



An Inquiry into Teachers' and Parents' Experiences of Radio-Based Instruction and Modular Distance Learning in Early Childhood Education

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Abstract

This study examines the perspectives and experiences of educators and caregivers regarding radio-based instruction (RBI) and modular distance learning (MDL) in early childhood education. Semi-structured interviews with 10 parents and 6 kindergarten teachers in the Bay Sub-Office, Laguna, Philippines revealed significant challenges in access to technology, parental involvement, and socio-emotional development of learners. The findings underscore the need for clear instructional guidance and accessible resources. The study concludes that guardians' participation, engagement, instructional clarity, and material accessibility are crucial for effective remote learning. As a result, the RADIO model and a comprehensive course outline were developed to address these needs, emphasizing resilience, collaboration, and inclusivity. Recommendations include enhancing technological infrastructure to ensure equitable access, implementing customized parental education programs, integrating socio-emotional learning (SEL) into the curriculum, providing targeted professional development for educators, and establishing continuous research and evaluation mechanisms to adapt strategies effectively. These recommendations foster an inclusive and dynamic educational ecosystem, enhance early childhood education and ensure quality remote learning experiences.

Keywords *Early Childhood Education, Radio-Based Instruction, Modular Distance Learning, Parental Involvement, Guardian Participation, Children's Engagement, Instructional Clarity, Accessible Learning Materials*

INTRODUCTION

The COVID-19 pandemic has fundamentally disrupted education systems worldwide, prompting an urgent shift toward innovative teaching methods. In the Philippines, the need for rapid adaptation to crises, including natural disasters and emergencies, has catalyzed the development of alternative learning modalities. The Department of Education (DepEd) responded to this need with Department Order No. 037 in 2022, which established modular distance learning as a key strategy to ensure the continuity of education during such disruptions. An earlier Aide Memoire from April 2021 also emphasized radio as part of DepEd's blended distance learning methods, particularly in reaching students in remote areas with limited access to digital technology.

Distance learning, which was traditionally associated with higher education, has now been extended to all levels, including early childhood education. Kindergarten learners face unique challenges in this modality, necessitating creative approaches from educators and policymakers to maintain educational engagement during crises. DepEd's Basic Education Learning Continuity Plan (BELCP) seeks to support this transition, although its effectiveness has been questioned due to varying access to resources and digital literacy gaps among educators, parents, and students.

The role of distance education, including radio-based instruction (RBI) and modular approaches, has become particularly prominent. DepEd's efforts to bridge the digital divide, such as distributing radios and flash drives, especially in rural areas, highlight the importance of these modalities. Research underscores that while RBI is effective in reaching diverse learners, it faces

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challenges like impersonality and a lack of visual aids crucial for comprehensive learning, especially for younger students (Cahapay et al., 2021b; Arbutante, 2020; Ablir, 2022). Additionally, modular distance learning (MDL), which relies on printed materials, has proven vital in areas where internet access is scarce, though it demands significant parental involvement and presents concerns about learning quality (Dargo & Dimas, 2021; Boholano et al., 2022).

This study aims to explore the experiences of teachers and parents in facilitating kindergarten learning through radio-based instruction and modular distance learning. By examining the challenges and strategies in distance learning, it seeks to provide insights into optimizing learning outcomes in remote environments, especially during crises like the COVID-19 pandemic. Research findings will contribute to a broader understanding of how distance learning can be enhanced to better support early childhood education in the Philippines.

LITERATURE REVIEW

The COVID-19 pandemic significantly disrupted traditional education systems in the Philippines, forcing a rapid shift in the learning process. The abrupt closure of schools led to an immediate transition to remote learning, exacerbating existing educational inequalities. Many students from low-income families faced challenges, including limited access to devices and reliable internet connections, which hindered their ability to fully participate in online learning. Educators had to quickly adapt to new online platforms, develop digital literacy skills, create engaging content, and employ various assessment strategies. The effectiveness of these adaptations varied significantly, with some educators excelling while others struggled due to a lack of resources or training.

Student engagement and motivation often declined in remote learning environments. The absence of physical interaction with peers and teachers, coupled with home distractions, made it difficult for many students to remain focused. Additionally, the pandemic had a profound impact on the mental health of both students and educators. Increased screen time, isolation, and the stress of adapting to new learning environments led to heightened levels of anxiety, depression, and burnout. Preliminary studies indicate a potential decline in learning outcomes due to gaps in understanding and retention of material during the shift to remote learning.

In response to these challenges, the Philippines swiftly transitioned to various distance learning modalities, requiring rapid adaptation from educators, students, and parents. Government initiatives aimed at bridging the digital divide focused on providing access to technology and internet connectivity. However, challenges persisted, particularly regarding teacher training and student engagement (Cahapay et al., 2021a).

One of the key tools to maintain educational continuity during the pandemic was the use of Radio-Based Instruction (RBI). Radio has been used in various formats for educational purposes worldwide. Originally developed in the late nineteenth century, radio gained popularity as an educational medium in the early twentieth century. Although often overshadowed by television and other technologies, radio remains a viable medium with proven educational value due to its wide geographical reach and low per-unit production cost (Couch, 1997). In the Philippines, RBI became an essential alternative for regions with limited access to digital technology. The Department of Education (DepEd) promoted RBI as part of its multi-modal approach to distance learning, particularly in rural areas where internet access was scarce. Studies have demonstrated that RBI is highly effective in reaching diverse learners and expanding educational access, especially for students in remote areas (Arbutante, 2020; Ablir, 2022).

Research by the Open University UK has shown that radio, when used as a supplementary learning tool, can benefit weaker students by reinforcing their understanding of concepts (Tripp & Roby, 1996). The Agency for International Development has also found that radio is more cost-

effective and can generate greater learning outcomes than textbooks or teacher training (Tripp & Roby, 1996). Additionally, radio can facilitate the teaching of subjects in which classroom teachers are untrained or lack expertise. For multi-grade classrooms, radio allows instruction for one group while the teacher attends to another, bringing new resources into the classroom that enhance learning (Muller, 1985). Furthermore, radio is often the preferred medium for delivering content on culturally sensitive topics like HIV/AIDS or STDs, as it can be accessed privately at home.

Jamison and McAnany (1978) identified three main advantages of radio: (1) improved educational quality and relevance; (2) lower per-student educational costs; and (3) increased access to education, particularly for disadvantaged groups. However, limitations include its lack of interaction, limited instructor feedback, a fixed lesson pace, and challenges in note-taking and reflection. To overcome these drawbacks, it is recommended that radio instruction be supplemented with preparation, supporting materials, and follow-up exercises (Mclsaac and Gunawardena, 1996). Despite its challenges, RBI played a critical role in mitigating educational disruptions during the pandemic, ensuring that students in remote areas continued to receive some form of education.

In addition to RBI, Modular Distance Learning (MDL) gained prominence as a feasible solution for students without consistent access to online learning. MDL involves the use of printed modules that students complete at home and submit for assessment. This method became prevalent in regions where internet access and digital devices were unavailable. The flexibility and accessibility of MDL allowed students to continue their education despite technological constraints. However, this approach also posed challenges, such as the need for substantial parental involvement, which was not always feasible due to parents' work commitments or lack of educational background. Concerns about the quality of learning and the ability to provide timely feedback also emerged. Issues like workload management and reduced teacher-student interaction necessitated ongoing evaluation and adaptation (Dargo & Dimas, 2021; Boholano et al., 2022).

Despite these challenges, MDL played a significant role in fostering foundational skills, particularly in early childhood education (Gallardo et al., 2023). Collectively, these studies underscore the complexities of distance learning in the Philippine education system, highlighting the importance of alternative approaches such as Radio-Based Instruction and Modular Distance Learning in maintaining educational continuity during the pandemic.

RESEARCH METHOD

This research employs Interpretative Phenomenological Analysis (IPA) as its chosen qualitative research methodology. IPA, a method deeply rooted in the exploration of individuals' experiences regarding a specific phenomenon, seeks to thoroughly understand and interpret individual perspectives. Through IPA interviews, researchers gain access to the subjective realm, unveiling participants' perceptions stemming from their personal experiences, thus illuminating the intricate tapestry of human understanding. This approach intricately weaves descriptive and interpretative elements, offering a rich and detailed understanding of respondents' views and experiences. Notably, IPA is particularly suitable for studies with small sample sizes, as evidenced by previous research effectively using sample sizes ranging from 1 to 15 respondents.

In this particular study, the participants included teachers and parents of kindergarten learners hailing from six elementary schools in the Bay Sub-Office, Laguna. The researcher chose the Bay Sub Office, Division of Laguna, Philippines, because it is one of the sub-offices selected by the Division of Laguna to implement RBI through Radyo Laguna. This division-initiated Radio-Based Instruction broadcasts lessons and reaches students who lack ready access to the internet and other learning modalities by utilizing already established local AM/FM radio stations through partnerships with the department's regional and division offices as well as schools across the nation

([Department of Education, 2021](#)). Their voices, gleaned through in-depth interviews, were meticulously transcribed, coded, and analyzed using qualitative data analysis techniques, thus unfurling the rich tapestry of their experiences and perceptions.

A meticulously crafted combination of purposive and random sampling strategies guided participant selection, ensuring a comprehensive representation of both teachers and parents. Two teachers possessing prior experience in radio-based instruction were purposefully selected, their insights poised to capture the nuanced facets of the phenomenon. The remaining teacher participants were chosen through random selection, fostering diversity in representation. Similarly, parents were randomly selected by teacher participants, fostering collaboration and inclusivity while encompassing a broad spectrum of parental perspectives.

Data collection was conducted through semi-structured interviews and keen observations. Interviews unfolded within private settings, fostering an environment conducive to candid dialog, while observations provided an additional layer of insight into the intricate dance between learners and instructional modalities. Thematic analysis, akin to a skilled weaver, was deployed to unravel recurring patterns and themes in the data.

The following transcription, thematic analysis was conducted, orchestrating a Symphony of systematic identification and analysis of patterns and themes. Constant comparative analysis, akin to a master sculptor, refines emerging themes, chisels away raw data to reveal their essence. Member checking stood as a sentinel of validation, ensuring the reliability and authenticity of findings. Reflexivity, an ever-present companion, guided the research process, serving as a compass to navigate the murky waters of biases and assumptions.

Through steadfast adherence to rigorous and systematic procedures, this study aspired to craft an authentic portrayal of kindergarten teachers' and parents' experiences with radio-based instruction and modular distance learning, shedding light on their journeys through the educational landscape. Including children's images in this research has received guardian permission and is by research ethics.

FINDING AND DISCUSSION

In this qualitative exploration of the experiences of teachers and parents navigating radio-based instruction (RBI) and modular distance learning (MDL) within the realm of early childhood education, a meticulous analysis of the gathered data revealed a rich tapestry of key themes. The study meticulously scrutinized various facets, including guardians' participation, children's engagement levels, instructional clarity, and learning material accessibility, thus illuminating the multifaceted landscape of remote learning for young learners and their families.

In the middle of the myriad of insights gleaned, guardian involvement emerged as a pivotal cornerstone. This ranged from active facilitation, in which parents took proactive roles in guiding their children through educational activities, to occasional assistance, underscoring the indispensable role parents play in shaping their children's educational journey within these modalities. According to one of the teacher participants, "It is important to have good communication with the parents and guardians of the children as they are the ones who facilitates their learning at home." In a study conducted by [Rosales et al. \(2024\)](#), it was observed that teachers must maintain active communication with parents or guardians and devise additional strategies to effectively monitor the implementation of modular learning processes.

A nuanced understanding of guardian participation is indispensable for crafting interventions aimed at nurturing a nurturing home learning environment conducive to educational growth.

Furthermore, highlights the central importance of children's engagement and reveals that educators and parents employ a variety of innovative strategies to sustain interest and

participation. These strategies range from interactive sessions brimming with lively discourse to hands-on activities designed to ignite curiosity. In interactive sessions, children actively participate in group discussions, debates, and role-playing, which foster critical thinking and effective communication skills. Hands-on activities, such as science experiments, art projects, building models, and interactive games, provide practical, experiential learning that captivates children's attention. Additionally, the integration of technology through educational software, applications, and online collaborative tools offers interactive and immersive learning experiences. Outdoor and experiential learning, including field trips and community projects, further enriches the educational process by providing real-world context and hands-on involvement. This comprehensive array of engagement tactics offers invaluable insights into effective educational practices, ensuring that children remain actively involved and enthusiastic about their learning journey.



Figure 1. A parent assists their child, highlighting the vital role of family support in distance learning environments.



Figure 2. A teacher and parent engage in discussions to support student progress, illustrating the collaborative efforts essential for effective learning.

Additionally, the significance of instructional clarity came to the forefront as a central theme, illustrating how precise and straightforward guidance not only promoted comprehension but also encouraged active involvement. Conversely, ambiguity presents substantial obstacles that hinder both understanding and engagement. Transparent communication emerged as a cornerstone in enhancing the effectiveness of Radio-Based Instruction (RBI) and Modular Distance Learning (MDL), emphasizing the critical necessity of establishing unambiguous channels of communication among all participants in an educational framework. This underscores the pivotal role of clear communication pathways in facilitating collaboration and optimizing the outcomes of educational endeavors.

Notably, learning material accessibility emerged as a poignant consideration, reflecting the pervasive disparities in resource access among learners. Addressing these inequities is a fundamental imperative not only for fostering inclusive educational practices but also for mitigating the glaring learning outcome disparities that often plague marginalized communities.

Collectively, these themes offer a comprehensive overview of the intricate dynamics inherent in remote learning paradigms. They serve as a guide for the development of instructional strategies and support mechanisms while emphasizing the indispensable nature of collaboration among educators, parents, and stakeholders alike in propelling forward the noble endeavor of ensuring

holistic educational development and equitable access to quality education for all children.

The researcher developed the RADIO model to assist Kindergarten teachers and parents in facilitating learning through distance learning modalities, aligning each part with themes from the study and interventions suggested by participants. Through this model, a better understanding of the experiences of kindergarten teachers and parents in radio-based instruction and modular distance learning was obtained. RADIO, meaning Responsive collaboration for Accessible Distance learning to Ignite Optimal learning, focuses on the radio and laptop due to their connection to these teaching methods.



Figure 3. RADIO Model

This model reflects the challenges and dynamics faced by teachers and parents in distance learning. [Azhari and Fajri \(2022\)](#) underscored that effective utilization of Information and Communication Technology (ICT) devices and online learning platforms by teachers in Indonesia faces significant hurdles. These include varying levels of teacher proficiency with ICT tools, economic constraints for parents, limited internet access, and insufficient guidance and support mechanisms. These barriers obstruct the seamless integration of ICT into distance learning initiatives.

[Kruszewska et al. \(2022\)](#) further identified challenges in remote education, such as inadequate IT equipment in students' homes, insufficient communication with students and parents, lack of student motivation, and emerging health issues among children. Despite these obstacles, Polish educators acknowledged the positive outcomes of remote teaching during the pandemic, emphasizing its role in sustaining educational continuity. They highlighted the potential of lessons learned to shape future distance learning approaches, potentially alleviating social inequalities that are exacerbated by crisis situations.

According to [Kavuk and Demirtaş \(2021\)](#), teachers reported primary challenges during distance learning, including inadequate access to technological devices and frequent internet connectivity issues. These findings underscore the critical need for equitable access to technology and robust infrastructure to support effective distance education.

Challenges are addressed with stakeholder assistance, particularly from teachers,

highlighting resilience and resourcefulness. The Wi-Fi signal symbolizes adaptability, akin to how various studies highlighted technology’s role in enabling alternative communication channels, such as Facebook Messenger, amid radio-based instruction. The availability of ICT devices in DepEd schools has been extensively studied, particularly as education technology became essential during the pandemic (Javier, 2021; Orbeta Jr. & Paqueio, 2022; Que, 2021; Villanueva et al., 2023). The advent and widespread use of the internet and technological devices have created almost limitless opportunities to support learning. Even before the pandemic, digital platforms such as mobile phones and instant messaging facilitated a strong school-parents-learner partnership. However, their use became more intense during the COVID-19 pandemic as learners adapted to the blended learning setup (Espinosa et al., 2023). Among teachers, peer mentoring and collaboration were enhanced by these technologies (Idulog, 2022; Guan & Benavides, 2021; De Villa & Manalo, 2020). These claims are supported by the findings of Abulencia et al. (2022) and Kilag et al. (2023), who demonstrated that using ICT tools and equipment facilitates an engaging and efficient active learning atmosphere for learners.

However, this research adopts a holistic approach, underscoring not only technological adaptability but also collaborative efforts among teachers, parents, and learners. Unlike previous studies that focused solely on technological solutions, this research integrates these innovations within a framework that prioritizes collective engagement and support, thereby offering a comprehensive perspective on enhancing educational outcomes in diverse learning environments.

Additionally, a comprehensive course outline has emerged, serving as a roadmap for implementing radio-based instruction and modular distance learning in early childhood education. Grounded in empirical evidence, this outline address curriculum design, instructional strategies, assessment methods, and ongoing support structures. It ensures inclusivity and cultural relevance by providing educators and parents with knowledge and tools to optimize learning experiences for children in today’s educational landscape.

Table 1. Course Outline for Radio-Based Instruction and Modular Distance Learning for Kindergarten

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Title: | Radio-Based Instruction and Modular Distance Learning for Kindergarten: Empowering Teachers and Parents |
| Course Description: | This course is designed to equip kindergarten teachers and parents with the knowledge and skills required to effectively utilize radio-based instruction and modular distance learning in early childhood education. Participants will explore practical strategies for designing engaging lessons, creating modular learning materials, fostering interactive learning experiences, and promoting collaboration between home and school environments. |
| Course Objectives: | <ol style="list-style-type: none"> 1. Understanding the principles and benefits of radio-based instruction and modular distance learning for kindergarten education. 2. Design appropriate lessons and activities for radio broadcasts and modular learning. 3. Create engaging modular learning materials suitable for kindergarten students. 4. Explore strategies to foster active participation and interaction in remote learning environments. 5. Develop collaborative approaches between educators and parents to support student learning. |

| | |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Title: | Radio-Based Instruction and Modular Distance Learning for Kindergarten: Empowering Teachers and Parents |
| | 6. Implement appropriate assessment methods for evaluating student progress in radio-based and modular distance learning contexts. |
| Course Outline: | |
| Module 1: | Introduction to Radio-Based Instruction and Modular Distance Learning |
| Content: | <ul style="list-style-type: none"> • Overview of radio-based instruction and modular distance learning in kindergarten education • Benefits and challenges of remote learning for young learners • Principles of effective remote teaching and learning |
| Module 2: | Designing Engaging Lessons for Radio Broadcasts |
| Content: | <ul style="list-style-type: none"> • Understanding the developmental needs of kindergarten students • Planning developmentally appropriate activities and lessons • Integrating storytelling, music, and interactive elements into radio broadcasts |
| Module 3: | Instructional Modules |
| Content: | <ul style="list-style-type: none"> • Introduction to modular learning materials • Designing printable worksheets, activity cards, and other materials • Incorporating hands-on activities and manipulative |
| Module 4: | Fostering Engagement and Interaction |
| Content: | <ul style="list-style-type: none"> • Strategies to promote active participation in remote learning • Encouraging collaboration and peer interaction • Using technology to facilitate communication and feedback |
| Module 5: | Collaboration Between Educators and Parents |
| Content: | <ul style="list-style-type: none"> • Establish effective communication channels between home and school • Involving parents in the learning process through at-home activities and support • Addressing challenges and concerns collaboratively |
| Module 6: | Assessment in Remote Learning Environments |
| Content: | <ul style="list-style-type: none"> • Assessment types suitable for radio-based and modular distance learning • Developing rubrics and other assessment tools • Provide feedback and support student progress |
| Module 7: | Reflective Practice and Continuous Improvement |
| Content: | <p>Identifying areas for improvement and refinement</p> <p>Developing strategies for ongoing professional growth</p> |
| Course Delivery: | <p>The course will be delivered through a combination of online modules, virtual discussions, and practical assignments. Participants will have access to resources, including sample lesson plans, templates for modular materials, and recommended readings. Virtual meetings and discussions provide opportunities for collaboration and sharing best practices among participants.</p> |
| Assessment: | <p>Assessment will be based on participation in online discussions, assignment completion, and the quality of lesson plans and modular</p> |

| | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Course Title: | Radio-Based Instruction and Modular Distance Learning for Kindergarten: Empowering Teachers and Parents |
| | materials developed by the participants. Participants will also engage in self-assessment and reflection activities throughout the course. |
| Duration: | 10 weeks |

Extensive research has led to the creation of a detailed development plan to enhance teachers' and parents' facilitation skills in supporting children's learning through radio-based instruction and modular distance learning. This plan includes targeted workshops, curriculum development, and pilot programs aimed at equipping educators and caregivers with the necessary tools and knowledge for effective remote teaching. By providing practical training and refining curriculum materials, the plan seeks to empower stakeholders with communication strategies, technological proficiency, and adaptable teaching methods. The overarching objective is to foster an inclusive and supportive learning environment that encourages collaboration among educators, parents, and students for success and growth.

The plan focuses on kindergarten teachers and parents over 6 months and involves activities from need assessment to evaluation and refinement. Key objectives include enhancing facilitation skills, developing a comprehensive curriculum, conducting training workshops, piloting implementation, and evaluating and refining the program based on feedback. Through these initiatives, educators and parents will gain expertise to support children's learning in both in-person and remote settings, ensuring ongoing support and scalability of the program.

Table 2. Development Plan on Enhancing Facilitation Skills for Kindergarten Teachers and Parents in Using RBI and MDL

| Timeline | Activity | Description | Persons Involved |
|-----------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Month 1 | Needs Assessment | Conduct surveys, interviews, and focus groups with kindergarten teachers and parents to identify their current facilitation skills, technological literacy, and learning preferences. Assess access to and digital resources available to families. Analyze data to determine training needs and priorities. | Education Program Specialists and Evaluators Principals, Teachers, Parents |
| Month 2 | Training Curriculum Development | Develop a comprehensive curriculum addressing identified needs. Include modules on effective communication, active listening, child engagement strategies, technology integration and adapting teaching methods for diverse learners. Create materials suitable for both in-person and remote delivery. | Education Program Specialists Principals, Teachers, Parents |
| Month 3 | Training Workshop for Teachers | Conduct a 3-day workshop for teachers on facilitation techniques tailored to radio-based instruction and modular learning. Hand-on activities, role-playing, and peer feedback sessions. Provide guidance on | Education Program Specialists Principals, Teachers, |

| Timeline | Activity | Description | Persons Involved |
|----------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| | | using available resources and adapting to technological challenges. | |
| Month 4 | Training Workshop for Parents | Organize a series of workshops for parents focusing on supporting children's learning at home, understanding radio-based instruction materials, creating conducive learning environments, and promoting collaboration with teachers. Provide practical demonstrations, Q&A sessions, and resource distribution. | Education Program Specialists Principals, Teachers, Parents |
| Month 5 | Pilot Implementation | Implement the training program in a select group of 5 kindergarten classrooms and engage parents in the process. Provide ongoing support, mentoring, and resources to participants. Monitor implementation closely, gather feedback through surveys and observation, and document successes and challenges. | Education Program Specialists Principals, Teachers, Parents |
| Month 6 | Evaluation and Refinement | Analyze feedback from teachers, parents, and students to assess the effectiveness of the training program. Identify areas for improvement and refinement. Adjust the curriculum, materials, and delivery methods accordingly. Develop a sustainability plan for ongoing support and future scalability. | Education Program Specialists Principals, Evaluators |

Recommendations for the study

Drawing upon the intricate insights gleaned from the comprehensive exploration of radio-based instruction (RBI) and modular distance learning (MDL) in early childhood education, a series of robust recommendations emerge, poised to catalyze transformative change within the educational landscape:

Enhance Technological Infrastructure: Recognizing the pivotal role of technology in facilitating remote learning, it is imperative to channel resources toward bolstering technological infrastructure. This entails not only expanding access to radios, internet connectivity, and digital devices, but also ensuring equitable distribution, particularly in underserved communities. By fortifying technological access points, an inclusive environment conducive to early childhood education can be cultivated, thus transcending geographical barriers and socioeconomic disparities.

Implement Tailor-Made Parental Education Programs: Acknowledging the indispensable role of parental involvement in nurturing educational success, the development and implementation of customized parental education programs are imperative. These programs should be meticulously tailored to address the unique needs and challenges faced by caregivers, equipping them with the requisite knowledge and skills to actively engage in their children's educational journey. Moreover, such initiatives serve to forge robust support networks between schools and communities, cultivating a collaborative ecosystem poised to nurture the holistic development of young learners.

Incorporating Socio-Emotional Learning (SEL): Recognizing the holistic nature of early childhood development, integrating socio-emotional learning (SEL) components into the curriculum emerges as a cornerstone for nurturing the social and emotional well-being of young

learners. By infusing SEL principles into instructional materials, educators can cultivate an empathetic and resilient learning environment conducive to holistic growth. Furthermore, providing educators with comprehensive training in SEL strategies ensures seamless integration and empowers them to effectively nurture the socio-emotional development of their students.

Provide Targeted Professional Development for Educators: considering the evolving educational landscape necessitated by alternative instructional modes, targeted professional development initiatives for educators are imperative. These initiatives should prioritize equipping educators with the requisite skills and competencies to navigate the intricacies of remote learning, with a keen focus on promoting engagement and socio-emotional well-being. By empowering educators as catalysts for change, these initiatives serve as a driving force for educational excellence and innovation.

Establish Continuous Research and Evaluation Mechanisms: As the educational landscape continues to evolve, it is essential to establish continuous research and evaluation mechanisms to monitor the efficacy of implemented recommendations. By systematically assessing outcomes and soliciting stakeholders' feedback, policymakers can iteratively refine and adapt strategies to align with evolving needs in early childhood education. This cyclical process of inquiry and adaptation ensures the sustainability and relevance of interventions, ultimately fostering a dynamic and responsive educational ecosystem.

In summation, these recommendations stand as pillars upon which to construct robust and inclusive frameworks for early childhood education, poised to unlock the full potential of young learners and cultivate a generation equipped to thrive in an ever-changing world.

CONCLUSIONS

In conclusion, this qualitative study analyzed the multifaceted experiences of teachers and parents regarding radio-based instruction (RBI) and modular distance learning (MDL) within the context of early childhood education. Through meticulous analysis, a rich tapestry of insights emerged, highlighting key themes that underscore the pivotal role of guardians' participation, children's engagement, instructional clarity, and learning material accessibility.

As a response to these findings, a novel model called RADIO was meticulously crafted, aiming to serve as a guiding beacon for kindergarten teachers and parents who navigate the complexities of remote learning. This model, intricately woven with the threads of collaboration and stakeholder engagement, stands as a testament to the study's themes and the invaluable suggestions put forth by the participants. With resilience and adaptability as its pillars, the RADIO model equips educators and guardians with the tools necessary to address challenges and foster optimal learning environments for young learners.

Moreover, the study yielded a comprehensive course outline that was meticulously grounded in empirical evidence and informed by the voices of the participants. This outline serves as a roadmap for the effective implementation of RBI and MDL strategies in early childhood education. Emphasizing inclusivity and cultural relevance, this roadmap strives to ensure that every child, regardless of background or circumstance, receives quality education in remote settings.

In summary, the findings of this study underscore the significance of collaboration and transparency in remote learning initiatives. These insights are invaluable not only to educators and parents but also to policymakers, offering a roadmap for the realization of equitable access to quality education for all children. As we navigate the ever-evolving landscape of education, these findings serve as a beacon of hope, guiding our collective efforts toward a brighter and more inclusive future for the next generation.

LIMITATION & FURTHER RESEARCH

This research embarked on a deep dive into the lived experiences of educators and caregivers immersed in the realm of early childhood education, specifically within the dynamic landscapes of radio-based instruction (RBI) and modular distance learning (MDL). This immersive exploration unfolded against the backdrop of Bay Laguna, encompassing a diverse array of educational settings ranging from six lowland to six upland schools. Employing a purposive sampling strategy, the research meticulously handpicked a cohort of participants comprising six teachers and ten parents, which were strategically selected based on a set of predetermined criteria. Among these criteria, two teachers had prior exposure to radio-based instruction, thus ensuring a rich tapestry of perspectives. To further enrich the sample, additional educators were randomly selected, thus fostering a mosaic of viewpoints that reflect the broader educational landscape. Similarly, the parents were carefully chosen by the teachers, fostering a spirit of collaborative engagement in the research process.

Central to the study objectives was the quest for a holistic understanding of the multifaceted perspectives held by educators and parents. By delving into their narratives, the research aimed to glean nuanced insights into the intricacies of remote learning paradigms, with interviews meticulously scheduled to coincide with the third quarter of the academic year to capture a snapshot of ongoing educational dynamics.

However, as with any empirical inquiry, this study has some limitations. The primary among these concerns was the relatively modest sample size, comprising sixteen participants, which may constrain the generalizability of findings beyond the confines of the study locale. Moreover, the geographical confinement to Bay Laguna, while affording an in-depth exploration of local contexts, may somewhat attenuate the broader applicability of the findings to educational contexts. Additionally, the reliance on self-reported data, which is inherently subject to individual biases and perspectives, poses a notable caveat to the study's findings.

Nevertheless, in the middle of these limitations, the research served as a beacon of illumination, offering valuable insights into the intricate tapestry of early childhood education practices within the Philippine context. By shedding light on the experiences of educators and caregivers navigating the intricacies of remote learning modalities, this study is poised to inform policy decisions aimed at enhancing educational quality and efficacy, thereby catalyzing positive transformations within the educational landscape of the Philippines and beyond.

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