

Coming-Out from the Comfort Zone: A Qualitative Study on the Lived Experiences of Public Elementary School Teacher-Broadcasters in the New Normal

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Abstract

This qualitative-phenomenological study described the lived experiences of Teacher-Broadcasters in Radio and Television-Based Instruction in the New Normal. This study was gleaned on Albert Bandura's Social Learning Theory, Abraham Maslow's Humanistic Theory in Psychology, and John Dewey's Theory of Progressive Education in 1938. The participants of this study were the public elementary school teacher-broadcasters in radio and television-based instruction. Fourteen (14) teachers participated in the in-depth interview and focus group discussion. They were selected using the purposive sampling method. There were challenges emerged namely: struggles for being inexperienced in broadcasting; challenges in facility and technical application; stress, hesitations, and pressures due to overloaded tasks and roles; time constraints and sacrifices along the process; happiness and sense of fulfillment on the experience; and discontentment on the finish product or recording. To address those challenges, they mentioned their ways of coping: doing necessary preparations; having positive disposition; allocating time properly; having cooperation and support among the team; exploring different means to improve quality output; and being open for corrections and improvements. They also cited insights they could share to others: passion towards the task given; provision of resources; provision of trainings and seminars; call for support from members of the academe; and provision of rewards for being broadcasters. With the results, it was revealed that teacher-broadcasters need sufficient training and resources to be able to function effectively on the different roles they portray in broadcasting. They also asked for support from their fellow broadcasters, colleagues, and school heads not just on the material resources but also moral support for the attainment of the purpose of radio and television-based instruction in the new normal. Furthermore, the results emphasized that teachers should be passionate to their profession and tasks given to them so that learners may receive the quality content material that may help them in acquiring the competencies to learn meaningfully.

Keywords: lived experiences, teacher-broadcaster, radio and television-based instruction, qualitative-phenomenological study, Tagum City Division

INTRODUCTION

Teachers provide basic knowledge that students need to survive and to live in society. They teach learners with the utmost care and quality education. In this new normal education, the Department of Education utilizes distance learning modalities such as radio and television-based instruction. It is realized to reach learners with no internet connection and who are from marginalized sectors. With this, some teachers chose to do the broadcasting in response to the need. Teachers found broadcasting a challenge in preparing the content material from broadcasting to video editing due to time constraints, resources, proper venue, support from administration, and teacher's competence and skills.

In Jakarta, Indonesia, elementary school teachers use state radio broadcasts by RRI to reach students in their homes during the COVID-19 pandemic. Titis Kartikawati, a teacher, said that not all areas have an internet connection. Therefore, their school utilizes radio to reach students with no television, internet connection, and electricity. She also said that teachers are taking turns making content materials through the broadcast (The Jakarta Post, 2020). Moreover, in the United States, educators look at radio as a possible inexpensive means of redressing educational problems worldwide, such as few trained teachers and too few resources to adapt to the current teaching trend (United States Agency for International Development, 2020). Whereas, in Korea, they utilized television broadcasts to provide students with educational content because they had difficulty using online learning platforms. However, most teachers face challenges in adapting to the new modes of teaching because they are untrained in this new modality (Schleicher, 2020).

In the Philippines, particularly in Mandaue City, their division implements radio and television-based instruction to supplement the students' learning resources. Teachers confessed that they find it difficult since it is new, and they do not have any production experience yet. They searched for materials on YouTube to learn about lighting parts to gain insights about the craft. Furthermore, they said they lack training and expressed a need for more workshops to create quality content material (Sagarino, 2020).

In the Division of Tagum City, a division memorandum amends the list of the division team in each school to do radio and television-based instruction as stipulated in DM461-09-28-2020. Teachers accepted the challenge; however, there were challenges that they encountered in terms of the preparation, resources, and the allotted time given to create a material. Additionally, they did not undergo intensive screening for qualifications and proper orientations and training regarding the broadcasting, which also added to their anxiety in presenting the material.

Studies mentioned above focused on the utilization of broadcasting to teach the learners in coping with the new normal mode of teaching. While the studies concerned particularly on the students' learning during the pandemic, this study concentrated on the experiences of teacher-broadcasters. This study also differs from other studies because of its locality, where most of them were from other localities and countries. In addition, this study is relevant to society's present situation because radio and television-based instruction is one of the modalities offered during this pandemic. This study would give an idea to the higher positions to understand the situations of the teachers who would share their sentiments and to gain insights for improvement.

Thus, it urged me to conduct this study in order to understand the lived experiences of the public elementary school teachers on being teacher-broadcasters. This study is timely and needs to be addressed right away to provide proper actions and

recommendations. This modality may not be a new venture of the department; however, we are all continuously studying and adjusting to cope with the new normal to provide quality learning for the learners.

Purpose of the Study

The purpose of this phenomenological study was to describe and understand the lived experiences of public elementary school teacher-broadcasters in the new normal. This study unveiled the perceptions and insights of the teacher-broadcasters of the different schools in Tagum City.

At this stage in the research, teacher-broadcasters were generally defined as teachers who broadcast on-air either on television or radio. They are the ones doing the radio and television-based instruction, from scriptwriting to video editing.

Research Questions

1. What are the experiences of public elementary school teacher-broadcasters on Radio and TV-based instruction in the new normal?
2. How do teacher-broadcasters cope with the challenges of being teacher-broadcasters on Radio and TV-based instruction in new normal?
3. What are the insights of teacher-broadcasters on Radio and TV-based instruction in new normal that can be shared to others?

Theoretical Lens

This study was gleaned on Albert Bandura's Social Learning Theory and its implications on teaching and student learning. It describes human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Learning would be extremely challenging, not to mention dangerous if people depend only on the effects of their actions to inform them what to do. Luckily, most human behaviors learn through observation and modeling. From observing others, one creates an idea of how new behaviors perform. Afterward, coded information leads to action (Bandura, 1977).

The researcher affixed this theory because it helps educators come-out from their comfort zone and deals actively with his/her surroundings to observe and form an idea of how new behaviors are performed that later they can apply in teaching their students. Besides, teachers can also use television, radio, and the New Media to acquire learnings through modeling amidst the pandemic.

Moreover, this study was also viewed on Abraham Maslow's Humanistic Theory in Psychology that highlights the holistic individual and emphasizes free will, self-efficacy, and self-actualization. Assisting people achieved their potential and maximized their well-being are the aims of humanistic psychology. Especially with teachers in a new normal environment that uses their full potential to seek ways to help their students' learning development be further honed (Maslow, 1962).

This theory relates to teachers' efficaciousness that allows them to utilize their unique special abilities to teach learners and motivate them to move forward and look for what is beyond their comfort zones, intending to help their students in New Normal. By then, exploring their abilities through the newly acquired modalities can help their students learn better in audio-visual learning.

Furthermore, this study was also hinged on John Dewey's Theory of Progressive Education in 1938 that focuses on the necessity of learning by doing. According to John Dewey's Theory, people learn best through a hands-on approach. Progressive education is an output of dissatisfaction with traditional education, imposes adult standards, subject matter, and methodologies. He believed that traditional education, as just described, was beyond the reach of young learners (Dewey, 1938).

Dewey's theory supported this study stressing that teachers should utilize their potentials and strategy by giving a hands-on approach to their students by teaching on other modes in consideration of the New Normal setting. They can utilize those hands-on approaches in this trying time, including using New Media such as Tele-radio-broadcasting, teaching on television, modular approach, online-approach, and blended approach.

Teachers use their full potentials and skills to respond and cope with teaching the students in the new normal setting. They explore and venture new platforms out from their comfort zones to provide students with quality education despite the challenges.

METHODOLOGY

The methods and procedures that were used in this study about the teacher-broadcasters' lived experiences in the new normal are provided in this section. These include the research design, research participants, role of researcher, data sources, data collection, data analysis, the trustworthiness of the study, and ethical consideration.

Research Design

This research was qualitative, specifically a phenomenological study that systematically uses to inquire and address a certain phenomenon. A particular phenomenon covered the perceptions and experiences of an individual/group, how they behave, how organizations function, and how interactions mold relationships (Teherani et al., 2015).

This qualitative research was appropriate in this study because it explored and described public school elementary teacher-broadcasters' lived experiences in the Division of Tagum City. This study conducted an in-depth interview and focus group discussion for the 14 participants who have experience challenges as teacher-broadcasters. With this, I gathered diverse experiences from the teacher-broadcasters.

This study was a phenomenological study that described the essence of a phenomenon through exploration from those who experienced it. Phenomenology aimed to explain the significance of the experiences- both what and how it was shared. Moreover, it is studying humans' lived experiences in society (Neubauer et al., 2019).

In this research, a phenomenological study was the most appropriate because it led me to collect the different perspectives and lived experiences of some teacher-broadcasters, both in radio and television-based instruction in the Division of Tagum City. This approach let me understand the feelings and perspectives of a broadcaster in a new normal setting. I used in-depth interviews and focus group discussions on achieving comprehensive descriptions of the study, ensuring that it follows the research and interview guide questions. I obtained relevant data from the participants for the analysis of the central phenomenon.

Research Participants

According to the analysis of Fundi (2013), a phenomenological study needed between five (5) to twenty-five (25) participants as the best sample size. Creswell (2013), as cited in Fundi (2013), suggested that it should have heterogeneous participants with three (3) to fifteen (15) participants.

In this research, there were fourteen (14) participants. The seven (7) participants were for the in-depth interview, and seven (7) participants for focus group discussion. All participants were teacher-broadcasters in elementary level in the Division of Tagum City.

The researcher used purposive sampling, which identified participants from the phenomenon being studied. Purposive sampling was a sampling technique in choosing the participants in a study who meet specific criteria and experiences. It was selective and subjective on the characteristics of the people and the study's goals (Crossman, 2020).

The participants were identified using the division memorandum 461 issued last September 2020, stating the division teams for radio and television-based instruction. The participants' selection was based on the following criteria in which the researcher can get a reliable and rich understanding of teachers' lived experiences. The participants should be (1) a teacher-broadcaster in elementary from kinder to grade six either on radio or television. Participants must have (2) at least two roles or parts in the broadcasting, which primarily also include scriptwriters, directors, content, and video editors. They must (3) not have any experience in broadcasting, and (4) their position (Teacher I to Teacher III). Furthermore, participants were recruited and informed either by a phone call or by sending a letter thru e-mail guided with the inclusion criteria mentioned above.

Meanwhile, a research needs gatekeepers if researcher does not have contact and information details of the prospective participants. A gatekeeper can be a person or institution responsible as intermediary between the researcher and the prospective participants. A gatekeeper also has the capacity to approve or disapprove the permission for accessing the prospective participants (Durham University, 2020).

In selecting and identifying the participants, I asked the help of the gatekeepers since I did not have legitimate access to the personal details of my participants such as contact information and e-mail. I assigned one gatekeeper in each participating institution or school where my prospective participants work. Each gatekeeper acted as mediator between me and the prospective participants. They contacted first the identified participants asking for their permission to give their contact details to the researcher so that the researcher could communicate and send an informed consent. Prior to this, I oriented the gatekeepers of their roles and responsibilities in collecting information from the participants emphasizing the ethical consideration. I also ensured that they sign the confidentiality agreement.

Data Analysis

This study had data analysis from the gathered and collected data. According to Ngulube (2015), data analysis deals with the transformation of raw data through evaluating, coding, investigating, and identifying themes and groups to interpret and provide basic meanings. In this study, I used coding and thematic analysis to organize and interpret the data.

According to Creswell (2015), as cited by Elliott (2018), he defined coding as the analysis of information and data in which the data breaks into pieces to interpret its meaning before getting it back. A code can be a phrase or a word that represents a conclusive, notable, significant, and/or evocative attribute for a part of language-based or visual data (Saldaña, 2016).

In this study, the gathered data both in in-depth interviews (IDI) and focus group discussion (FGD) were transcribed and translated accurately. The data were analyzed and underwent a coding system for labeling which described its content and organized it to identify its relationship and create different themes. Coding was done after the responses of the participants were transcribed. Additionally, I used codes to synthesize the outline of the main ideas and meaning that repeats throughout the data.

Whereas thematic analysis was used in analyzing transcript data which emerged from interviews and focus group discussion. Making a comprehensive and systematic record of the code and creating a theme is the goal of this method (Galanis, 2018). A theme is applied as a descriptor, element, concept, and attribute which organizes a group of repeating ideas that enables the researcher to answer the research question (Vaismoradi et al., 2016).

Thematic analysis was used to help me find the major idea emerging from the participants' responses. I created themes concerning the identified codes to have valid, substantial, and reasonable themes. Themes were based on repetitive core ideas extracted from the participants' responses to unify ideas and elicit important notes. I compiled similar content to have a wider range of data. Thus, the outcome of the gathered data guided me in drawing conclusions, recommendations, and implications.

Trustworthiness of the Study

In a qualitative study, trustworthiness is one way of persuading readers that the study's results are worthwhile. Lincoln and Guba (1985), as cited by Shenton (2004), suggested that trustworthiness refers to the four criteria, namely, credibility, transferability, dependability, and confirmability. This study followed and included the four criteria of trustworthiness, ensuring that it was addressed ethically to ensure the study's findings were credible, dependable, transferable, and confirmable.

Lincoln and Guba (1985) as cited by Nowell et al. (2017) and Shenton (2004), stated that the **credibility** of a study is established when readers and researchers can recognize the experiences. They also suggested several techniques to address this, such as triangulation, strategies ensuring honesty, iterative questioning, member checking, and thick description to test the findings and interpretations. In this study, I addressed the credibility of the study by following concrete measures such as triangulation, strategies ensuring honesty, iterative questioning, member checking, and thick description.

Triangulation makes use of varied approaches to enhance the process of qualitative research. Methodological triangulation collected data in different methods, such as in-depth interviews and focus group discussion (Korstjens & Moser, 2018). Further, site triangulation is achieved by having participants from different organizations to lessen the effect on the study of particular local factors unique to one institution (Shenton, 2004).

To establish triangulation of method, I used two methods for collecting data, in-depth interviews and focus group discussion, to elicit views from different perspectives and approaches. Furthermore, in-depth interviews and focus group discussion were done via zoom or Google meet, provided that their information and data were kept confidential and secured. To secure the triangulation of the study, all data for this study were taken from the participants' responses during in-depth interviews and focus group discussion.

Moreover, I used site triangulation by having diverse participants from different public elementary schools in Tagum City to collect varied experiences. It ensured that the data collected came from different institutions to address the uniqueness and credibility of the result. The data collection process followed the safety and health protocols under General Community Quarantine (GCQ) to secure the participants' well-being.

Strategies to help ensure honesty in participants when contributing data are necessary to obtain credible study. Each person is given opportunities to refuse to participate. They are genuinely willing to participate and give truthful information. Participants are also encouraged to be frank and give honest answers to their experiences, suggesting no wrong answers to the question. Furthermore, it is clear to the participants that they have the right to decide whether to withdraw from the study or not. They are not required to disclose an explanation to the researcher (Shenton, 2004).

In this study, I ensured that participants were genuinely willing to participate in the study by securing informed consent to obtain honest answers. Participants had the right to withdraw at any stage of the study without disclosing any reasons. I also encouraged the participants to be frank with respect and give honest answers about their experiences to have credible data and results.

Meanwhile, iterative questioning uses probes in eliciting detailed data in which the researcher returns to matters previously raised by an informant and extracts related data through rephrased questions. However, if the researcher discovers that the data is false, he or she may decide to discard it (Wadembere, 2012).

In this study, iterative questioning was observed that ensured that the interviews were interactive and promoted positivity for the participants. It was used to obtain relevant data through questioning. I rephrased some questions to extract related data from the participants' concerns based on teacher-broadcasters' experiences. I gathered only relevant data that helped address the purpose and objective of this study.

According to Korstjens and Moser (2018), member checking is done when all transcripts of the interviews and focus group discussions are given back to the participants for feedback and suggestions. Additionally, halfway through the study, a meeting is held with those participants from in-depth interviews and focus group discussion on correcting the interpretation. In another meeting, the researcher must also present the gathered data results to the participants for confirmation.

To establish member checking, I allowed the participants, teacher-broadcasters, to check and verify the transcripts of dialogues. I sent through their e-mail the transcription to each participant for their copy and allowed them to read and check its accuracy. Also, I ensured that the transcription access was solely by the participant to ensure the data's confidentiality and privacy. Participants were authorized to read the researcher's transcription whether their responses were appropriately transcribed. If needed, I would also give my adviser and panel of experts the permission to verify the transcribed data by listening to the recorded audio or video during the interviews provided with the participants' approval. I would send them the file individually if necessary. The recorded audio or video file names were based on the participants' aliases or pseudonyms to hide their identity and ensure their anonymity.

Thick description is vital in ensuring credibility because it is a detailed description that helps carry the real scenarios being investigated and the contexts surrounding them. Without understanding, it is hard for the reader to identify the level to which the conclusion bears the truth (Shenton, 2004).

In this study, I used a thick description of the study to convey the actual situations and the teacher-broadcasters' experiences in the new normal. I provided detailed descriptions and information about the teacher-broadcasters' actual experiences to assure the study's credibility and allowed readers to assess the extent of the defined types truly embrace the actual situations. All necessary appendices were attached to prove that all data was from participants' actual responses and situations.

According to Lincoln and Guba (1985), as cited by Korstjens and Moser (2018), **dependability** refers to the findings being stable at each time. The results, interpretations, and suggestions of the study were evaluated to ensure that all data is supported based on the participants' received data. I used overlapping methods, triangulation, and audit trail to ensure the dependability of the study.

Overlapping methods use observations and interviews as triangulation methodology and varied data collection, which is planned attentively to address overlapping (Brown, 2005). Lincoln and Guba (1985), as cited by Shenton (2004), believed that using overlapping methods such as focus group discussion and individual interviews will address dependability.

Further, I had in-depth interviews and focus group discussion of the 14 teacher-broadcasters as an overlapping method. To address dependability, the processes within this study were reported in detail to enable future researchers to repeat this study and come up with similar results. Moreover, I also made sure that I had a detailed observation of the collected data to secure the data's consistency.

Triangulation's main objective is to increase the study's validity and reliability and lessen its biases (Jonsen & Jehn, 2009, as cited by Turner, 2016). In the case with triangulation, incorporating different techniques to research one phenomenon is considered a trial to secure a thorough understanding of the phenomenon by questioning (Denzin, 2012 as cited by Turner, 2016).

Moreover, in this study, I used triangulation by having in-depth interviews and focus group discussion with the participants to ensure that the study's data and results were based on the participants' experiences and not on the researcher's preferences. I ensured that this is free from any biases to ensure its dependability and reliability. Using different methods in collecting data ensured its consistency despite the different methods used.

The audit trail is a series of steps to come up with detailed transparency of the research. Research must be transparent, starting from creating the research to the development and reporting of the results (Cohen & Crabtree, 2006). Moreover, according to Wolf (2003), researchers use the audit trail as an accuracy checker. It provides details of the analysis of data and some decisions made that proceed to the findings.

To address the audit trail in the study, I provided all the necessary details and documents in the appendices. I also provided documentation on how research data were gathered, analyzed, and interpreted to ensure that this is dependable. The transcription and raw data were also available and provided to determine whether the data and findings were accurate. Also, it ensured the researcher's transparency of all the gathered data and results. To adhere to the general community quarantine guidelines, interviews, and data collection were done online using zoom or Google meet. Privacy and confidentiality measures were observed by the researchers during the conduct of the study.

Shenton (2004), as cited by Clark (2012), stated that **confirmability** deals with the study's objectivity as it concerns the researcher. He further explained that steps must be taken to ensure the study results are the product of the participants' experiences and ideas and not of the researcher's preferences and ideas. According to Lincoln and Guba (1985), as cited by Korstjens and Moser (2018), confirmability is the level to which other researchers affirmed the study results. It also confirmed that the interpretations

and the results of the study came from the gathered data and not from the researcher's imagination. Also, I used concrete measures to address confirmability, such as admitting research beliefs and assumptions and acknowledging limitations.

Miles and Huberman (1994) as cited by Moon et al. (2016) and Shenton (2004) emphasized the primary criteria of confirmability is clearly stating the admission of the assumptions and beliefs of the researcher. Researchers must acknowledge and admit their predispositions. To this end, beliefs as a basis on decisions made and methods adopted should be acknowledged within the research report, the reasons for favoring one approach when others could have been taken explained and weaknesses in the techniques employed admitted.

In this study, admissions of research beliefs and assumptions were acknowledged by the researcher to address confirmability. I acknowledged and admitted my predispositions in conducting this study. In completing this study, I followed the principles, format, and inclusions of the research in our institution like data gathering process by Creswell, the trustworthiness of the study based on Shenton's strategies, ethical considerations of Belmont Report, and Bryman and Bell.

Furthermore, Price and Murnan (2004) defined the study's limitations as those characteristics of design or methodology that influenced the result's interpretations from the research. It is also referred to the limitations of the research conclusion, implementation, and usefulness of the result. The study's methods and design are the researcher's conviction to establish internal and external validity of the unexpected difficulties that may happen while conducting the study.

This study was limited only to the participants who were teacher-broadcasters both on radio and television within Tagum City's vicinity. The responses were taken only from the in-depth interview and focus group discussion. The participants' experiences and discernment of this study may not be generalizable to other populations. Furthermore, this study may not be the same or applicable to other teacher-broadcasters from different areas and populations with different circumstances.

Transferability refers to applicability. Providing a thick description of the participants and the research process is the researcher's responsibility. It helps the reader assess the study's findings if they are transferable and applicable to their setting. The reader can make a transferability judgment because he or she is familiar with his or her specific setting (Korstjens & Moser, 2018). Trochim (2006), as cited by Stumpfegger (2017), corresponds to transferability as external validity, generalizing the results. It can be obtained by a comprehensive research illustration of the situation and underlying presumptions. Based on the provided information, the results can be transferrable to other similar situations and settings. However, comparing the data should be done through a detailed and thick description of the study to address transferability.

Thick description demands description which entails an emic outlook such as interpretations of the actors and other socio-cultural information (Davis, 1995 as cited by Brown, 2005). Guba and Lincoln (1985) as cited by Elarousy et al. (2019) noted that providing comprehensive descriptive data of the study is the researcher's responsibility to allow readers to evaluate the data on its applicability to other contexts.

This study provided a thick description of the method and the phenomenon being studied by ensuring that all data were on file to make this study credible and transferrable. All necessary documents such as informed consent, participants' certification, validation sheet, and an audit trail were appended to ensure that the study's findings were accurate and transferability judgment would be possible to other researchers with similar situations and settings. I made certain to keep all study files and data in a secure location and to store it on my laptop so that others can not access it. Also, all data were properly handled by keeping them confidential and used only for the study's purpose. All attachments ensured anonymity and privacy by keeping their identities confidential and securing that they were not identifiable and traceable.

A detailed description of the phenomenon is needed to allow readers and researchers to compare the data to their setting. Transferability can also be strengthened by providing a clear and detailed description of the phenomenon, selection and characteristics of participants and data collection and analysis (Graneheim & Lundman 2004 as cited by Moon et al., 2016).

Moreover, I ensured that a comprehensive and detailed background of the study was provided so that readers and other researchers would clearly understand the study's purpose. Besides, it would help them assess if transferability applies to their setting. This study may not be applicable for all except if a similar phenomenon of teacher-broadcasters in public elementary school will be their study's primary context. Data analysis was established to allow transparency of the study. Further, sufficient characteristics of participants were also provided based on the inclusion criteria mentioned.

Ethical Consideration

In conducting research, ethics is a vital consideration for it talks about protecting the participants. With this, Belmont Report (1979), as cited by Barrow et al. (2020), contains three (3) basic ethical principles, namely, respect for persons, beneficence, and justice. Further, it details research-based protective applications for informed consent, participant selection, and benefit assessment.

The first principle is **respect for people**. It is also known as human dignity in research. It asks researchers to protect their participants' autonomy while ensuring full exposure to the study's factors, including potential harms and benefits. To make sure that the participants' autonomous rights will be observed, the researcher allowed participants to withdraw voluntarily from participating in the study (Barrow et al., 2020). Additionally, research participants should serve as autonomous agents-which means they are independent, self-governing, and capable of making decisions. Enough information is given to make those decisions (Creswell, 2007, cited by Davis & Lachlan, 2017). This study addressed respect for persons by having informed consent and privacy and confidentiality of information as concrete measures.

Informed consent must be provided to the potential participants. It is characterized by codes and regulations of ethics for human subject research. It aims to provide comprehensive data to a potential participant, in a language familiar to him/her so that his/her decision in participating in the study will be voluntary (Nijhawan et al., 2013).

In this study, I ensured that the participants were well informed of the purpose, the process of data collection, confidentiality, autonomous right to decide whether to participate or not and the right to withdraw at any time without penalty. They received a copy of the consent to read and understand the purpose of their participation, including the risks and benefits.

Additionally, participants signed the consent through e-signatures before conducting the interviews to ensure that their participation was voluntary without coercion. I also informed and asked participants to record the entire interview using an audio or video recorder for transcription and trustworthiness. I managed to keep the recorded audio and video with utmost confidentiality

to protect the participants' identity. I kept the file on my laptop and secured a password so that no one could access the file without permission.

Furthermore, I also considered participants' availability and free time for the interview so that no conflict arised during the interview. I informed participants that they should be alone and away from noise during the interview to ensure privacy and confidentiality. Participants used headsets or headphones so that no one could hear the entire interview or conversation. Only the participants involved had access to the meeting link. Using aliases and turning off their camera were suggested during the virtual interview.

In research, privacy and confidentiality of information were essential. Participants were aware of their rights as autonomous agents to keep their private information confidential. They exercised their right to privacy to the full extent (Assessing Risks and Benefits, 2019).

I ensured that the identities of participants, who were teacher-broadcasters, were kept confidential and hidden. With that, I assigned each an alias for anonymity and ensured that their aliases and information were unidentifiable. The data gathered was kept in a safe place to secure their privacy and confidentiality.

Participants also had the authority to check the transcriptions and modify them before finalizing the results and findings. They affixed their signatures to the transcriptions, whether e-signatures or scanned as proof of approval and final.

The second principle is **beneficence**. It asserts that an ethical research approach involves beneficence. The researchers seek to minimize harm and maximize human subjects' benefits by doing a risk-benefit assessment (Anabo et al., 2018). Moreover, Barrow et al. (2020) mentioned that researchers must implement specific protections to minimize all forms of discomfort and harm to the participants. Researchers protect their participants by analyzing the potential risks and benefits to avoid exploitation. Any information provided by participants must be protected as well. To address the study's beneficence, I established the following concrete measures-maximize benefits and minimize risks for participants. The participant must be treated with utmost care and protection.

First, maximize benefits for participants and minimize risks for participants were observed to address the study's beneficence. Research involving humans aims to show whether a drug is safe and effective. It means that participants are not exempted from any unexpected harm or risk. However, researchers take precautionary measures to make their participants feel secure by minimizing the risks and maximizing their benefits (Principles of Research Ethics, 2020).

This study ensured that participants were safe and healthy in conducting this study. Interviews happened online, so it minimized the risk of travelling from one place to another. Additionally, I ensured that their identities were anonymous and unidentifiable to protect them from any harm. Besides, I also planned and decided the interview schedule with the participants not to disrupt their classes or any work-related activity. Moreover, I assured the participants that this study was beneficial and positive for them. This study was their avenue in voicing their experiences and challenges as teacher-broadcasters while protecting their identities to reach the people concerned with this study. Further, participants would know the study's result by giving them a copy for free. I would also share the study's findings with the relevant teacher-broadcasters in the Tagum City Division because it would help them continuously improve their craft of broadcasting.

Second, the participant must be treated with utmost care and protection to address the study's beneficence. Under this principle of beneficence, researchers protect participants from exploitation. Any information provided by participants in the study involvement must be protected (Barrow et al., 2020).

In this study, participants were appropriately addressed by protecting and taking care of their rights during the entire process of the study. If they would wish to withdraw from participating, I would respect their decision and not ask them to disclose any reason. Furthermore, I used a coding system for the responses of the participants during the in-depth interview (IDI) and focus group discussion (FGD) to secure the anonymity of the identity of my fourteen (14) participants. Using an online platform was taken seriously to avoid any apprehensions or shame on the participants.

The third principle is **justice**. Barrow et al. (2020) stated that justice pertains to the participant's rights to fair judgment and privacy. Identifying the participants must be guided and followed the criteria so that participants were enough to represent the total target population. Davis and Lachlan (2017) stated that all classifications of people (race, gender, ethnicity, and age) should be equally and fairly subjected to the study's risks and benefits, and inclusion or exclusion of people should be only for reasons with regard to research questions or hypothesis. Additionally, research questions must be significant to the participating community. In this study, the fairness of participants' recruitment, just compensation, and questions being asked should be relevant to the communities participating in the study were the concrete measures to address justice.

Justice deals with the idea of fairness in terms of recruitment and selection of participants. Researchers conducting a study should consider and adhere to what is fair and just in recruiting and selecting participants and the location to conduct a study. It includes risks and benefits issues of the research participants. It gives an outline for making fair and just decisions (Principles of Ethics, 2020).

In this study, I ensured that fairness was observed in recruiting the participants. Participants were chosen fairly and justly by the inclusion criteria and study's purpose. With the help of gatekeepers, I had contact details like contact numbers and e-mail addresses of the participants which I used to communicate with them personally as a researcher. I made a point of not disclosing any information about the participants to anyone else. Besides, I ensured that there was no discrimination among the participants, and they represented the total target population.

Additionally, cost and just compensation should be appropriate for the effort and time that participants devote to participation. The extent of payment should be enough and appropriate only to the participants' compensation to not affect their values and beliefs (Committee for Protection of Human Subjects, 2017).

Whereas, in this study, the researcher ensured the cost and just compensation of the participants. Participants did not spend any amount of money participating in this study. I provided reimbursement if participants needed to buy a load for the online transaction and interview. Participants also received just compensation for the internet connection. However, I ensured that the payment and reimbursements for the load and internet connection were enough only for their expenses. As thanksgiving and recognition of their efforts, I gave them sensible tokens. Besides, this study utilized an internet connection as a facility to gather

data from the participants. With this, it was necessary to provide participants with an internet connection in any means so that participants did not have to worry about the interviews.

Furthermore, I ensured that all questions were significant to the participants and study. Questions came from the interview guide questions approved by the research panel and the Research Ethics Committee. However, a follow-up question was also used if necessary, to reveal relevant data and participants' honesty. As a researcher, I informed the participants of the results and findings of this study. Further, they received a soft copy of their responses to validate and modify their answers. I also ensured they keep their rights protected and appropriately accommodated.

According to Bryman and Bell (2007), research participants should be free from any harm. The aims and objectives of the study must be clear and precise without having any fraudulence or dramatization. It is essential to avoid any biases that will lead to misleading information about the raw data findings. Moreover, a researcher should secure participants' full consent, including protecting their privacy, anonymity, and data confidentiality.

In this study, I gave participants informed consent to ensure that they participated voluntarily. I assured the participants understand the implications of participation, as stated in the informed consent. I ensured that the participants were safe and healthy during the interviews. Participants had the right to withdraw from participating at any stage of the study if they decided. I also used languages that would not give participants discomfort and avoided offensive and foul languages.

In conducting this study, participants' identities were secured, protected, and anonymous by assigning aliases to each participant. I did not reveal any information about the participants to secure their privacy and anonymity. Furthermore, I was fair by not being biased on the study's findings and not distorting any information to give the information needed in this study. I ensured that I discussed and analyzed the data to the greatest extent of objectivity as a researcher. This research was only concerned with achieving the study's objectives and goals.

Moreover, the researcher used **APA 7th Edition** to give credit to the authors cited in this study. I ensured that all authors cited in this study were included in the reference list to acknowledge other authors' work who had made an immense contribution to this study.

Additionally, I strictly complied with the **Data Privacy Act of 2012** (Republic Act 10173) in conducting this study to address participants' identity and data with the utmost confidentiality. Only the authorized personnel, such as a researcher, adviser, and a panel of experts, had access to the gathered data conducted in this study. I assigned code names or aliases, which were not identifiable, to each participant to ensure anonymity and privacy.

All concrete measures in addressing this study's trustworthiness and ethical considerations were highly observed and treated correctly and with utmost importance to safeguard respect for persons, beneficence, and justice. Additionally, all information and data gathered in this study adhered to the Data Privacy Act of 2012 to protect and secure participants.

RESULTS

This chapter presents the results of the study about the experiences, coping mechanisms, and insights of the teacher-broadcasters both in radio and television-based instruction. The responses gathered from in depth interviews and focus group discussion were carefully analyzed with the assistance of the experts. Core ideas were extracted and identified from the transcriptions to develop and create themes.

Experiences of Public Elementary School Teacher-Broadcasters on Radio and TV-based Instruction in the New Normal

After thorough analysis of the data gathered about the experiences of teacher-broadcasters on Radio and Television-based Instruction, the following themes emerged: (1) Struggles for being inexperienced in Broadcasting, (2) Challenges on Facilities and Technicalities, (3) Stress, Hesitations, Frustrations, and Pressures due to overloaded tasks and Roles, (4) Time Constraints and Sacrifices along the Process, and (5) Happiness and Sense of fulfillment on the Experience, and (6) Discontentment on the Finish Product or Recording.

Struggles for being Inexperienced in Broadcasting

Broadcasting is a good avenue for delivering lessons to students in distance learning. However, participants mentioned that they experienced struggles in broadcasting since they are first-timers and they do not have background in writing scripts, video editing, and being a broadcaster themselves. Teachers felt the uneasiness about doing their roles because of the lack of experience and training.

In support to this idea, IDI-01 said:

"sa module ang struggle nako sa paghimo sa script kanang module nga daghag coverage like sa isa ka module naay 3 ka lesson supposed to be nga e jampack nimo na siya into 1 mao na siya medyo struggle gamay kasi kung e compare nimo na siya sa regular teaching dili man jud ka maka tudlo og isahan nimo murag ma-bombarded man ang mga utok sa mga bata so therefore medyo stress sya gamay ana, dira ko naglisod."

(The struggle when I made a script was when the module has a lot of coverage, like one module has three lessons which you need to jampack into one. If you compare it to regular teaching, you can not teach that in just one setting because students would be bombarded. Therefore, it was difficult and a bit stressful.)

Also, IDI-03 shared:

"First my experience in teacher-broadcaster, I mean syempre noh sa 1st wala tayong alam diyan because it's our 1st time to do... so as an experience nako sa as teacher-broadcaster first dili siya sayon kay wala man tay mga experiences ako wala jud koy experience...I can say nga dili siya easy at first kay tanan man ta wala tay experience."

Furthermore, IDI-06 mentioned:

“since first time man nako maam no, so kailangan jod inig mag broadcast na inig mag portray na sa role as teacher-broadcaster, dili jod siya ingon nga isa lang ka take, mo dagan jod siya mga pila ka take kay mamali paka og pronounce especially sa English. Dili kaayo ko kuan sa English so mao na siya pila ka take pa ang mabuhat gani. Dili ingon nga parihas sa uban nga mga hawd na kaayo kay sempre nag apil pod sila og journalism, nag coach sila ug sa broadcasting, sa journalism so hawd na jod sila ato. Dili pariha sa amoa sa akoo nga pila pa jod ka take kay mao na siya mamali pirmo labi na sa pronunciation sa English.”

(Because it was my first time, it would take many takes to shoot because I mispronounced the word, especially in English. I am not well-versed in English, so it would really take long during shooting. Unlike others, who are excellent because they are part of journalism, and they are coaches also.)

Additionally, FGD-02 asserted:

*“There was really no clear guidelines on process of TVBI or any for us to refer to or any pattern for our output so. And I was not really trained to the job I was chosen on the spot to be the teacher-broadcaster for the launching program of TVBI in ****.”*

(There were no clear guidelines on the process of TVBI for us to refer to or any pattern for our output. And I was not really trained for the task given. I was chosen on the spot to be the teacher-broadcaster for the launching program of TVBI in ****.)

Also, FGD-05 mentioned:

“...my experiences as teacher-broadcaster mao na gyud noh wala gyud mi na orient kung unsa jud ang sakto na format labi na sa video isa pud.. as a newly hired teacher, dili ko well base gyud sa scriptwriting kay wala lagi ko na orient ana, lahi na scriptwriting akong nahibal-an so naay gihatag na sample ahm. high school pa jud ang nahatag na sample wala sa elementary so lisod kaayo siya e bangga but still we try.”

(My experience as a teacher-broadcaster was that we were not oriented about the correct format, especially in the video. As a newly hired teacher, I am not well-versed in scriptwriting because my knowledge of it was different and I am not oriented about it. They gave us a sample, but it was for high school, not elementary, so it was difficult to connect, but we tried anyway.)

Additionally, IDI-04 expressed:

“...challenging kaayo siya kay kanang kinahanglan pa nimu memorison ang mga script kay wala may prompter gigamit unya, especially dugay mahatag sa akoo ang script unya kuan the night before pa mahatag. So, dugay kaayo ko makatulog kay mag memorize pa unya. At the same time unya pag abot na sa actual kay makalimot pa jud kay makulbaan. hehehe Naa jud na mga cases jud maam ay. Unya mamali pa gud kay kinahanglan ang kanang proper jud ang diction, ang pronunciation... particular jud sa pronunciation, diction unya makalimot usahay sa script.”

(It was challenging because I need to memorize the script due to the unavailability of a prompter. Especially if the script will be given to me the night before the shooting, I need to sleep late just to memorize it. Then, during the shooting, I forgot the lines because I was nervous. There were cases like that, ma'am. There were also mistakes happened because diction and pronunciation should be correct and proper.)

Moreover, FGD-07 said:

“challenge as a TV-broadcaster is first there are so many factors that you should always be considered such as the pronunciation or the enunciation of words noh kay dili baya jud ta perfect na major in English kay BEED baya ta hehehe oo generalist ta so labina mi nga naa sa lower grade...kapariha sa akoo grade 3 nga ga MTB mi sa classroom among TVBI is grade 5 so English so lain pud kaayo noh nga mag TV broadcaster ka tapos error imohang pronunciation murag mabalik jud ang video sa akoo so kinahanglan jud na e consider ang pronunciation so challenge na siya para sa akoo and then the gestures also the way we move, the way we move our head tapos challenge pud na sa akoo kay kuan man gud ko karon introvert man gud ko nga pagkatao..mag camera shy pud ko, so katong na TV broadcaster jud ko murag na guho ang akong kalibutan..kadyot lang, murag dili gyud ni akoang world so murag na unsa ba oy, napugos.”

(As a TV broadcaster, the challenge for me was first, the pronunciation and enunciation of words since I am not an English major. Also, I am a grade 3 teacher, and we have an MTB subject. Then, our TVBI was Math 5, so the medium was English. I needed to consider the pronunciation in order to produce quality output. Second, the proper gestures when broadcasting were also a challenge for me, since I am an introvert person and I am camera shy, so it was very unusual for me.)

After thorough transcription of the responses, it was revealed that the lack of experience and background of the roles in broadcasting really contributed to the struggles experienced by the teachers.

Challenges on Facilities and Technicalities

The participants shared common struggles in finding a suitable facility or studio intended for broadcasting where it can filter unwanted noises. Also, participants were challenged in terms of the resources and equipment in recording which lead them to have poor quality of the output. Due to lack of equipment, they did impromptu memorization in recording which really took time. Furthermore, participants expressed that they encountered difficulties in video editing due to lack of background.

In connection to this, IDI-03 said:

“kung moingon man gud ta og kanang for broadcasting or for shooting dapat naa jud ta’y studio na mura siya’g soundproof nga dili siya ka detect og other noises so since ang amoang area nga among gi kuanan is classroom lang pud didtoa sa 2nd floor so ma detect niya ang mga noises sa gawas like aw-aw sa iro, naa’y mga mag videoke or naa puy mag istorya so kana mao ng it takes time kung magshooting kay kinahanglan pa man siya humanon, ang saba kay ma detect man sa camera”

(When we talk about broadcasting or shooting, the ideal place should be in a studio that is soundproof which can not detect noises. However, because our area was only a second-floor classroom, it detected noises from outside, such as dog barks, videoke, or even a conversation. As a result, shooting took longer because we had to wait until the noises subsided.)

Also, IDI-06 added:

*“...kanang sa bond paper lang maam unya kanang impromptu na karon sa second grading kani na line ani memorison nimo din kanang kuan na pod mag record and then putol na pd niya memorize ani na line record na pod ana na siya *perting dugaya mahuman.*”*

(We did impromptu memorization in second grade. For example, we memorized the first line then record. After that, we memorized the next line, then record. That is why we finished late.)

Furthermore, FGD-03 said:

“...like ang challenge sa among part is kanang kulang og resources plus mag put up og kanang studio...sa school lang mi magshoot then pag abot sa school so kulang mig resources bisan pag magbutang mig 4 ka ringlight, ang challenging man gud dinha is ang video editor abi nimo okay lang to diba nagshoot namo 1 day then pag abot sa video editor daghan nakit-an na mga pangit bitaw na anino sa kilid sa ringlight sakit kaayo sa ulo para sa video editor noh.. mao na among concern kay wala man gud ing-ato na facilities gud noh.”

(The challenge for us was the lack of resources for putting up a studio. Since we did the shooting in our school, and the reality was that we did not have enough resources, even if we put 4 ring lights, it was still a challenge, especially on the part of the video editor, because there were instances that there were shadows on the video. It caused headache on the part of the video editor. That was our concern because we did not have enough facilities.)

Moreover, FGD-01 said:

“So nag kuan nako na hala RBI so unsa ang gina expect nako is naay equipments, kompleto ang equipments such as recording..recording set ana ang pag edit sa audios..audio or naa bay radio station na adtoan.”

(When I was appointed as part of the RBI, I expected that there was already complete equipment such as a recording set for editing or if there was already a radio station for the recording.)

Consequently, IDI-05 said:

“Of the whole experience ang pinaka lisod jud na part is the video editing so mao jud na ang pinaka difficult for me kay it will take my entire day jud maam just to edit the video and rendering pa it will take mga around 5 hours mo render. Wala man gud ko kaning na train www.ijrp.org”

(The hardest part of the whole experience was the video editing because it really demanded an entire day just to finish the editing and rendering of the video. It took around 5 hours to render the video. I am not trained in editing, and I was forced to do this because I am the only one who had a background in editing.)

In addition, FGD-05 said:

"...una wala ta kabalo unsa ang sakto na app ang gamiton or video editing app kaduha wala tay sakto na instrument na mokuha jud sa video kay mostly deny it or not unsa ba..unsa ba..approve it or not..confirm it or not cellphone gyud kasagaran magamit..gamiton sa broadcaster..Oo nya wala ta na orient anang mga green screen sauna nga naa man diay pampatangal ana."

(First, we did not know the right application to use in video editing. Second, we did not have the right equipment for the video because most of the cameras we use were just cellphones. Then we were not oriented about the use of the green screen which is used for editing the background.)

Thus, participants encountered challenges due to lack of facilities, resources, and materials for broadcasting. Even technical aspects of broadcasting saw them as a challenge.

Stress, Hesitations, Frustrations, and Pressures due to overloaded tasks and Roles

Every tasks and roles are important in accomplishing and creating an output. It is necessary that everyone must work together to come up with a good and quality output. However, participants shared the same feelings of stress, pressure, hesitations, and frustrations due to overloaded of tasks and roles as a classroom teacher and teacher-broadcaster. The participants also shared that they experienced hassles in handling both radio and television-based instruction.

In relation to this, IDI-04 said:

"At first maam kay ma hesitate pako kay kulbaan lagi kay basin diko makahibalo. Unya kuan kanang basin dili mamo, bsin dugay kaayo mahuman, maabtan na lang og hapon wala pa nahuman ang script nga kanang gi buhat."

(At first, I was hesitant because I was nervous due to lack of knowledge and the thought that maybe I could not do it right, or maybe it would take time to finish the script like finishing it late.)

In addition, IDI-07 said:

"We are not just video editor, we are not just teacher-broadcaster or scriptwriter or content editor like that we are also teachers. So personally, I am an online teacher. So I'm handling online classes so I also have to prepare my lessons because its not just I'm going to present the module. I'm not that kind of online teacher. So I'm also preparing my slides and other video presentation so parang multi-tasking na yung ginagawa and also aside from being an online teacher I also have other task within the school especially pag merong mga activities sa school like programs. I need to shoots. I am the videographer at school so I have to shoot so makakalimutan na naman yung or what you call this mababawasan na naman yung time sa pag-edit."

(We were not just video editors; we were not just teacher-broadcasters or scriptwriters or content editors, we were also teachers. So, personally, I am an online teacher. And I am handling online classes, so I needed to prepare my lessons because I am not that type of teacher who will just present the module. So, I was also preparing my slides and other video presentations, and I was doing multi-tasking. Aside from being an online teacher, I also had other tasks within the school, especially if we had activities in our school like programs. I needed to shoot because I was the videographer at school. The time intended for editing will be deducted.)

Also, FGD-07 affirmed:

"...unya kanang pung dili lang pud kay TV broadcaster lang imohang role naa pud kay laing role such as editing, camera man so dili jud siya lalim."

Consequently, FGD-01 said:

“...sa RBI og TVI since duha ang gina handle’an nako pag mangayo na ang RBI so mangayo na pud ang TVI, huy asa namay unahon nako ani so unahon lang jud tong medyo sayon katong RBI lang sa kay purely audio ang mga kuan lang background music ana ang imohang..ang tawag ani..Oo ang audios lang ang gamiton since ang TVI moy pinaka kuan jud sa tanan murag dira jud ko nagstruggle sa TVI.”

(Since I am handling both RBI and TVBI, I had difficulties beating deadlines when both asked for the output. I was struggling with choosing which one needed to be done first. I decided to start with the easiest, which is the RBI, because it was purely audio and would only have background music. Unlike the TVBI which I really struggled with.)

Moreover, FGD-03 said:

“...so naa pa jud isa ka kauban nga syempre amo ra pud gi kuan nga siya mag broadcaster nya murag naay stage fright gyud ba mailhan gyud nimo manggahi bitaw sila in front of the kuan (camera). Mao ng sa akong part katong una gyud na tawag nakulbaan ko kay syempre pag ingon akoy TV presenter dayon diritso ba kay di pud ko pasalig og akoy mag video editing.”

(We had one colleague who had a stage fright that we chose to be the broadcaster. It was obvious how she faced the camera because she was really stiff. Also, when I was chosen as a broadcaster, I really felt nervous because it was sudden, and I did not have a choice because I did not want to edit videos.)

Additionally, FGD-02 said:

“Niya ang number 1 ang pressure pa gyud..kana bitawng kulit-kuliton ka kay deadline, pasa na..istoryahan dayon nga na late kag pasa ana gani...Pa dali-dalion jud ta..maglibog pud ta unsa atong buhaton kay masuko og dili ta maka release og modules unya naa pud tay lain trabaho.”

(Then the number one pressure was the deadline. They would really pressure us to submit the output on time. I was also confused about what to prioritize because they would get mad as well if we could not release modules and we also had other things to do.)

Hence, participants really felt that overloading of tasks and roles contributed to their stress, hesitations, frustrations, and pressures.

Time Constraints and Sacrifices along the Process

Time is very important in our lives. Every second, minute, or hour matters most and should not be wasted. There are tasks that require ample amount of time to finish. From the participants’ perspectives, time constraints and sacrifices along the process had been one of the challenges of the teacher-broadcasters. For them, being a teacher-broadcaster and being part of the team required enough time since you needed to prepare the script, familiarize, and memorize the script, consider the location for shooting or recording, and editing. Because of these, participants revealed that they really faced challenges in terms of the time given to them that made them also sacrifice their personal time.

In support to this, IDI-01 said:

“On my part, sa sugod man gud kay siguro part sa adjustment period since ihatag sa imoha ana nga day unya wala ka nag expect na by that following day diay siya e submit so murag sa imohang part need nimo magpas-pas kay para mka apas ka sa deadline then ato na time busy pud baya. Aside sa ako ang naga script write gina proofread paman gud na siya dili man gud na ingon nga script writer nako ako lang ni basahon”

(During my adjustment period, since the script was given on that day and then you did not expect that the following day will be the submission, so you needed to double time to meet the deadline. At that time, we were also busy. Aside from doing script writing, it did not mean that it was already ready for recording. It needed to undergo proofreading as well.)

In addition, IDI-05 added:

“naka experience jud ko anang magbilar-bilar especially when it was the 1st implementation. kaning naa lagi ta’y TVBI TV Based Instructions so na kuradang mi.”

(I experienced sleeping late, especially during the first implementation of TVBI because we were in a shock state.)

Furthermore, IDI-06 added:

“Kuan maam kanang diba kita as a teacher naa man ta’y kanya-kanya na role naa man ta’y kanang trabaho jod niya kanang specially karon sa new normal mag print ta og mga modules para sa mga bata. Since na apil man ko aning tvbi ug rbi kanang murag nag hatag siya sa akoo og another na pod nga trabahoon. Kailangan na pod nako ehaom sa akoang time kailangan nako ang time management gani maam pagbuhat pa lang og script.”

(We, teachers, had our own roles that we needed to do, especially in this new normal. We needed to print modules for the learners. And because I was also included in the RBI and TVBI team, it felt like an additional work in which I needed to arrange my time. I needed to have time management, especially when writing a script.)

Additionally, IDI-07 said:

“for week 1, 5 yun we will do shooting and sometimes there will be instances that I will resched my class kasi there is instant activities at school that I am really needed so I need to attend to that and especially there are lots of webinars like me especially I am a newly hired teacher, so we are doing the TIP. We are also having our Microsoft webinar every Wednesday so as to the schedule that were given supposed to be Monday-Wednesday ang shooting mababawasan na naman ang other days so we have the schedule on Monday and Tuesday.”

(For week 1, there was 5 shooting days and sometimes there were instances that I rescheduled my class because of an instant activity at school that I needed to attend to. There were also a lot of webinars like TIP since I am a newly hired teacher. We were also having a Microsoft webinar every Wednesday. The supposed schedule was Monday to Wednesday and it became Monday to Tuesday.)

Moreover, FGD-04 said:

“...kanang nahitabo man gud jud ni nga katong straight na gyud na kuan na days og katong 2 weeks ata to or 3 weeks to maam, tig dugay manguli ang among principal nasuko na jud.”

(There was an instance when we got home very late from school, like 2 or 3 consecutive weeks. Our principal got mad because of that.)

Indeed, participants encountered constraints with the time given to them to produce an output. They sacrificed along the process just to meet the deadlines in submission.

Happiness and Sense of fulfillment on the Experience

The participants revealed that happiness and sense of fulfillment is how they see their experiences in radio and television-based instruction. With the experiences of the participants, they expressed a feeling of fun and sense of accomplishment when they overcame the task given to them. Participants also shared that it was rewarding when they received good feedbacks and appreciation from the viewers.

In relation with that, IDI-01 said:

“lingaw siya nga basta okay man pud siya gamay murag maka realize pud ka sa imohang certain points ba nga pag ma achieve nimo fulfillment pud siya.”

(It was fun and a little bit okay. And you realized that it was fulfilling when you achieved it.)

Also, IDI-02 added:

“Pero sa akoo, ganahan pud ko kay okay rapud sa akoo na akoy naga edit. And ginagamit nako is kinemaster nga app for audio-editing, butangan nako ug sound effects and background music. Sa akoang part, ganahan ko sa akong trabaho ug dili bug at sa akoang part, ganahan jud, ganahan jud ko.”

(For me, I liked it that I did the editing. I used kinemaster for audio-editing to put sound effects and background music. On my part, I liked my job and it was not heavy.)

Furthermore, IDI-05 said:

“...but later on murag maka kuan naman ka maka adjust naman ka and then maka realize nako kanang amazing diay kaayo imong gibuhat, hala nakaya diay nako to siya! ana gud, so murag naa pud siyay sense of accomplishment ba as a team as a teacher in ana maam...at the end of

the day kanang mahuman nimo kay murag naa kay sense of accomplishment murag maka feel pud ka og kaning contentment ing-ana man pud kay syempre atleast naka provide ka og ing-ani, kaya diay nimo then nabuhat ra jud diay siya and kanang murag pasalamat na lang pud ka kay naka overcome ka ing-ato nga ano *experience*.”

(Later on, you adjusted and realized that you did an amazing job. Oh, I really made it! It had a sense of accomplishment as a team and as a teacher. At the end of the day, when you finished it, you would feel a sense of accomplishment and contentment at having produced something. You felt grateful because you overcame the experience.)

Additionally, IDI-07 said:

*“For me it is also fulfilling in my part because its not just in the **** yung mga nanonood because some would message me directly na “Hello po maam. How did you make that video? And I’ve noticed that they came from other places like Luzon like from Visayas kasi tagalog din... there are responses I would received na they are very thankful...Yun na yung reward ko maam or fulfilment like that.”*

(It was fulfilling on my part because the audience was not just limited in our city. Some would message me directly, saying things like "Hello po ma'am. How did you make that video?". And I had noticed that they came from other places like Luzon and Visayas because they spoke Tagalog. There were responses I would receive that they were thankful. That was the kind of reward or fulfillment for me.)

Moreover, FGD-03 added:

“though naay stress noh, stress jud siya but fulfilling...fulfilling pud siya kay pagmahuman makapasa ka..okay man pud kay makatabang man pud siya sa mga bata so fulfilling siya. Stressful but fulfilling.”

(Even though it was stressful, it was also rewarding. Fulfilling, especially when you submitted the output. It was also okay because we could help the children, so it was fulfilling, stressful but fulfilling.)

The aforementioned responses of the participants showcased that they were happy with the experiences and being able to reach the lessons to their learners. This gave them a sense of fulfillment when they finished the task.

Discontentment on the Finish Product or Recording

Participants’ responses revealed that they found discontentment with the finish product or recording due to poor quality of the video produced and unmet expectations. They also mentioned that they were not satisfied with the recording and the delivery of the lesson because it is a new experience for them. This led them also to review repeatedly the quality and appropriateness of the output.

In relation with this idea, IDI-02 said:

“So kay first-time man nako as a broadcaster unya lector pud ko sa simbahan, ang akong pagbasa sa script pina-lector unya lain kaayo paminawon. So pag air na, akong mga kauban diri sa balay naminaw kay lagi first airing, unya niingon sila nga mura daw ko ug nagabasa sa simbahan na mura ko ug lector kay lahi akong pagbasa gyud. Ako nga naminaw mura ko ug naa sa simbahan na pinalector akong pagbasa”

(Because I was a first-time broadcaster and also a lector in our church, the way I read the script was similar to that of a lector, so it was not good to hear. So, when it aired, my family members listened to it, then they said that the way I speak was like I was reading in a church as a lector.)

Consequently, IDI-04 mentioned:

“Kuan ang saba man gud sa palibot kay dili siya ma filter inig edit na sa editor sa video, unya pangit na siya ang epekto ana kay pangit na ang resulta sa kuan video kay tungod sa kasaba sa palibot.”

(When there were unwanted noises in the area during the recording, it was very hard to filter during editing. So, the effect was that the video was not good due to the environmental noises.)

Lastly, FGD-05 stated:

“...tapos una pa gyud nako na experience una na pagpagawas nako sa episode mura pa jud siya og vlog nya syempre noh kay pag critics maulawan ka kay kanang lahi ra ang expectation”

(My first episode aired was like a vlog, then during critiquing it was embarrassing because the expectation was different. The video editing application was also different which added also to the poor quality of the video.)

Therefore, participants really felt discontentment with the output they produced due to lack of experience and environmental noise in the video. Also, participants honestly revealed that they were not satisfied with the output due to the unmet expectations.

Coping Mechanisms with the Challenges of Being Teacher-Broadcasters on Radio and TV-based Instruction in the New Normal

This section focused on the coping mechanisms of teacher-broadcasters on radio and TV-based instruction in the new normal. The participants expressed their responses to how they faced the challenges they have encountered of being part of the radio and television-based instruction.

As I had investigated the participants' responses, the following themes emerged: (1) Doing Necessary Preparations; (2) Having a Positive Disposition; (3) Allocating Time Properly; (4) Having Cooperation and Support among the Team; (5) Exploring Different Means to Improve Quality Output; and (6) Being Open for Corrections and Improvements.

Doing Necessary Preparations

Broadcasters have a lot of things to prepare and to do. As what the participants shared that doing necessary preparations prior to the broadcasting schedule was one of their ways in coping with the challenges. Participants prepared themselves through memorizing and familiarizing the script to ensure proper delivery of the lesson. Breathing exercises and vocalization were their strategies as well to prepare vocals and produce quality and modulated voice.

In line with this, IDI-03 expressed:

“siguro akong gina prepare aside sa make-up, dapat kabalo ka sa flow sa imohang buhaton, flow sa script dapat importante na siya and then dapat memorize nimo na kay since wala ta’y prompter, kay wala man ta’y in ana so si teacher-broadcaster dapat ma memorize niya kay para tuloy-tuloy ang shooting. So siguro gina ano nako sa akong self na unsa ni kabalo sa flow sa tanan para okay ang dagan... dapat memorize jud ni teacher-broadcaster iyang ipang ingon.”

(Aside from make-up, you should know the flow of what needs to be done, such as the flow of the script, because it was critical, and you should also memorize your script because we did not have a prompter. Because of that, the teacher-broadcaster should memorize all of the lines in order for the shoot to run smoothly. So, I instilled in myself that I should know the flow so that the output would be better. A teacher-broadcaster should memorize the script.)

Also, IDI-04 said:

“Kuan maam pangayoon nako ahead of time ang ang script para ma memorize pa gyod nako para taas akong time ang sa pag memorize.”

(So, what I did was to ask for the script ahead of time for me to memorize it well and so that I would have time to memorize it.)

Additionally, IDI-07 stated:

“...But as teacher-broadcaster, you have to review first. You need to familiarize your lines so that the prompter is already rolling you know when and how to pause. Saan yung part na bibigyan mo ng expression or like the rising and falling intonation. Napakaimportante talaga yan and giving emphasis to the words like for me as the acting director there sa shooting, I am advising na maam you have to express like this too and say this line, “medyo mabilis, medyo tama tama lang” because you are trying to emphasize that word that's what you are talking about or referring too. So yun as teacher-broadcaster, alam mo talaga dapat at first kung paano mo babasahin yung sentence kasi pag hindi mo pa talaga binasa yung script pag nag-shoshoat na ooh aah okay “cut mali ang pagbasa” “cut usab napod” so mao gyud na siya ang mahitabo if you are kumbaga wala gyud nimo gitan aw first the script. Very important na as teacher-broadcaster you have to practice.”

(But as a teacher-broadcaster, you should review first. You needed to familiarize your lines so that when the prompter was already rolling you should know how or when to pause. You should know when to give expressions like the rising and falling intonation. It was important to emphasize the words. "Ma'am, you must express like this too and say this line in a manner that

is not so fast or at a moderate speed because you are trying to emphasize the word you are talking about or referring to," I advised as the acting director during filming. So, as a teacher-broadcaster, you should know how to deliver the sentence because if you didn't read the script before shooting, it would be like "cut, you misread it" "cut, from the top," which was exactly what would happen if you did not read the script first. It was very important as a teacher-broadcaster that you have to practice.)

Furthermore, IDI-05 said:

"...we also have to syempre prepare yourself para di pud ka ma utal-utal ana kay mas madugay kung mag sige ka og utal-utal sa script dapat imoha sang basahon *jud daan*."

(We also should prepare ourselves not to make mistakes in how we delivered the lines by reading and familiarizing the script first.)

Moreover, IDI-06 shared:

"*Kuan kato gihapon maam magpractice before broadcasting ana tapos kuan I andam pd ang sarili kay syempre kanang mag atubang man og camera irecord ang kuan kay mag artista man mao to siya I andam ang sarili.*"

(I guessed it was still the same ma'am. We should practice before broadcasting, and we needed to prepare ourselves because we were facing the camera and recording it. It was like we were celebrity artists, so we needed to prepare ourselves.)

In addition, IDI-01 asserted:

"*preparation nako usually kay bago ko magsugod kay naa koy breathing nga exercise naa koy mouth drill mura kog buang sa personal nako na siya kanang kuntahay bago ko magsugod ma mali ko blablabla.. akong dila bago ko magsugod kay gina exercise jud nako na gina bali-bali halaa as in akong bruuh naa gyuy kaisa nga ika 3 gyud nako gina ana ko hulat sa mo hinga sa siguro ko bruuuuuh mag sige kog ana-ana unya maghuna-huna ko kaya ko ni, kaya ko ni murag mag self-meditate gani ka nga di naka ma mali utro so ingon ana siya ang preparation somehow nga funny kung makit an sa uban kay murag mas maayo jud noh murag advantage kay ako ra mag record isa sa *balay*.*"

(Usually, my preparation before I start was to do breathing exercise and I also had a mouth drill. I looked insane in person doing it, but it really helped. For example, I committed a mistake, so I do "blablabla". So now, before I start, I would do tongue exercise. I flipped my tongue several times, then I would say "bruuhh". There was one time that I did the breathing exercise three times. Then, I thought that I could do this! I felt like I was having self-meditation so that I would not commit mistakes again. That was my preparation, but somehow, I looked funny if someone saw me doing that, so I felt like it was an advantage if I did the recording at home.)

Further, FGD-04 shared:

"*since I belong to RBI, I always practice nga kanang mag vocalize kay amoang kuan man ani kay tingog raman jud amoang puhunan ani kay dili man mi makita sa TV unlike sa TVI nga kuan jud grabi ilang preparation kaysa RBI tinuod gyud na kay pwede ra gyud mi naglingkod rami, so mao to siya nga kanang vocalization para ma modulate og tarong imohang voice. Sa akong preparation tong mag vocalize kay para ma modulate ang voice og katong sa pag sulat kay kanang 1 week before the recording ano nga session mapasa na *ang katong script*.*"

(Since I belong to RBI, I always practiced having vocalization because our assets lie in our voice since we cannot be seen on TV. In comparison to RBI, TVBI's preparation was excessive, owing to the fact that we could simply sit and record. We just did vocalization to modulate our voice. And when it comes to script writing, we needed to prepare it one week prior to the radio airing. So, the preparation was to vocalize to modulate the voice and to write the script one week before the recording.)

Thus, participants really prepared themselves before the broadcasting to cope with the challenges on multiple retakes and poor-quality output.

Having a Positive Disposition

Challenges are inevitable in every aspect of life. Having a positive disposition was a way of the participants to cope with challenges on being a teacher-broadcaster in television and radio-based instruction. Participants shared the same thought that being positive, happy, and willing have been the ways of the participants to embrace the challenges and produce quality outputs.

In connection to that idea, IDI-02 said:

“huna-hunaon lang jud nako nga mahuman ni siya kay para pagkanext week naay i-air ang radio station”

(I just thought that I could finish this so that the radio station would have a lesson to air next week.)

Also, IDI-03 stated:

“be happy lang jud sa imohang buhaton, dili na lang gyud ta mag any mulo pa. Atong e’kuan sa atoa raman gihapon na padulong sa atoang mga bata. Kana lang so mga bata lang gyud atong huna-hunaon ani kinsa man ang maka benefit ani, so mga bata nato atong mga learners mao na lang jud na’y makapakusog sa atoa.”

(Be happy in your tasks, and do not think negatively, because at the end of the day, we will reap all of the hardship that we have sown, and it is also for the sake of our learners.)

Furthermore, IDI-05 stressed:

“First is ano na lang jud maam kanang acceptance sa role nimo kasi kapag dili nimo ma accept man gud nga ing-ana imohang job murag mag sige kag huna-huna nga stressful kaayo ni siya nga work. I don’t want this kind of work anymore. Murag dili siya makatabang jud sa imoha so gi accept na lang jud nako and then later on na love na pud nako siya na ganahan na lang pud ko. Ana siya maam ba and then together with the team murag magtinabangay na lang jud mi in-ana.”

(First was the acceptance of your role, because if you do not accept it, you would think that "This job is stressful, and I do not like this kind of work anymore". Those were not helpful, so what I did was I accepted it and later I found myself loving my job and, together with the team, we were helping one another.)

Moreover, IDI-06 claimed:

“kuan kanang ma stress na hahaha kanang honest jud mam no hahaha kanang ma stress na maam gamitan lang tiktok. Mag tiktok lang inig kuan para igkatawa lang gud ana”

(If I was stressed already, I am did tiktok, doing tiktok just to laugh and have fun.)

In addition, IDI-07 stated:

“I guess it would be a good avenue for me to improve myself because I am also moving out from my comfort zone like I’m not just a teacher like I can do better why not share my skill the little things that I know for the benefit of everybody or for the school itself like voluntarily doing things just like that for the school head is giving you task like this. You should not decline it, or kumbaga you have to accept it or do it with all your heart. Yun lang talaga ang pinakaimportante. If you didn’t do or if you will not do the task without the consent of your heart or your willingness pa lang napugos lang ka maam baa so ning ana. It is quite a burden from you so ning ana ang imohang mindset. But if you love what you’re doing you really see after your output pag natapos na yung ginawa mo. It is fulfilling for me.”

(I guessed it would be a good avenue for me to improve myself because I am also moving out of my comfort zone like I am not just a teacher. I could do better and why not share my skills and the little things that I know for the benefit of everybody or for the school itself, like voluntarily doing things. For example, your school head was giving you a task. You should not decline it, rather accept it or do it with all your heart. That was the most important thing. If you do the task without the consent of your heart and your willingness to do it like you were forced to do it, then it would be a burden to you. However, if you love what you are doing, it is fulfilling to see the outcome.)

Additionally, FGD-01 pointed out:

(So, you just had to embrace and accept it since it was already there. Embrace the challenges so that you could finish the task and could submit it on the said deadline.)

Lastly, FGD-02 shared:

"As a teacher-broadcaster, we face a lot of *challenges*... The day before kailangan gyud nimo e face imong fear og sa time na naa nami sa tunga sa green screen, sa light kailangan e feel namo ang moment na kaya ra gyud namo ni gwapa ko..kaning murag e' 1x100 ang pagtubag maskin dili gud unta, so in-ani na lang jud dawaton nimo kay they are looking at you, working for you ana gud para ni sa mga bata para makasabot sila unsa ang lesson kahit wala ta sa ilang duol, dili ta maka explain sa ila personally gi huna-huna ko jud ni nga ang output nato karon is magamit ni siya for the future pud na use..dili lang ni siya karon para pud ni siya sa future so..himuon nato ang best na quality na mahimo nato."

(As a teacher-broadcaster, we faced a lot of challenges. On the day before the shoot, you should face your fears and when you are already on the green screen and the spotlight on, you just have to feel the moment, feel that you are the most beautiful. You just have to embrace it, because they are looking at you, and you are working for the children's sake, for them to understand the lesson well even though we are not on their side to explain personally the lesson. I really think about the output that will be used in the future. That is why we should make the best quality or best version of it.)

Having a positive disposition was the response of the participants in staying and pursuing the radio and television-based instruction. Despite the challenges they faced, they still accept and embrace it to create quality outputs for the learners.

Allocating Time Properly

Time management is an integral part of accomplishing multiple tasks in a span of time. Participants found time management as one of the ways to cope with the challenges in creating and submitting the output. They responded that their way of coping with the challenges was to plan and set the schedule, management of time, and balance in work.

This concept is linked to the response of IDI-01 who said:

"ma manage man siya kay maga record ko after man sa klase ba after sa oras sa free time nako siya gina himo kung makaya then mao raman to siya balance man gihapon nimo kay dili man kayo siya time consuming jud more or less 1 hour, oh 1 ½ mao nana ang pinaka dugay pag labaw na kung dagha'y mali 1 ½ jud na kung kuan lang normal lang siya makaya raman siya og 1 hour nga process kung sa akoa lang ha nga naga record ko pero kay maam kay mokaon siguro kog 4 hours depende kung asa mag lapat man siya sa iyaha ang mas lisod na part para sa akoa lang." (IDI-01)

(So far, I could manage because I recorded after class and when I had my free time. I could still balance it. It was not really time-consuming because 1 hour or 1 ½ hour was the longest time to do a recording, but often when I committed mistakes it would take 1 ½ hours, but if it was just my normal time, I could do it in just an hour to process. It usually took 4 hours, depending on whether there were any difficult parts (this was just my opinion.)

Also, IDI-02 expressed:

"Tapos so far sa mga challenges lagi like time management, maglaan lang jud ka og time. So, mag extend lang ko ug time jud, beyond 5 pm padayon sa trabaho lang jud nga makarecord ko, maka edit ko, maka-script writing ko, ana. And usahay late na matulog."

(So far, I'd just allotted time for challenges like time management. So, I extended my time, beyond 5 pm, doing my job to record, edit, and do script writing. Sometimes I slept late.)

Additionally, IDI-03 asserted:

"management of time dapat kabalo jud mo manage sa akong time noh since dili man pud siya maigo maam kay actually ang TBI o TV Broadcasting nato kay na fall man pud siya sa akong work from home so okay lang, so shooting ah monday to Tuesday so dili man ko mag receive and retrieval of modules ana, so okay ra. Pero since sa kanang time na pud sa on-site na pud dinha na pud mag video editing, so siguro management of time lang."

(Management of time. We really needed to know how to manage our time. Because my TBI or TV broadcasting falls on my work from home schedule, it was fine and had little impact. During

Furthermore, IDI-04 expressed:

“kanang time management lang gyod maam. Ginabuhat kay naga plano jod ko unsa akong buhaton karon na adlaw, E plan kay limited lang atong huna-huna tungod sa atong kadaghan gi huna-huna, gina lista nako ug unsa akong bulohaton kani nga adlaw kay para kanang wala jod mga bulohaton maging sa balay man, sa school, sa class as adviser, sa kanang isa sa team member sa tvbi gina lista jod nako with time gyod maam gina plano jod nako ahead of time kani nga oras unsa ang buhaton kay para wala jod maligtaan na bulohaton maam.”

(It was really time management ma'am. What I did was plan things to do today. I needed to plan since our minds were limited due to many things on our minds. I listed down the things to be done on that day, whether it is for house, school, duties as class adviser, or as a team member of TVBI. I listed down with a specific time to ensure that I would not forget a single task.)

Also, IDI-05 mentioned:

“Naa koy kaning scheduled jud ma'am like for example for this week gina ready na nako akong schedule before pa ana nga week like for example lunes onsite ko so I have to check all the modules in-ana.. kanang onsite nako I have to check all the modules and then magshoot na pud mi ana dapat maam, usually ang among shooting jud kay mo fall og Wednesday so Tuesday and Monday mao na akong checking and releasing of modules then Wednesday shooting and then after ana editing dayon ko work from home. Gina scheduled lang jud nako ako..naa lang jud ko'y gina follow nga scheduled jud.”

(I had a schedule, ma'am for example, I planned my schedule for this week a week in advance. For instance, on Monday I am on site, so I had to check all the modules. When I am on site, I would allot that for checking the modules and then we had to shoot ma'am. Usually, our shooting would fall on Wednesday, so I still have Monday and Tuesday to check and release modules; then, Wednesday shooting and editing would follow during work from home. I just scheduled the things to be done and followed them.)

Further, IDI-07 expressed that:

“So, first is that you really need to plot your schedule you have to really schedule your time like shooting or after the shooting Thursday and Friday that will be my work from home but I am doing all the those remaining days even weekends Saturday and Sunday for video editing and other task. So yun yun. Schedule lang, para ma-accomplish mo yung task... Hayahay ra akong trabaho it's not like that even my fellow teachers would really say that the tasks that I am doing is not really easy.”

(So, first was that you really need to plot your schedule. You should really schedule your time like shooting or after the shooting. Thursday and Friday would be my work from home, but I am doing all those remaining days, even weekends, Saturday and Sunday for video editing and other tasks. So you should have a schedule to accomplish the task. Others would say that my task was easy, but it was not. Even my fellow teachers would really say that the tasks that I was doing were not easy.)

Thus, responses of the participants revealed that allocating time properly was the key to cope with the challenges of having multiple tasks and roles. To accomplish all the tasks, they need to manage their time wisely and following the set schedule.

Having Cooperation and Support among the Team

During the interviews of the participants, they expressed that cooperation and support from their co-members are a big help for them to manage the difficulties they encountered as part of the television and radio-based instruction team. Helping and supporting one another was one of the ways of the participants to learn and improve the outputs.

In connection to this, IDI-03 shared:

“...with the help of other members of the TBI team especially sa atoang hawod nga director so nakaya rapud nato tanan with the cooperation nato tanan noh nga kani siya mahimong successful so ni okay ra pud.”

(... With the help of the members of the TBI team, especially our very good director, we made it. With the cooperation of the members of the team, everything went successfully.)

Also, IDI-07 said:

*"We are helping each other just like for example sir **** maam **** can you make like this or can you improve like this so we are also sharing our observations so as part of that we are growing we are learning."*

(We were assisting one another in the same way that, for example, sir * * * * maam * * * * could you make this or improve this, so we were also sharing our observations that would help us grow and learn.)

Further, FGD-06 mentioned:

"We have to trust also sa atong team. Sa atoang video editor, sa atong scriptwriter sa tanan sa atong grupo kung tanan nag cooperate tanan hamugaway, I mean tanan magkahiusa okay kaayo ang tanan."

(We also had to trust our team. From our video editor, our script writer, and to our team. If everyone is cooperating, I mean if everyone is united, everything would be fine.)

Hence, participants responded that cooperation and support among the team was a way for them to learn the craft and to continue doing the radio and television-based instruction. Some also responded that they conducted training at their school level to recruit teachers as part of their team. This showed that cooperation is the key to learn and cope with the challenges.

Exploring Different Means to Improve Quality Output

The participants expressed that exploring different means was also one of the strategies of the participants to cope with the challenges on improving the quality outputs. Participants explored techniques on editing and doing research to improve their outputs. They also mentioned that they provided their own materials and equipment in order to compensate for the shortage of materials and equipment needed to achieve high-quality output.

In accordance with this, IDI-02 shared:

"karon nakapaminaw ko, pwede man diay butangan ug sound effects like 'clap' mga 'wow' mga 'yehey', ing ana nga mga effects so nagdownload ko. Then naminaw ko sa mga background music like mga educational background music ug mga promotional nga background music, kay pwede man diay so nagdownload nasad ko. Then ngadto sa ngadto, naminaw sa lain schools and makakuha ko ug idea nga pwede diay nga effect, ana lang siya."

(Now, that I have listened to other schools' output, it is fine to add sound effects like "clap", "wow" and "yehey", so I downloaded it. Then, I listened to the background music like, educational background and promotional background music. I downloaded it because I could use it eventually. So, from then on, I listened to other schools, so that I could get more ideas about the effects.)

Furthermore, IDI-03 said:

"sa content editor or editing dili kaayo siya that hard it is because we have a background na on editing especially sa powerpoint kay powerpoint lang man atong gina gamit sa content editing so easy lang jud siya kay naa man koy background ana kabalo man ko unsaon pag gamit sa powerpoint but still naay mga ano gihapon naay mga ways and mga technique kung unsaon siya pero nice kay siya kay nakatuon pa ko and then sa video editing karon pa lang man ko nagstart diba kay since we have nag seminar ta on how to make, how to edit videos."

(When it comes to content editing, it was not so hard because we already had the background on editing, especially in PowerPoint, since we were using PowerPoint in content editing. It was easy for us to edit since we already had a background on it, but still, we had ways and techniques on how to maneuver it and it felt so nice because I learned more. In video editing, I just started doing it since we just attended the seminar on how to edit videos.)

Consequently, IDI-07 stressed:

"All of the things that we are using our personal things aside from the green screen of the school. Light na nay fluorescent. Mao ra jud na among equipment maam. Frankly speaking sa school namin. We are using all DIY equipments and materials like for now in quarter 3 I am using the tablet as our DIY prompter. So yung tablet talagang sine-set up lang siguro. We are tying sa scotch tape napod na ginabalot lang og scotch tape sa light ring na stand then dapat yung camera yung cellphone lang man pod among gamit kay dili makaya sa DSLR ang very long recording so the cellphone must be placed at the back of the tablet na yung tama lang talaga na yung mata is not really that very obvious that you are reading."

Esther L. Digal / International Journal of Research Publications (IJRP.ORG)
(All of the things that we were using are personal things, aside from the green screen of the school and fluorescent light. That was the only equipment that we have. Frankly speaking, in our school, we used DIY equipment and materials. Like now in our 3rd quarter, I am using the tablet as our DIY prompter; we just set-up the tablet. We were just tying the light ring with scotch tape. We were using a cellphone as our recording camera because the DSLR camera cannot accommodate long recordings. We placed the cellphone at the back of the tablet, so it would not be obvious that you are reading the script.)

Thus, participants explored different means to cope with the challenges on creating quality outputs. Participants did research, exploring techniques, and providing their own materials they needed to help them improve and produce high quality outputs.

Being Open for Corrections and Improvements

The interviews of the participants disclosed that one of the ways in order to cope with the challenges associated with being a teacher-broadcaster in a television and radio-based instruction was to become open for corrections and improvements. The participants are one with the idea that acknowledging your mistakes, flaws, and comments of others could help alleviate the challenges. Correcting their mistakes and trying their best to improve was a common strategy to overcome difficulties.

In relation with this idea, IDI-01 said:

“Una, gina accept nako na mali ko ana nga area kay pag mao man jud na ang 1st step nga e dawaton nimo asa ka namali nga area then ang ikaduha gina workout nako kung asa pwde. Sauna man gud kay sa naa man gud na sa akua nga mindset nga dili ka maulaw mangutana so sa challenges nako sa scriptwriting since wala man ko kabalo kung unsaon gyud to una nako gihimo ingon ko kay maam nga maam e proofread akong himuon na script kay dili ko sure kung tama ba akong pagka construct sa sentence o naa ba’y mali sa akong grammar”

(First, I acknowledged and accepted my mistakes in a specific area and second was to work it out. Before, I had a mindset that you should not be embarrassed to ask someone. Because I was not familiar with scriptwriting, I asked first to proofread my script because I was unsure if the sentences were correct and if there were any grammatical errors.)

Also, IDI-04 mentioned:

“Maka apekto gyod siya maam kay kung dili man gud ka mamimaw sa mga corrections nagpabilin gihapon kang wrong ang ginabuhat. Mao na nga maka ingon ko kanang maka apekto gyod siya kay kung maminaw lang gyod ta sa mga advices, mga correction sa atong director or as well as broadcaster or kinsa man ang naa sa palibot or naa sa team. Og kanang buhaton lang gyod nato ang kanang unsa ang gipa buhat sa atong superior. Kay para mabuhat nato unsa ang tama...kanang e accept lang gyod ang unsa ang mga lapses maam, og maminaw mga advices...dili lang malain kung e correct sa director or kinsa man ang naa sa team kay para raman pod na sa kaayohan sa mga kabataan maam.”

(It could have a significant impact, ma'am, because if you did not listen to the corrections, you would continue to be incorrect in your actions. That is why I could say that it could really affect if you are going to listen to the advice and corrections of the director or to the broadcaster or anyone that surrounds us. And just do what the supervisor told us to do. So that we can do what is right and we must accept our mistakes, ma'am. We should not feel bad if the director or anyone among the team corrected us because it is for the good of the children.)

Additionally, IDI-07 stated:

“We have to acknowledge also yung comments, suggestions na maam you have to do this or you have to change it to. You have to open your mind for possibilities that you are not perfect. That you still need improvement. You still need others suggestion and comments. Take those comments or suggestions in a positive way. Yun yung gagamitin mo as inspiration na thank you for your suggestion maam. Yan yung gagawin ko for me to improve because improvement or betterment for yourself is not parang stagnant lang maam baa. Ah okay na yun! Best na yung ginawa ko okay na-satisfied na ako. You should not think that way. Because as you experienced as you grow as you experience things day experiences, you are learning from it. Also, like this one you have to check also your flaws. It is very important kasi pag denial ka sa mga flaws or sa mga mistakes mo, it is very hard for you to improve yun talaga yun.”

(We must also acknowledge the comments and suggestions like "Ma'am, you must do this, or you have to change it too". We must open our minds to the possibility that we are not perfect. That we still need improvement. We still need others' suggestions and comments. Took those comments or suggestions in a positive way. We should use it as an inspiration and later we

would be thankful for that suggestion because it would improve us. Also, we should not be contented like "Ah that is already okay. It was already my best and I am satisfied." We should not think that way because as we grow, we experience things that we would learn from it. Also, we must check our flaws. It is very important that we acknowledge our flaws because if we are in denial of our flaws or of the mistakes we committed, it is very hard for us to improve.)

Thus, being open for corrections and improvements was one way for the participants to cope with the challenges of being a teacher-broadcaster in television and radio-based instruction.

Insights of Public Elementary School Teacher-Broadcasters on Radio and TV-based Instruction in the New Normal that Can Be Shared to Others

The third question focused on the insights of teacher-broadcasters on radio and TV-based instruction in the new normal. The participants shared their responses on their insights of being a teacher-broadcasters on radio and television-based instruction.

As I had examined the participants' responses, the following themes emerged: (1) Passion Towards the Task Given; (2) Provision of Resources; (3) Provision of Trainings and Seminars; (4) Call for Support from the Members of the Academe; and (5) Provision of Rewards for Being Broadcasters.

Passion Towards the Task Given

One of the insights of the participants in radio and television-based instruction as mentioned during the interview is to have passion towards the task given. In order to attain the purpose of the radio and television-based instruction, participants shared that one must love the work. Being happy and goal-driven for the learners is also the insight of the participants that they could share to others in pursuing broadcasting.

In line with this, IDI-02 shared:

*"akong mashare lang sa uban is determination lang jud, padayon lang gihapon. Mao lagi nang giingon nga susuka lang wag susuko HAHAHA. Padayon lang kay gipili man ta ug chosen ta kay sa kadaghan-daghan ug teachers sa ****, kita ang gipili kay siguro fitted ta ani nga program. So makaproud jud siya and padayon lang jud. Ug muingon kag kapoy, walay kapoy-kapoy basta sa education nga new normal, kay anyway mawala raman gihapon ni."*

(One thing I want to share with others is have the determination to continue. As the saying goes, "I would throw up, but I *won't* give up." Just continue because we were chosen to be part of this team among all the teachers. We were chosen because we are suitable for this program. So, we can be proud of that and just continue. If you say that you are tired, just think that there is no room for getting tired because, anyway, education in the new normal has an end.)

Also, IDI-03 stated:

"as a teacher-broadcaster, since we all know na this kind of medium of practice siguro sa atoa kanang bag-o siya but amidst of pandemic diba ato ni siyang gina buhat para sa mga bata na makab-ot tong mga learners na dili ka kaya sa modules, since wala naman gyud ta sa ilaha, dili naman gyud ta face to face, dili na nato sila ma one is to one ba or lahi raman gyud tong face to face. Since naa pu'y uban na mga bata nga ilahang parents are busy sa ilahang work so despite of pandemic, despite of wala na'y face to face makab-ot nato atong mga bata nga naa'y mga special needs mga kinahanglan nila. So as a teacher-broadcaster, siguro buhaton lang nato ang atoang mga dapat natong buhaton be happy lang sa atoang trabaho, atoa lang hunahunaon na kinsa man maka benefit ani atoa mang mga learners dili lang para sa atoa."

(Being a teacher-broadcaster is a new kind of medium of practice for some of us, but we are doing this to reach out to those learners who have difficulties in their modules amidst this pandemic. Since we can not have face-to-face instruction and there are parents who are busy with their work, through this modality, we can reach out to those learners who have special needs. As a teacher-broadcaster, we must do what we can do, and we must be happy in our work. Just think that it is for our learners and not just for ourselves.)

Additionally, IDI-04 expressed:

"love lang giod nato ang atoang work ah, just enjoy bisag naa'y mga challenges kay sa tanan nga buhaton nato naa man giod na'y challenges e-love lang giod. Be passionate sa atoang gipang trabaho kay ang ato lang jod hunahunaon para mana sa atoang mga kabataan para sa panginahanglanon sa kabataan."

(We must love our work and just enjoy it even though there are challenges. Because of everything we do, there are always challenges. We must love and be passionate in everything we do. Just think that it is all for our younger generation and for their needs.)

Furthermore, IDI-05 said:

“*whatever* difficulty we will encounter nga kanang mo step-out na sila sa ilahang comfort zones, we have to be brave na lang noh, to embrace na lang the kapalaran nga ilang na ano kay ngano bitaw nag maestra ka hehehe..mao to siya kanang dawat-dawat na lang jud kay syempre as a teacher dili man pud nato pwede pabayaon atong students, we have to extend man jud ang atoang kaning help kay dili man madala-dala kaning module lang maglisod man jud ang bata. So we have to do everything at our best para maka supplement pud ta og kuan materials nga magamit sa mga *bata*.”

(Whatever difficulties we faced, we must step outside of our comfort zones. We have to be brave and embrace the fate of being a teacher. It is because, as teachers, we cannot neglect our students. We must extend our help since modules are not enough and it is difficult for them. So, we have to do everything at our best to supplement materials for them to use.)

Moreover, IDI-07 mentioned:

“*As teacher*-broadcaster, you have to accept that and try to use all those negative comments and make it or transform it positively or accept it positively. Okay, I do really have flaws. May mali ako dito. So next time that I will do it, I will improve. Tip yun lang yun. So as what I have said is love what you *are doing*. “

(As a teacher-broadcaster, you have to accept and try to transform all those negative comments into positive ones or accept them positively. I do really have flaws and even mistakes. So next time that I do it, I will improve. As I have said, love what you are doing.)

Therefore, passion towards the task given is one of the insights of the participants to continue being part of the radio and television-based instruction team.

Provision of Resources

The participants revealed that provision of resources is the support they need in radio and television-based instruction. Financial assistance, equipment, facility, and materials needed are the common requests of the participants to produce quality output. Participants are asking for support of the resources from the school and the division.

In connection to this, IDI-01 expressed:

“*Ang equipment jud needed, mao tapos wala pud baya kay equipment jud maam noh like condenser kay dako man jud og tabang. Karon lang nako na realize nga dako jud siya og tabang murag naa jud siyay edge kung naa ka ato nga equipment pero sige lang kung unsay naa mao lang sa ang *pasiguan*.”*

(Because we do not have any equipment like condensers, the equipment will be a big help. I just realized that it could be a big help if that equipment was present. But as of now, we can utilize whatever is present.)

Additionally, IDI-02 mentioned:

“*mga materials lang siguro ang pwede maka uplift sa amo, kay para atleast ma-improve ang among RBI, nga atleast manindot ang quality sa tingog. Tagaan mi ug equipment jud nga makapanindot sa quality sa *tingog*.”*

(Provide materials which can uplift and at least improve the audio quality of our RBI. Giving us materials which can enhance the audio quality.)

Also, IDI-04 shared:

“*syempre kay kuan man phone lang man among gigamit maam no. Need namo ang kanang good quality nga camera. Siguro camera siguro maam, unya kanang sa audio pod maam or sa hall nga amoang gigamit maam kay open man kaayo ang among gigamit nga hall, mas nindot siguro kong mag request og kanang close, close nga hall para dili kaayo madugog ang saba sa *palibot*.”*

(Of course, since we are only using cellphones, we need a good quality camera. I think camera or audio or a hall, since we are using an open space hall. It is nice to have a closed hall to avoid the noises of the surroundings.)

Furthermore, IDI-05 mentioned:

“Number 1 support that we need jud maam is financial for the materials kay mao man jud kulang namo maam noh kaning mga materyales to make everything easier kaning camera namo... among laptop mag crash down so we have to upgrade, so to do that dapat naa jud budget pud in upgrading our mga technologies.”

(The most important help we need is financial for the materials. This is the only thing we need to make everything easier. Our cameras and laptops are crashing down, so we have to upgrade. To make it happen, we need a budget to upgrade our gadgets.)

Moreover, IDI-06 stressed:

“financial support unta na gikan sa school kay syempre kay kani na trabaho dili ingon ana ka sayun kailangan jud syag kanang financial support unta na gikan sa school kanang unta kanang dili na jud kami kanang unsay tawag ani ang amoang cellphone lang ang gamiton dapat kanang naa jud untay camera gud ba sa kanang uban sa school mismo na para lang jud sa tvi og rbi”

(We need financial support from our school because our job is not easy, so we need it. We need a camera, not just our phones, but a camera intended only for TVI or RBI like other schools.)

In addition, IDI-07 shared:

“Materials support from the division kasi yun talaga yun kulang even the cameras talaga yung importante and the laptop.”

(Material support from the division is what we are lacking, like the cameras and laptops, which are very important.)

Also, FGD-02 agreed:

“tagaan pud tag kompleto na facilities like sa laptop pa lang daan kanang makasugakod sa filmora og sa mga editing nga pinahawd gani wala baya jud na gi provide. Mo download pa lang kag mga graphics, tiurok na ang laptop.”

(We must be provided with complete facilities, such as laptops with sufficient specs to run Filmora or other editing software. When we were about to download graphics, our laptop had already crashed down.)

Thus, participants asked for financial, facility, and equipment support to ensure the quality of the material they will be producing.

Provision of Trainings and Seminars

Trainings and seminars are important for the participants to give an orientation and improve the skills needed for their roles and responsibilities as part of the radio and television-based instruction. Participants are one with the idea of having training and seminars for the different roles in broadcasting as their suggestion to the Department of Education in support of the needs of the team.

In relation with this idea, IDI-01 stated:

“...proper training for those who are newcomers or sa mga naa nay experience, guidance kana lang kay ang mga dili ready sa ani nga sitwasyon. Dapat maghatag sila og training bago nila e sabak ang tanan, bago nila e subo ang tanan kay and then timeframe pud a head of time kumbaga preparation kanang mohatag sila og igong preparation.”

(Proper training for all, especially newcomers, as well as guidance from those who have prior experience in this type of situation. They must first provide training before assigning the task. They need to give us enough timeframe for us to prepare.)

Additionally, IDI-02 shared:

“And ang isa pud nako nga ma-suggest is ang trainings for broadcasting, para mas ma-improve siya. Kay ako so far, wala pa ko ka-try ug training. And igo nalang ko maminaw sa uban schools unsay pwede nga iimprove pa, kay akong co-teacher rapud ang niingon sa ako kung unsa akong buhaton. So need pud jud ug trainings, para at least for improvement pud siya.”

(And one more thing, I suggest having training in broadcasting so that it will be improved. In my situation, I did not have one. I just listened to other schools for improvements. Only my co-

Also, IDI-03 also mentioned:

“sa mga teacher-broadcaster pud dapat kay para unsa ni improvement for kung unsa pa’y angay nga buhaton unsa to’y mga mali nga ginabuhat nila as teacher-broadcaster, unsay mga angle nga tama diay. So siguro dapat pud mag conduct jud sila og kanang seminar dili lang baya gyud ang importante ang video editor og content editor importante pud baya ang teacher-broadcaster.”

(They must conduct training for teacher-broadcasters for them to be aware of the things they must do or any improvements to be done. It is not only video editors or content editors who are important, but also for teacher-broadcasters.)

Moreover, IDI-04 said:

“mas nindot pod og kanang naa na may seminar and workshop nga gipang buhat maam. Nindot kong tanan pod siguro kuan lang gud duha lang ang pwede mapadala didtoa sa kanang workshop, nindot siguro kung kanang as a team. Nindot kong kanang mapadala pod para kami pod tanan pod maam makabalo unsaon pag edit, unsay mga nindot buhaton para mas ma-improve pa ang kanang pagbuhat sa tv broadcast pod maam. Nindot kong naa po’y kuan maam training and workshop para sa broadcaster po.”

(It is good to have seminars and workshops. It is also good that everyone can participate, not only for a few, but as a team to participate in a workshop. All teachers can participate so that all of us have the knowledge to edit and other skills which can be used to improve in doing TV broadcasts. Training for broadcasting is nice to have.)

Furthermore, IDI-05 stressed:

“...siguro more trainings dapat before siya e’practice kay when it was our first time na maghimo o magproduce og kaning TVBI instructions lisod siya jud at 1st sa mga teachers kay wala man gud proper training. So dapat siguro ato nag train sa sila og mga teachers mga skilled teachers na naay mga potential, ilahang gi bahin-bahin kung kinsa man ang kaning video editor, kinsa si artista, kinsa si camera man or woman dapat they have separated trainings para ma focus jud maam ba kana siya nga skill. Kato man gud na time namo murag gi isa na lang tanan ba and then wala kaayo na focus tanan so ing-ato lang siguro.”

(...more training before it can be practiced because when it was our first time doing and producing TVBI, it was very difficult at first since we did not have proper training. So, it is best to have training or at least train those who are already skilled teachers who have potential and identify who are the video editor, the broadcaster, the cameraman. Also, they must separate the training to focus on the specific skills. In our time, only one training was conducted for all the roles in broadcasting and it did not focus on one specific skill.)

In addition, FGD-02 emphasized:

“...nya kabalo sila atong mga animation nindot kayg mga background kanang ang bata nga motan-aw noh..ako mismo na teacher motan-aw sa ilang mga videos, ma-amaze jud ko, so how much ang bata niya nindot pud unta if sa atoa pud na level naa pud tay ingon ana na training...”

(...to be skilled in animation. It is nice to have backgrounds which the children can watch. Even I, as a teacher, am astounded by the videos and how much more the learners who watched the videos. It is good to have that kind of training at our level.)

Responses of the participants revealed that more training and seminars are the suggestions of the participants so that they will be knowledgeable enough about their roles in broadcasting.

Call for Support from Members of the Academe

Support from fellow broadcasters, colleagues, and school heads is significant to the success of the team. As the participants stated during the interview, they are seeking assistance from members of the academic community. Participants expressed a need for support and cooperation among the team members, colleagues, and school administrators to motivate them to have a healthy and uplifting broadcasting that will produce quality outputs.

In connection to that, IDI-03 pointed out:

(We must be happy doing our work and, because of the team cooperation in TBI, everything can be done easily. We also need support from our colleagues, most especially from our school heads.)

Also, IDI-04 expressed:

"...unya be coordinate pod sa atong mga kaubanan as a team, dili mag kanang lahi-lahi kun dili makipag-unite sa atoang mga kaubanan, dili kay mag kanya-kanya... Kuan maam ang kinahanglan lang jod maam no kay appreciate lang pod ang gibuhang maam kay di pod baya lalim mahimong broadcaster maam. Di jod lalim nga mahimong kanang one of the team sa tvbi kuan lang appreciate lang kung unsa... Encouragement among need maam. From kuan maam sa amoang admin, sa amoang principal og sa amoang kaubanan maam."

(We must coordinate with our colleagues as a team. We must not do things separately, but we must be united. We also need to appreciate the things they have done because it is difficult to become a broadcaster. It is not easy to become one of the members of TVBI. We need to appreciate them. The encouragement from the admin and from the principal is all we need.)

Additionally, IDI-05 mentioned:

"support pud sa kaning co-workers and the principal kay syempre ang principal man jud mo mando so dapat naa jud pu'y kaning strong connection dapat makig coordinate jud pud ka principal kung unsa'y imohang mga kinahanglan, unsa'y kinahanglan sa team syempre dapat mo support jud pud si principal kay siya man jud ang last desisyon gud nga kuan especially pariha atong amoang studio dili man jud to siya ma kuan kung walay mando sa principal og sa kaning mga kauban pud nako sa teammates gud...si principal naga appreciate sa imoha gina kuanan mo og reinforcement na kaning pahalipay pud ginagmay ing-ana maam ba dako pud siyang tabang sa amoang para ma inspired mi para mag continue amoang work."

(the support from the co-teachers and especially from the principal since he/she is the one in-charge. The principal should have strong connections to coordinate to support the things needed by the team. The principal's support is important because he/she is the one involved in decision making. Just like our studio, it will not be granted without the principal's decision. Also, it is a great inspiration if the principal gives a little reinforcement for us to feel well-appreciated.)

Furthermore, IDI-06 shared:

"emotional support kanang unta ang mga teachers nga kanang uban teachers dili belong aning rbi og tvbi dili lang sila mo ingon ba nga easy lang ning rbi/tvbi kay dili bya jud easy mam no na kanang ana lang. Naa man goy uban ba na madunggan namo na dali raman na ang rb og tv. Especially sa amoang lami gud kaau ingnon nga sgi daw kamo daw kamo daw pag record kung dali ba ana kana lang mam emotional support."

(emotional support from those teachers who do not belong to RBI or TVBI. They should not say that it is just easy, because for us it is not. We heard others saying that RBI and TVBI are just easy. On our part, I wanted to tell them that they should experience it first before they could say it is just easy. Instead, they say that these things are easy. So, we need emotional support.)

Moreover, FGD-02 asserted:

"I think ang support pud na kailangan nato is support from..not only inside the school but from this school and with the other school kay napansin nako is ang atoang mga videos kay ang naga tan-aw lang kay mga bata ra pud sa the same school so wala na reach ang purpose nato ba nganong naa tay TVBI naa tay RBI because diba kanang dapat makita siya sa mga bata then magamit siya para madali ilang pag eskwela pero ang nahitabo ang motan-aw lang gihapon sa video sa amoang school is amoang lang pud mga bata so dili pud siya gina share sa uban pud na school, or wala pud nila gina encourage ang ilahang mga bata na motan-aw sa mga video sa uban pud na school..so which is mao na ang kulang sa atoa kanang support bitaw sa school not only in our school.."

(I think we need support not only from within the school but also from other schools. I noticed that the learners who are watching the videos are in the same school and the videos are not being

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used. The purpose of this is not realized. The purpose of TVBI and RBI is to be used and watched by the learners as supplementary to their lessons. It happens that only the learners in our school are the ones using these videos and other schools are not sharing the videos or they are not encouraging their learners to watch video lessons produced by other schools. We are still lacking in this aspect.)

Hence, support from the members of the academe is a big help for the participants to uplift and motivate them to continue in the broadcasting. As the participants also shared, having a good relationship with colleagues will produce good output.

Provision of Rewards for Being Broadcasters

Recognition is a reward and bonus that can motivate and assure that efforts were not taken for granted. With this, participants shared their insights on the provision of rewards for being broadcasters that would show appreciation to their efforts exerted in broadcasting. Participants also revealed that they must have the privilege of decreasing their teaching loads to be able to focus on creating quality content material.

In connection to this, IDI-02 asserted:

“And ang support lang na among kailangan is i-recognize lang nila among effort, and maghatag sila ug credits. And as broadcasters, tagaan mi nila ug dakong points. Halimbawa, as broadcasters mi equivalent niya is demo teaching ba, or unsa nga equivalent as scriptwriter ka. Nga if mag-apply ka for promotion, i-credit nila as broadcaster or scriptwriter ba. And atleast among effort is dili mawala like pagma-promote, ana.”

(The support we need is recognition for our efforts and they may give us credits. As a broadcaster, they must give us extra points. For instance, being a broadcaster is equivalent to demo teaching or any equivalent, the same as being a scriptwriter. If you apply for promotion, it will be credited. At least, the effort is worth it, like being used if you want to be promoted.)

Additionally, IDI-03 expressed:

“Siguro tan-awon nila kung ang mga kinahanglan unsa’y mga kulang tapos tagaan pud siguro og kanang credit ang mga nag kuan ani, kay dili pud siya lalim baya jud.”

(I believe they must recognize the needs and deficiencies, and they can give credit to those who participated because it is not easy.)

Also, IDI-07 mentioned:

“it comes to loading, we are already deloaded so nabawasan na yung loads namin because it was already memo also that the teacher-broadcasters or part of the tvbi production will have ma-deload na ang subjects, so we are very happy to that because we are also given privilege to just have a lesser load.”

(When it comes to teaching loading, we are already under loaded since it was in the memo that the teacher-broadcasters or part of the TVBI production to decrease the subjects we are handling. So, we are very happy about that because we are also given the privilege of just having a lesser load.)

As the participants shared, the provision of rewards for being broadcasters is one their insights as part of the radio and television-based instruction team so that their efforts also will be acknowledged and appreciated.

After a thorough review and analysis of the transcription, themes were shown in which it could provide a better understanding of the experiences of the teacher-broadcasters in both radio and television-based instruction. Furthermore, the research could help aspiring teacher-broadcasters, colleagues, school administrators, and the Department of Education address the challenges and insights of teacher-broadcasters.

DISCUSSIONS

The purpose of this phenomenological study was to describe and understand the lived experiences of public elementary school teacher-broadcasters in the new normal. In depth interviews and focus group discussion were conducted to gather significant data using the validated research questions approved by the validators. All these research questions were answered honestly by the chosen participants who shared significant and reliable data that have gone through analysis with the help of the expert.

Experiences of Public Elementary School Teacher-Broadcasters on Radio and TV-Based Instruction in the New Normal

The teachers who were chosen to be the participants of this study shared different lived experiences of being a teacher-broadcaster. From the responses gathered, six (6) themes emerged, namely: (1) Struggles for being inexperienced in Broadcasting; (2) Challenges on Facilities and Technicalities; (3) Stress, Hesitations, Frustrations, and Pressures due to overloaded tasks and

Roles; (4) Time Constraints and Sacrifices along the Process; (5) Happiness and Sense of fulfillment on the Experience; and (6) Discontentment on the Finish Product or Recording.

Struggles for being Inexperienced in Broadcasting

Based on the collected data from the participants, it was revealed that there were struggles experienced by the participants in doing broadcasting. Having no background and experience in broadcasting was their main concern. Their lack of experience and preparedness due to the new modality in teaching in respond to the present situation made them face difficulties such as the proper way of delivering the lesson either audio or video, writing a script, and video editing. Hence, creating a quality content material and smooth broadcasting requires knowledge and skills.

Orhan and Beyhan (2020) stated that teachers' first-time implementation of distance education, their lack of understanding and experience with radio and television-based instruction, and the technical issues they encountered in the process all played a role in how they perceived it. When teachers lack the necessary knowledge and skills in a certain area, they tend to perceive it as struggles and difficulties.

Additionally, Tuncer (2007) as cited by Orhan and Beyhan (2020), noted that teachers experienced problems in the preparation of quality materials in distance education such as in radio and television-based instruction. Proper planning and preparation are necessary to produce quality outputs that would benefit and interact with the students.

Furthermore, in Davao City, in response to the current situation, they use radio and television-based teaching, so that students can still access additional tools for free. It was noted that radio-based teaching is difficult for the educators involved since they must produce material that is innovative and suitable for the learners, as well as quality material in which the content is brief and concise (Colina, 2020).

Challenges on Facilities and Technicalities

When having a recording, it is most important to consider the location, facility, and materials because it is the key to producing high quality results. It is suggested that the location must be free from any unwanted noises or it should be soundproof like a studio so that learners will not be distracted, and they will focus on the content. Also, materials and re should be given importance like the camera and laptop because the teacher-broadcaster is the best visual aid in the video. With that, the camera and the video editing must be high quality.

As reported by Bautista (2021), a former radio broadcaster claims that most DepEd TV teams in remote areas operate in this manner. They had to come up with innovative ways to implement the program because we could not travel. What audiences do not see onscreen are the difficulties that provincial production teams and teacher-broadcasters face, such as a lack of budget and the need for some of them to still report to the central office on a regular basis. They are hindered in a remote configuration by a lack of facilities such as cameras and lights.

On the other hand, in broadcasting, you should be familiar with the work of program directors, sound engineers, camera operators, and the control room team if you want to work in television production. Technical expertise allows you to efficiently respond to production team instructions. To edit your program material, you must be familiar with studio facilities and editing methods (Linton, 2020).

Stress, Hesitations, Frustrations, and Pressures due to overloaded tasks and Roles

When there are overloaded tasks that need to be done in a limited time, stress and pressure are inevitable. Based on the responses of the participants, they felt stress, frustrations, and pressure when they were beating the deadlines. Sometimes, they slept late at night just to finish the task. Also, they got stressed thinking of how they could submit the output on time despite their multiple roles in broadcasting. Others were hesitant about the roles they were assigned to due to the lack of experience.

According to Farooqi et al. (2016), stress plays a significant role in the time management process. The best way to deal with this kind of distractor is to make sure that one is doing his job effectively and efficiently, and that one is constantly trying to reduce work hurries. It was concluded that there are two factors; work overload and a lack of time management, are the primary causes of anxiety and depression. Turning down things and being focused on the task are the best ways to save time because this allows people to complete their assigned tasks on time.

Furthermore, workload is a significant issue. Teachers who have been in the profession for a long time are leaving because they can no longer handle the workload and stress. Teachers' responses confirm this finding, with the majority of teachers citing workload as the primary reason for leaving the profession (Romei, 2016).

The difficulty of the teacher-broadcasters in making the episodes is not evident. However, some people have left because of the pressure. They thought they would just stand there and that would be the end of it (Bautista, 2021).

Time Constraints and Sacrifices along the Process

Time constraints refer to the restrictions put on a project's start and end dates. It hindered the participants from accomplishing the task due to the limited time given to them. Hence, participants struggled to beat the deadlines due to the limitations of the time frame given to them to prepare and the process of creating the output. There were also sacrifices along the process such as the time spent for family and even beyond office hours.

As cited by Mitton (2015), time constraints are most commonly associated with school context circumstances in the ways that teachers must juggle different tasks. It also highlights the difficulties that heavy teaching loads can pose for teachers. They also point out how a teacher's lack of time and ability to maintain his or her engagement can be impacted by thick curricula and varied student needs.

Additionally, all the participants were often asked how they could devote more time to a certain task, a process they found professionally rewarding, without compromising other commitments. Participants felt stressed and guilty about devoting time away from other obligations to be able to focus on a certain task (Mitton, 2015).

Happiness and Sense of Fulfillment on the Experience

Happiness and a sense of fulfillment are the results of having a positive outlook on life and work. Happiness is achieved when you perceive the experience as an opportunity to learn and grow. Moreover, a sense of fulfillment is acquired when you face

and conquer the challenges with joy and love. Participants responded that even if their task was not easy, they found the brighter side of it, which is to be thankful for the opportunity to share the outputs with the learners amidst the pandemic.

Always encourage them to pursue their hearts because that is where real happiness will be found. If they find happiness as a teacher-broadcaster, he advises them to continue their long yet rewarding journey (Adonis, 2021).

Furthermore, many teachers find personal fulfillment in their profession. You get to spend every day talking about something you love and hopefully passing that passion on to others if you teach a subject you are passionate about. If you are a creative person, making innovative lesson plans, decorating your classroom, and putting together bulletin boards would bring you joy. Teachers are obliged to attend professional development sessions and courses on a regular basis, so you are still learning new things and improving your teaching skills. Observing yourself learning and developing as a teacher may boost your self-assurance (Chron, 2020).

Based on Stebbins (2015), self-fulfillment is the process of recognizing one's own potential, skills, and tastes through sustained effort and accomplishment in an activity. Such realization is most profoundly found in serious leisure and devotee work, or serious pursuits, as will be mentioned soon. Self-fulfillment is possible in project-based leisure as well, but it is much more shallow than in long-term serious pursuits with their appealing professions of participation.

Discontentment on the Finish Product or Recording

When it comes to delivering information to an audience, having high-quality material is crucial. It is critical to check the material's quality first to ensure that it's accurate and suitable for the lesson and audience. Teacher-broadcasters were dissatisfied with the output they provided for a variety of reasons, including not being pleased with the recording due to inadequate delivery of the lesson and video quality. As a result, they assessed their own material to correct and address concerns with their output, ensuring that learners receive accurate and interactive lessons through radio and television.

Elliot and Lashley (2017) mentioned that the effectiveness of Interactive Radio Instruction (IRI) is based on how educators interpret the old technology with a new program in their classroom. According to the results of the report, teachers were disappointed with the way Interactive Radio Teaching was carried out. Classroom teachers saw this because of many factors, including limited resources and weak classroom management, which had a direct effect on their results.

On the other hand, broadcast writing caters to the listening and viewing skills of the learners. The sentences of broadcasting media should not be too complex or too long to unfold. If not, the listeners would be confused or miss the meaning. Therefore, the script must be ensured that it is appropriate and interactive. Also, teacher-broadcasters must understand and familiarize the script to be able to deliver it properly and engagingly. It is crucial that the broadcast writing be as simple as possible so that learners can comprehend it easily (Hasan, 2018).

Ways of Coping with the Challenges of Being Teacher-Broadcasters on the Radio and TV-based Instruction in the New Normal

Teacher-broadcasters dealt with the challenges of broadcasting in a variety of ways. They clearly shared ways on coping with the challenges of being teacher-broadcasters and as part of the team in the new normal.

Six themes emerged in this section. These include (1) Doing Necessary Preparations; (2) Having a Positive Disposition; (3) Allocating Time Properly; (4) Having Cooperation and Support among the Team; (5) Exploring Different Means to Improve Quality Output; and (6) Being Open for Corrections and Improvements.

Doing Necessary Preparations

Being prepared and eager for improvements are the qualities needed to produce quality outputs. In broadcasting, teacher-broadcasters must familiarize the script by practicing and memorizing it so that they would know when and where to give emphasis on the key terms. Engaging oneself in the process is a sign of willingness to promote quality material. In this study, participants extended their efforts by diligently practicing and memorizing the script since a prompter was not available to them, and also doing preparations like vocalization and breathing exercises. With their efforts, they incorporated suggestions and worked on their flaws so that the objective would be met.

According to Rigby (2017), you must go over your speech and determine which words are the most important in conveying your message. So, choose these words and use your voice to give them weight in your speech. It will be easier for the audience to understand which words you want them to focus on if you emphasize the important words. It is one of the most effective methods for improving voice modulation and tonality.

Additionally, according to Linton (2020), a TV broadcaster must have excellent presentation skills. You will need a clear voice and the ability to present your material calmly and professionally, especially if you are doing it live. When reading from a prompter, you must be able to present your material in a natural tone. You must be able to communicate with the material while speaking directly to the camera if you are using graphics to explain complex topics, such as on a news broadcast.

Having a Positive Disposition

Optimism is an attitude that expresses a belief or hope that the outcome of a particular endeavor, or outcomes in general, will be positive, favorable, and desirable. Being positive and confident is a way of coping with the challenges and pressures brought by the task. Thus, participants perceived this as an opportunity to grow as a teacher and as a person. They set aside their personal fears when facing the camera for the love of their work.

Korb (2012) as cited by Low et. al (2019) identified four characteristics of teachers who can successfully work with difficult students, three of which are linked to the willingness of teachers. First and foremost, teachers must have a desire to work with these students and have a positive impact on them. Second, teachers must be committed to going above and beyond to have an impact on their students. Third, teachers must be determined to keep trying to reach out to students despite a variety of obstacles that may make their job difficult.

Furthermore, self-efficacy is concerned with what one can do/achieve in relation to a specific task/activity in each situation. In other words, a self-evaluation of one's current level of competencies like how skilled they are as teachers or emotions is referred to as self-concept like how satisfied teachers feel as a teacher. While self-efficacy assesses one's confidence in one's ability to

complete a task or situation successfully, like how confident teachers are in their ability to assess students' learning using various modes of assessment, competence assesses one's ability to perform well in a particular task or situation (Low et al., 2019).

Allocating Time Properly

Time management is knowing your priorities and focussing on them. Despite the hectic schedule, if you have time management and you religiously follow it, then there will be no problem. It is important to plan, organize and schedule all your tasks so that you will be guided by the things that you must do. Most of the participants answered that time management is really their way of coping with the demands of time in broadcasting.

According to Farooqi et al. (2016), time management is an essential component of school administration. It is the art of organizing, scheduling, and budgeting one's time to accomplish goals. The ability to manage one's time is a universal phenomenon. It is a procedure that entails the identification of requirements and the prioritization of tasks. Controlling and managing it is extremely difficult. Most people believe that time can not be controlled on its own. Time is not a tangible object that can be easily managed; rather, it is a flow that a man must leech with. In the last four to five decades, there has been an increase in the need for more free time.

Moreover, it is more important than ever to practice successful time management as your workload grows. One of your primary time management goals should be to identify your priorities and focus on them so that the most important tasks are completed ahead of schedule. It is possible that you will have to put off or even abandon jobs that are not high on your priority list (Farooqi et al., 2016).

Furthermore, Hellsten and Rogers (2009) as cited by Farooqi et al. (2017), stressed that teachers' time management strategies, which include time analysis, planning, goal setting, prioritizing, scheduling, coordinating, and developing new and improved time habits, are thought to be essential for effective time management. Time management tasks such as making lists, setting goals, and using calendars have also been identified as necessary for effective time management.

Having Cooperation and Support among the Team

The collaboration and support of one another is a big help to produce high quality outputs. Supporting one another by filling in the gaps to meet the needs of the team. In that way, skills and talents of each member will be showcased. With that, participants' responses showed that cooperation and support among the team was their way of coping with the challenges. They cooperated and supported one another in order to create quality outputs. Thus, helping one another would result in success.

Students learn more when professors collaborate to develop their practice. This basic but powerful concept is at the heart of successful education. Collaboration fosters a sense of collective responsibility for continually improving teaching practice and, as a result, student learning. The challenge for teachers and schools is to develop a common understanding of what constitutes excellent practice. While not every classroom would look the same, there are some educational practices that evidence suggests work well in most of them (High Impact Teaching Strategies, 2020).

According to Cobanoglu and Ayvaz-Tuncel (2018), individual support from a mentor or a peer who shares the workload in a safe working environment serves the purpose of building the teacher's identity, reinforcing productivity, improving self-confidence, reducing stress and anxiety, and motivating. Similarly, social support offered by a mentor serves the goals of socialization at school and in the workplace, as well as promoting cooperation. The professional support offered by field experts and colleagues aims to improve teaching effectiveness and provide professional development for novice teachers.

Exploring Different Means to Improve Quality Output

Teachers are innovative and creative in responding to the needs of the learners. With the advent of technology, technical skills are the most in demand in today's generation. Consequently, in order to address these technical skills, participants had their initiatives on learning independently by doing research and exploring different means to improve quality output with the help of their own gadgets.

In connection to that, teachers prepared and trained themselves individually to be accustomed to the technology needed in using the modality of distance education to go along with the action plan. It is due to teachers' lack of preparedness, orientation, and incentives that hinders promoting distance learning. The action plan was developed with our readiness for distance teaching mode, the need for change in this pandemic, and the resources available to implement distance learning in mind (Mishra et al., 2020).

Furthermore, a well-modulated and friendly voice, as well as the ability to speak persuasively and intelligently, are the most important characteristics of a radio announcer. People skills help you communicate with and entertain an audience, while writing and research skills help you come up with interesting discussion subjects. Because the field is so competitive, perseverance is required to find work. Finally, since the industry is heavily automated, announcers must be knowledgeable about the software and hardware used to write scripts, edit sound, and prepare broadcasts (Locsin, 2020).

Being Open for Corrections and Improvements

No one is perfect. Everyone is entitled to commit mistakes. Learning to accept it and allow others to give advice so that you will grow and learn from it. In radio and television-based instruction, most of the teachers are new to this experience. Hence, they still need guidance and advice from the experts. Participants were willing and open for corrections and improvements so that they could create a quality material for the learners.

According to Masters (2016), all progress requires a desire to accept and learn from failure. The need to defend one's reputation and firmly held beliefs are both obstacles to admitting errors. Learning opportunities are missed when evidence is avoided, hidden, or overlooked. This is applicable at the individual level as well as at the organizational, industry, and profession levels. A society that acknowledges mistakes and embraces the learning opportunities they offer facilitates failure learning. The fear of being blamed stifles the need to learn.

Additionally, accepting others, including their weaknesses, and being satisfied with the present will help strengthen relationships by fueling feelings of happiness and wealth. It will help to build confidence and admiration in relationships, as well as facilitate healing and development (Masters, 2016).

Various insights were gathered from the responses of the participants. They openly shared their insights and perspectives of being a teacher-broadcaster and being a member of the team. With these, five (5) themes emerged, namely: (1) Passion Towards the Task Given; (2) Provision of Resources; (3) Provision of Trainings and Seminars; (4) Call for Support from the Members of the Academe; and (5) Provision of Rewards for Being Broadcasters.

Passion Towards the Task Given

Passion in teaching is a great fuel to continue teaching despite the pandemic. Though there are challenges encountered along the way, still accepting it wholeheartedly for the children is what matters most. Thus, participants looked at the brighter side of this radio and television-based instruction instead of taking it negatively. Some participants expressed that they accepted the role because they wanted to reach their learners to attain their goal.

According to Orhan and Beyhan (2020), teachers' lack of experience and knowledge in distance education can be a major determinant of their views on the subject; in order to provide qualified distance education, teachers' perceptions should be established, and appropriate training should be provided in pre-service and in-service training activities. During the educational process, the proximity and readiness of teachers to the system is an important input to the teaching system. To help teachers develop positive perceptions of distance education, the required technical equipment and hardware, as well as a lack of knowledge, should be eliminated as much as possible.

According to Soucie (1986) as cited by Farooqi et al. (2016), setting time goals is a common time management technique, but this study found that setting goals is unrelated to teacher performance in the classroom. Instead, this study found that lesson planning is more effective than setting goals. Setting goals is not appropriate for teachers because they will teach like robots to achieve their objectives, and there will be a lack of creativity and innovation in the classroom.

Moreover, individual goals must contribute to the achievement of departmental objectives, which, in turn, must be aligned with the goals of other departments as well as the overall goals of the associated media broadcasts (Aji et al., 2017 as cited by Briandana & Irfan, 2019).

Provision of Resources

Radio and television-based instruction has a lot of things to do and consider. It needs a suitable facility that would not detect background noises. It also needs equipment like a condenser and camera for recording. With this, participants asked for a budget that would cater and address their needs so that they could produce quality outputs.

Furthermore, a study conducted by Benwari (2015) states that an evaluation of teachers' attitudes toward using television as a medium of instruction would ultimately be useful in identifying factors that impede its use, allowing media technologies to create a more appropriate format for use. Teachers have a positive attitude toward educational television, according to the study's findings (ITV). It also demonstrated that if sufficient facilities are available and program quality is improved, the medium can be efficiently utilized. Schools should receive high-quality instructional materials and equipment that will help them achieve ITV's goals and objectives.

According to Lloyd et al. (2012), as quoted by Orhan and Beyhan (2020), teachers' lack of distance education teaching experience and changes in their normal positions frustrated their ability to design successful courses. For more effective distance education courses, technicians, instructional, and material support should be provided to teachers. Teachers' performance will be improved with pedagogical and material support, it can be said.

The recommendations for this

study include making funds available to upgrade ICT facilities, training and retraining broadcast professionals on the ethics and use of ICT resources and providing an effective and efficient power supply system in order to harness the unlimited potentials of ICT in broadcasting today.

To harness the limitless potential of ICT in broadcasting today, the study of (Elludo and Emeka, 2016) recommended making funds available. This will be done by upgrading ICT equipment, training and retraining broadcast professionals on the ethics and use of ICT resources and providing an effective and efficient power supply system.

Provision of Trainings and Seminars

Trainings and seminars are vital to provide professional development to the teaching strategies of the teachers. However, in this pandemic, participants are still asking for training or seminars so that they would be knowledgeable enough to use the editing applications and also the proper gestures and postures when recording.

Furthermore, Hebebcı et al. (2020) found that introducing television-based instruction and online learning improved teachers' perceptions of distance education. Teachers emphasized the benefits of distance learning processes and the importance of continuing education despite the pandemic. However, it was stated that distance education preparations were only for a short period of time, and that teachers and students were unprepared. Some researchers also suggest that teachers' training is the solution to those problems.

Additionally, teachers' perceptions about distance education should be developed, and appropriate training should be given in pre-service and in-service training activities, so that qualified distance education can be provided. Teachers' lack of experience influenced their perceptions of distance education, according to the findings (Orhan & Beyhan, 2020).

Teachers who have had technology included in their formal training are using it more frequently in the classroom, not just younger teachers. This demonstrates the power of public policy. However, only 60% of teachers reported receiving ICT professional development in the year prior to the survey, and 18% said they had a high need for it. In this crisis, all teachers must be involved, and technology allows for the closure of some training gaps even during school closures, such as through online training resources, virtual professional networks, and online collaboration with younger teachers (Schleicher, 2020).

As cited by Walters (2017), one of the main problems is the introduction of instructional technology without proper planning and training. It should come as no surprise if teachers would use these technology tools like a chalkboard without any training because they are familiar with their function and use. Some teachers may use technology as glorified "gadgets," but this is more likely when the teacher is not provided with ongoing professional development for best practices when using the tools and when the lesson design is poor.

Call for Support from the Members of the Academe

Teamwork is the collaborative effort of a group to accomplish a common goal or complete a task in the most effective and efficient manner. When teamwork and support are evident, a certain task will be accomplished successfully. In fact, participants are requesting help and cooperation from fellow broadcasters, colleagues, and school administrators in order to fulfill the goal of their output, which is to reach the instructional video and audio to the learners.

The success of radio and television-based educational programs was largely due to collaboration between broadcasters, education authorities, and educators. Indeed, because each of these sectors has its own set of skills, they were able to complement one another, particularly in terms of educational content development and production. Collaboration with the Ministry of Education was critical in the development of programs in Lithuania, Georgia, and Australia, as it was critical that the classes proposed on radio and television fit the national study plan (UNESCO, 2020).

School leaders who are quick to respond and create their crisis teams, who provide daily social media updates, and who know who owns what and move on it. School leaders who check in with their faculty, staff, and administrators, and who understand and determine what additional resources they need and prioritize them (Schleicher, 2020).

Fortunately, according to Bautista (2021), the school administration and faculty are enthusiastic about the project and provide them with the necessary materials. They are very supportive of the initiative of the teachers. They even partnered with the local government, which has provided resources and even a professional crew for some of the scenes.

Provision of Rewards for Being Broadcasters

Rewards are reinforcements given to motivate and show appreciation to a certain person. It is a bonus received as a recognition for accepting and doing the task successfully. Participants should also given the privilege of reducing their teaching loads so that they would be given enough time to focus on their task in broadcasting. Others also asked for the provision of points as a way of acknowledging and appreciating their efforts exerted in creating audio and video lessons for the learners.

According to Bautista (2021), one of the teachers named Peralta is paid in the same way that a teacher-broadcaster is paid. Teacher-broadcasters are given a privilege which reduces teaching loads, to concentrate on DepEd TV in exchange for the time they spend filming the episodes.

Furthermore, according to TV host and lead trainer Paolo Bediones, the selected teachers will be obliged to work full time. As a result, the Department of Education has reduced its teaching load in order to focus on broadcasting (Adonis, 2020).

Individuals at all levels of the organization want to be recognized for their achievements on the job.

Their successes don't have to be monumental before they deserve recognition, but school administrator will praise the teacher sincerely. In this manner employees doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kind note of praise. Or give them a bonus, if appropriate. School administrator may also establish a formal recognition program, such as "employee of the month." Manag, (1999)

According to Kadong, et al. (2017), individuals at all levels of the organization want to be acknowledged for their accomplishments on the job. Their achievements do not have to be monumental in order for them to be recognized, so the teacher will be sincerely praised by the school administrator. Employees who do something well are immediately recognized for their efforts in this way. Thank them publicly for their excellent handling of a difficult situation. Send them a heartfelt thank-you note. If it's acceptable, give them a bonus. A formal recognition program, such as "employee of the month," may also be established by school administrators.

Implication for Teaching Practice

Radio and Television-Based Instruction is useful as a supplemental material for the learning of students in the new normal. The said modality assists the students to interactively engage with the lesson and serves as a guide and support in their modular lessons. This study successfully surfaced teachers' experiences with the challenges and struggles of implementing radio and television-based instruction, as well as the impact on educational practice. This study provides an avenue for the Department of Education, the administrators, teachers, parents, and students to understand the experiences of the teacher-broadcasters and their multiple roles in broadcasting who contributed to the creation of the educational videos and audios aired on television and radio.

In light of the findings of this study, the Department of Education officials may provide more training and seminar on the different roles in broadcasting. As suggested by the participants, they may provide a training and workshop that will focus only on one specific role like a training that will focus on teacher-broadcasters. In this way, teacher-broadcasters will be knowledgeable enough of the proper gestures and ways of delivering the lessons that would serve as their guide during shooting and the whole process of broadcasting and recording. Also, they may give technical assistance to each school to address the technical issues of the teachers through a workshop or training. Furthermore, they may allocate budget in each school so that they are prepared in terms of the materials, equipment, and facilities required to create and produce quality outputs. With this, the time consumed in video editing and rendering of the output will be minimized. Additionally, they may also give credit and recognition to those teachers who are part of the team in radio and television-based instruction because their efforts and dedication to producing quality outputs are highly commendable. They may also consider giving certificates that would help the teachers in their application for promotion. Lastly, they may also put into consideration the time given to every school in submitting their outputs like increasing the time given to finish an output or they may find a strategy to address these challenges of the teachers.

To the school administrators, they may also support their teachers in radio and television-based instruction through providing them with the materials, facilities, and equipment needed to produce quality outputs. They may allocate a budget to purchase equipment such as a camera, microphone condenser, laptop which is compatible with the editing applications, and a studio or improvised studio so that unwanted noises will not be heard. Also, they may show their support to the team by acknowledging their efforts and giving appreciation to their output so that it will add to their motivation in pursuing this modality for the students. Additionally, they may intensify in promoting the outputs of radio and television-based instruction to the stakeholders to reach the output to the learners. The success of the team is the success of the school as well, so it is important to have a good relationship with one another. Furthermore, they may also consider the teachers lessen their teaching loads so that they can focus on the task in radio and television-based instruction because creating an output demands enough time to finish.

To the teacher-broadcasters and members of the team in radio and television-based instruction, they may also support one another through having teamwork and unity to help improve the performance of each member. This could also be a reason that they will not be perceived it as a burden on their part. Their eagerness to produce quality outputs may also be built up through loving and accepting the role they are assigned to and always inculcate into their hearts and minds the purpose of creating the outputs which is for the learning of their students.

To the teachers, they may show their support to their fellow teachers who are members of the radio and television-based instruction through sharing the link of the video on Facebook or YouTube and the schedule of the airing time of the lessons on radio and TV stations to their respective students. In this way, the purpose of creating the radio and television-based instruction will be attained. It was also suggested by the participants to share the videos even if the videos were not produced by their own school. All teachers may share videos coming from other schools in support of the teachers' efforts and for the love of the students. Furthermore, teachers may also give constructive suggestions and appreciation to the teachers behind the video or audio produced so that it will motivate them to pursue broadcasting and will let them grow and learn.

To the students who are the recipients of the video and audio lessons, this may help them realize and appreciate the efforts made by the teachers to supplement their learning and their modular lessons. This would encourage them to strive hard in learning the lessons because they see that teachers are doing their best as well to give instructional materials that will help them learn.

This would also encourage parents to do their part as facilitator to the learning of their children by allowing them to watch the video and listen to the audio lessons that were broadcast on air, Facebook, and YouTube. They may also show their support through promoting and utilizing the outputs produced by the teachers. This could be a ground for a strong partnership between the teacher and parents in school.

To attain the objectives of having radio and television-based instruction, helping and supporting one another would increase the attainment of the purpose of this modality and the number of people reached with this modality. During this pandemic, radio and television-based instruction is a great help for learners to cope with the lessons of their modules that will give them enlightenment to understand the lesson. Consequently, DepEd officials, school administrators, teachers, parents, and learners must work together and help one another to address the challenges and produce high quality materials.

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