (P2).

Since we have our AWA or Alternative Work Arrangement, so even though we are not entitled or we are not scheduled to be in school that time or day, we need to go (P6).

These utterances prove that the impact of COVID-19 on everyone's daily life is enormous. Still, as the world grapples with the global health crisis, teachers without capes stand on the front lines of blended learning during the pandemic, doing everything they can to guarantee that no learner is left behind (Bondoc, 2020). Regardless of the circumstances, teachers are expected to extend their time and patience just to meet the needs of their students. Because of this, the government is also required to provide instructors with aid in the form of subsidies for school operations, with the aim that doing so will enhance the long-term viability of education and eliminate any technological obstacles.

4.0 Conclusion

Based on the findings discussed above, it is safe to conclude that the participants' lived experiences as teacher-broadcasters, anchors, and scriptwriters revolve around the various challenges that arise along the implementation of the Radio-based Instruction (RBI) approach in the new normal. Teachers go through drastic changes in their roles and abrupt modifications in their routines with the introduction of the RBI. These emerge because of the method's novelty in general since all the participants are neophytes along the course of its implementation. Furthermore, the challenges are mainly manifested in the new pedagogical adaptations, inadequacy of technical knowledge and skills, unavailability of necessary radio equipment and other technological resources, script preparation, assessment of student's learning, personal-psychological barriers, physical-environmental impediments, and inevitable time constraints, all of which are contributory to its overall implementation. Broadening stakeholders' engagement, encouraging community and governmental support, and establishing innovative partnerships with other educational institutions are seen as potential initiatives to improve the solutions' feasibility particularly in resource-limited settings. Moreover, incorporating specific examples of successful RBI implementations can provide practical models for emulation, addressing the digital divide through cutting-edge benchmarking can help expand access to essential resources, and establishing systematic evaluation and feedback mechanisms of RBI practices, are also viable ways to ensure the improvement and sustainability of the approach while aligning with the needs and realities of educational interventions.

5.0 Contributions of Authors

This research is solely authored by the researcher.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

8.0 Acknowledgment

Primarily, the researcher would like to express his immense gratitude to the Almighty God for His perpetual guidance, for sustaining him throughout this study, and for His unceasing love, provision, wisdom, and for the burning fire He placed in the researcher's heart to complete this research. The researcher's determination would not also be fruitful without the constant support, guidance, and encouragement of the significant people who contributed to the accomplishment of this study. That being said, the researcher would like to express his profound gratitude and appreciation to the following individuals who have been so passionate in guiding him throughout this research: Ms. Angela Gabrielle B. Bacang, the researcher's steadfast adviser, for her patience and dedication in sharing her knowledge and expertise in phenomenology; Dr. Romario P. Ybañez, the Dean of the Graduate School, for his meaningful insights and for his dynamic support to realize this study; Dr. Erlinda N. Calumpang, the chairperson of the members of examiners, for her valuable suggestions and powerful words of encouragement, which are instrumental to the quality assurance of this paper; Dr. Maria Chona Z. Futalan, the researcher's go-to-person adviser and method specialist, for her constant guidance and commendable pieces of advice during the oral defense presentations of this work; The panel members, Dr. Lorilyn Nocete-Nudalo, the Content Specialist-External, Dr. Eugenia N. Sedillo, Content Specialist- Internal; And Dr. Anelito A. Bongcawil, CESO VI, the OIC-Schools Division Superintendent of Bayawan City Division, for his unwavering support and for allowing the researcher to conduct this study; The teacher-broadcasters, anchors, and scriptwriters in English in the Division of Bayawan City, for giving the researcher the opportunity to interview them despite their hectic schedules and responsibilities as teachers; The wind beneath the researcher's wings, Mrs. Josephine C. Teves, his ever-supportive mother, and Nelson M. Teves, his affectionate father, for the love, the support, and the motivation to achieve this milestone in his life, and for always believing in his abilities and goals; and The people who in one way or another helped the researcher in the completion of this study, a big "Thank You!" to you all!

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