

Radio Based Instruction: A Modular Distance Learning Teacher Supplementary Material

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Abstract

Radio Based Instruction (RBI) is a form of Distance Learning. It is still a superior alternative for those who want more convenience and flexibility for different modalities. One of the most significant advantages of distance education through RBI is that it allows students to use various learning materials while using minimum financial resources.

This study aimed to analyze radio-based instruction as a **MODULAR DISTANCE LEARNING** (MDL) teacher supplementary material in English. Specifically, it sought answers to the following questions: (1) What is the level of radio-based Instruction in terms of objectives, content, learning activities, and assessments (2) What is the teachers' level of perception of RBI in terms of adaptability, appropriateness, consistency, usability, curriculum, alignment (3) What is the status of pupils the Learning Continuity with regards to engagement on academic tasks, cooperation, positive interaction, sense of competence (4) Do the teachers' perceptions on radio-based Instruction have a significant relationship to the learning continuity in English?

The descriptive method of research was utilized in this study. The questionnaires were given to 45 respondents who are public elementary teachers using radio-based instruction as supplementary study material in English in the District of Pagsanjan and other neighboring towns selected through a simple random sampling technique. The questionnaire was composed of three (3) parts: the level of radio-based instruction,

level of perception of teachers, and level of learning continuity.

The results showed that radio-based instruction helped the teachers convey the lesson to pupils living in -, far-flung community areas. The findings are impressive. It revealed that respondents who have used Radio-based instruction as supplementary study material in English almost have the same high level of perception of radio-based instruction in terms of objectives, content, learning activities, and assessments.

The teachers' perception of radio-based instruction was also positive and almost similar in terms of adaptability, appropriateness, consistency, usability, and curriculum alignment. Therefore, it implies that radio-based instruction has proven to be successful in attaining its purpose to ensure academic growth despite the current pandemic.

Keywords: Radio Based Instruction; Modular; Distance Learning; Teacher; Supplementary Material

Introduction

The advancement of technology continues to revolutionize the way people live their daily lives. According to Costley (2014), breakthroughs continue to happen every day in the technology world. , As a result, generation benefits from enhanced learning experiences in their youth and beyond.

Inside classroom situations, chalkboards have become smart boards, LED televisions have become an effective visual aid, a great tool for storytelling, showing photos and videos, and even PowerPoint presentations. At the same time, homework is accessible through online portals, and tablets have become a legitimate tool for education in the classroom. However, because of the worldwide pandemic, the world upon technology more than ever to continue living despite the challenges of the situation.

DepEd Secretary Leonor M. Briones emphasized that online learning is only one option from the menu of learning modalities. These modalities will be offered appropriately depending on the situation of the learners' households. But, on the other hand, it is a critical factor, especially in the New Normal Setting, for

learners to grasp the lesson despite hurdles in the new normal set-up.

It would seem that Online Distance Learning is a new and innovative way to deliver learning to pupils. Among different instructional materials presented in this pandemic, and RBI is one of the most creative practical options since many households own a radio.

Another reason is that not all parents, especially in rural areas, are equipped with the proper education to teach their children; supplementary materials like Radio- Based Instruction (RBI) are produced by volunteer teachers with the help of the school heads, supervisors, government leaders, and private individuals.

Before, RBI Program was more popularly used by the Department of Education as an alternative learning delivery mode using radio broadcasts to deliver the Alternative Learning System (ALS) programs. As a form of distance learning, it can expand access to education by bringing it to where the learners are.

Radio-based instruction is necessary for response to the challenge of limited access to learning Modalities; DepEd has included in its Blended Learning framework the use of RBI as a modality to reach learners who have limited or no access to the more popular online television lessons.

This idea is acceptable because traditionally, radio is used in information dissemination, and some families still maintain battery-operated AM/ FM transistor radios and other modes of radiobroadcast in other areas without electricity. However, nowadays, more and more teachers are using Radio Based Instructions to educate learners inside their homes, even during the pandemic. Hence an analysis of how teachers perceive RBI is needed.

As a teacher and with the intent to analyze how teachers perceive Radio Based Instruction perceive Radio Based Instruction, the researcher decided to conduct a study about RBI as a Modular Distance Learning teacher supplementary material.

Theoretical Framework

The researcher explored the following theories, making them suitable to support the present study.

According to Transactional distance Theory by Moore (1997) , the collection of perceived psychological, cognitive, and affective distances between learners and teachers in distance learning situations. Such distance can affect learning engagement as well as the attainment of intended learning outcomes.

Radio-based instruction adopts the transactional leadership style, which also establishes a clear chain of command that the entire team can follow. RBI lessons contain structures that are meticulously established. Before learners start working, everyone knows what is expected of them.

On the other hand, the Developmental Theory of Alternative Learning by Prahmana et al. (2021) studies the community radio-based blended learning model that contributes as a promising alternative learning solution in remote areas. This learning model is thought to be an encouraging learning method in remote places during uncertain conditions, such as pandemics. Moreover, radio-based instruction is part of alternative learning that gives a chance to learners to enhance their listening skills and attention to detail by providing supplementary activities.

Hence, the law in the Philippines expands and strengthens the theory of alternative learning programs to provide more opportunities for out-of-school children in special cases, as well as adult learners, including indigenous peoples, to develop basic and functional literacy and life skills, as well as pursue an equivalent pathway to complete basic education."

According to Self-determination Theory (SDT) Deci & Ryan (2000) Human motivation and personality focus on people's fundamental psychological needs and growth inclinations. It is concerned with the motivations that drive people's decisions without outside influences and interruptions. Listening to the radio can be done alone so the pupils can be more focused without outside pressures and distractions.

Consequently, RBI adopted the self-determination theory. It is also a practical technique to consider in this study since it gives learners intrinsic motivation and, as a result, helps them manage their learning. The theory's strength is that it recognizes multiple levels of self-determination and focuses many of its ideas on this reality.

According to Prahmana. (2021), during the COVID-19 pandemic, remote learning in locations with geographic and topological constraints provided a solid new platform for developing an alternate learning model that uses advanced technology to reach faraway locations. Unfortunately, the only distant technology that can be accessed in remote places is radio communications.

In the New normal setting, Radio-based instruction is generally used as a form of distance learning to teach learners who cannot attend face-to-face courses or live in distant places. Despite these obstacles, radio-based instruction allows them to continue their education.

As a result, it is also worth thinking about how information regarding radio participation for well-being could be disseminated on-air to older adult listeners. Because radio programs, particularly those broadcasts by community stations, can give content suited to certain populations.

According to Sharma (2015), radio has been a good medium for delivering education. Many trials on the use of radio in education have been carried out in many nations. Radio has been employed in various settings, including traditional education, non-formal education, agricultural education, community development, distant education, and so on.

Thus, although many listeners now utilize television or the internet for news and entertainment educational purposes, efforts to use radio continues. As a low-cost local additional option, various agencies at the level of traditional and remote institutions are using radio to broadcast their educational content. The educational radio projects show that radio may be an effective medium for reaching out to those in need of quality education and training.

According to Lubin (2012), an interactive learning system for learning an application program, such as a word processing program, includes three types of instruction: interactive audiovisual lessons, reference information, and experience utilizing the application program being learned.

As children grow and develop, it is critical to maintaining a consistent learning environment so that early academic achievement and development can be built upon. ,Therefore, consistency in care and teaching

is required across the programs children participate in as they mature.

Radio-based instruction sharpens learners' listening skills and stimulates their imagination. It gives students up-to-date information on the current lecture. It also allows teachers to be exposed to a variety of instructional techniques. They allow both the teacher and the learners to actively participate in the lesson by partaking in the activities provided.

According to UNESCO (2020), Many problems regarding educational program quality assurance, learner motivation, particularly among the youngest, and assessment or measurement of learning outcomes have been addressed, but more investment is needed.

Therefore, Learning Continuity should be of the ,most significant importance to effectively respond to the growing need of -century 21st learners. It strives to s, ensure the school's readiness; determine the most appropriate teaching-learning modalities to build learners' most necessary learning competencies.

Statement of the Problem

The main objective of this investigation was to determine the relationship of Radio Based Instruction used as supplementary study material for Modular Distance Learning (MDL) Modality in English to the Learning Continuity in Pagsanjan District.

Specifically, the study answered the following questions:

1. What is the level of radio-based Instruction in terms of its:

- 1.1 Objectives

- 1.2 Content

- 1.3 Learning Activities

- 1.4 Assessments

2. What is the teachers' level of perception of radio-based Instruction in terms of:

- 2.1 Adaptability

- 2.2 Appropriateness

- 2.3 Consistency

2.4 Usability

2.5 Curriculum Alignment

3. What is the status of pupils' Learning Continuity with regard to their:

3.1 Engagement in academic tasks

3.2 Cooperation

3.3 Positive interaction

3.4 Sense of Competence

4. Do the teachers' perceptions of radio-based Instruction have a significant relationship to the learning continuity in English?

RESEARCH METHODOLOGY

The study utilized the descriptive- survey type of research to Analyze how Radio Based Instruction used as supplementary study material for Modular Distance Learning Modality in English affects the Learning in the New Normal Set-Up of Education in Pagsanjan District.

Research Design

As described by Best (1989), a descriptive study is the type of research concerned with describing existing conditions and relations, clear effects, opinions held, and developing trends. It is concerned with the present, although not disconnecting both the events and influences of the past to the present.

This approach is appropriate wherever the object of any class vary among themselves, and one is interested in knowing the extent to which different conditions obtain among these objects (Paler-Calmorin and Calmorin, 1996).

Respondents of the Study

The study respondents were composed of teachers in Pagsanjan District, and forty-five (45) were included as participants.

Sampling Technique

The purposive sampling technique was used because all the teachers using Radio Based Instruction were taken as participants. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful when you need to reach a targeted sample quickly and where sampling to proportionality is not the main concern.

This design is based on choosing individuals as samples according to the researcher's purpose as his controls. An individual is chosen as part of the sample because of good evidence that he is a representative of the total population

Research Procedure

The data collection began with preparing a self-administered questionnaire that included questions about teachers' perception of Radio-based Instruction. The questionnaire will be distributed to the respondents upon the approval of the thesis adviser and with permission from the district supervisor and school heads of Pagsanjan District. After the request has been approved, the link to the questionnaire will be sent to the respondents.

Research Instrument

The instrument used to gather data was the questionnaire to support the validity of the study. Employing the descriptive – survey method of research, the findings will reveal the perception of teachers on Radio Based Instruction as supplementary study material for Modular Distance Learning Modality in English in terms of objectives, content, learning activities, and assessments, the teachers' perception of RBI in terms of adaptability, appropriateness, consistency, usability and curriculum alignment. And learning continuity in terms of Engagement in the academic task, cooperation, positive interaction, and a sense of competence.

As a research instrument, the questionnaires require the respondent to write answers to questions about

the topic. The answer form is usually structured. There are fixed choices, or the form may be open. The key word in questionnaire construction is relevance (Zulueta & Perez 2010).

Two sets of instruments were used to gather data. The first set was the level of Radio Based Instruction. The second set was the questionnaire for the level of readiness of teachers to Radio Based Instruction as supplementary study material for Modular Distance Learning Modality in English.

Statistical Treatment

Once the measuring instruments have been retrieved, the researcher processed the raw data into quantitative forms. Data processing involves input, and this involves the responses to the measuring instrument of the subjects of the study.

The frequency distribution was employed in the study for the descriptive presentation of variables after the data were coded, tabulated, and analyzed. A frequency distribution is a list, table, or graph that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample.

Mean can be considered the center of the gravity of the distribution and is the most appropriate measure of central tendency when the data are in the interval ratio or ratio scale.

Standard Deviation helps to know how a set of data distributes or how to disperse the data. This calculation is useful because it allows for the same flexibility regarding further calculations and expresses variation in the same units as the original measurements.

To test the significant difference in subjects' responses in multivariate matrices, Friedman's Two-way analysis of variance (ANOVA) is used. The ANOVA is a statistical test that makes a single overall decision about whether a significant difference is present among three or more sample means. If F is significant, the researcher used the Scheffe test to see which specific cell mean differs from which other specific cells represent. If the assumption of the ANOVA is not met, the researcher used the Kruskal-

Wallis rank test for difference among medians; it is the extension of the Wilcoxon rank-sum test.

Regression analysis is used in predicting the behavior of a variable. The regression analysis is to estimate the value of a random variable (the dependent variable) given that the value of an associated variable (the independent variable) is known. The dependent variable is also called the response variable, while the independent variable is the predictor variable. The regression equation is the algebraic formula by which the estimated value of the dependent or response variable is determined. Multiple regression analysis is concerned with estimating the value of a dependent variable on the basis of two or more independent variables.

The researcher used the help of statistical programs such as Microsoft Excel Data Analysis, PHStat2, Minitab, and IBM SPSS Statistics.

RESULTS AND DISCUSSION

This chapter presents the data gathered, which were statistically treated, presented, analyzed in tables, and interpreted with the problems and hypotheses specified in the study. To complete this study properly, it is necessary to analyze the data collected to test the hypothesis and answer the research questions. Therefore, this chapter comprises the analysis, presentation, and interpretation of the findings resulting from this study.

Legend:

Numeric Weight	Verbal Interpretation
5	Very Great Extent
4	Great Extent
3	Moderately Extent
2	Low Extent
1	Very Low Extent

Level of Radio Based Instruction

Table 1 illustrates the level of radio-based Instruction in terms of Objectives

Table 1. Level of radio-based instruction in terms of objectives.

Statements	MEAN	SD	REMARKS
<i>The objectives set by the radio program are attainable.</i>	4.17	0.62	Great Extent
<i>The objectives set by the radio program are measurable.</i>	4.10	0.62	Great Extent
<i>The objectives set by the radio program are specific and clear.</i>	4.36	0.58	Very Great Extent
<i>The objectives set by the radio program helped students understand the lesson's purpose</i>	4.40	0.50	Very Great Extent
<i>The objectives set by the radio program are helpful from a curricular and programmatic perspective.</i>	4.41	0.54	Very Great Extent
Overall Mean = 4.29			
Standard Deviation = 0.58			
Verbal Interpretation = Very High			

Table 1 illustrates the level of radio-based Instruction in terms of Objectives. Among the statements above, *–The objectives set by the radio program are helpful from a curricular and programmatic perspective* yielded the highest mean score ($M=4.41$, $SD=0.54$) and was remarked as Very Great Extent. This means that the objectives delivered by RBI met the expected objectives by the teachers. This is followed by *–The objectives set by the radio program helped students understand the lesson's purpose* with a mean score ($M=4.40$, $SD=0.50$) and was also remarked as Very Great Extent. On the other hand, the statement *–The objectives set by the radio program are measurable* received the lowest mean score of responses with ($M=4.10$, $SD=0.62$) and was remarked Great Extent. This means that the teachers believed there was a need for additional technical assistance and support for the objectives to be measured.

Overall, the level of radio-based Instruction in terms of Objectives attained a mean score of 4.29 and

a standard deviation of 0.58, and was Very High. Teachers should set positive and realistic goals for the learners. These goals will guide them to pursue their task. In addition, it will help them visualize and accomplish the plans at a given time.

According to Anderman and Anderman (2020), encouraging children to set mastery objectives for academic work is advantageous. A student with a performance-approach goal aspires to look more competent than other students in a task or subject area.

Table 2 illustrates the Level of Radio-based Instruction in terms of Content

Table 2. Level of Radio Based Instruction in Terms of Content

Statements	MEAN	SD	REMARKS
<i>The contents of the lesson on the radio program are in a logical sequence.</i>	4.38	0.54	Very Great Extent
<i>The content of the lesson of the radio program provides adequate information.</i>	4.43	0.55	Very Great Extent
<i>The contents of the lesson of the radio program are suitable for the level of the learners.</i>	4.41	0.54	Very Great Extent
<i>The contents of the radio program lesson lead to the attainment of the objectives.</i>	4.40	0.54	Very Great Extent
<i>The contents of the lesson of the radio program show some relevant pictures showing the new content in context, with explanations.</i>	4.26	0.83	Very Great Extent
Overall Mean = 4.38			
Standard Deviation = 0.61			
Verbal Interpretation = Very High			

Table 2 presents the level of radio-based Instruction in terms of Content. Among the statements above, *-The content of the lesson of the radio program provides adequate information* yielded the highest mean score ($M=4.43$, $SD=0.55$) and was remarked as Very Great Extent. This means that teachers are satisfied with the content of the RBI lessons and the teacher respondents find adequate information according to the lesson. This is followed by *-The contents of the lesson of the radio program are suitable to the level of the learners* with a mean score ($M=4.41$, $SD=0.54$) and was also remarked as Very Great Extent. On the

other hand, the statement *-The contents of the lesson of the radio program show some relevant pictures showing the new content in context, with explanations* received the lowest mean score of responses with ($M=4.26$, $SD=0.83$). Probably, the teachers believe that there are still missing pictures needed for the lesson to be complete and somehow looking for relevant pictures. However, it was still remarked to as a Very Great Extent.

Generally, the level of radio-based Instruction in terms of Content attained a mean score of 4.38 and a standard deviation of 0.61, and was Very High. Listening to the radio can be an excellent way to learn about content because they stimulate learners' curiosity and get them to communicate their opinion; after that, new information can be introduced. In addition, it provides a clear sense of direction and ensures that everyone understands what is expected of them.

Lee (2016) stated that learning content was important for maximizing critical thinking skills. He also proposed cooperation conditions and cooperation among learners as tools to improve reasoning. The first step in successfully encouraging pupils to learn about subject content is to activate their preexisting knowledge of the subject matter.

Table 3 illustrates the level of radio-based Instruction in terms of learning activities.

Table 3. Level of Radio-Based Instruction in Terms of Learning Activities

Statements	MEAN	SD	REMARKS
<i>The learning activities of the radio-based instruction lesson cater to varying performance levels.</i>	4.24	0.62	Very Great Extent
<i>The learning activities of the radio-based instruction lessons are adequate to develop students' scientific skills.</i>	4.22	0.61	Very Great Extent
<i>The learning activities of the radio-based instruction lessons are sufficient to determine the students' mastery level.</i>	4.05	0.66	Great Extent
<i>The learning activities of the radio-based instruction lessons engage students in active, constructive, and cooperative ways.</i>	4.21	0.72	Very Great Extent

Overall Mean = 4.18
 Standard Deviation = 0.65
 Verbal Interpretation = High

Table 3 presents the level of radio-based Instruction in terms of Learning Activities. Among the statements above, *–The learning activities of the radio-based instruction lesson catered to varying levels of performance* yielded the highest means score ($M=3.86$, $SD=0.65$) and ($M=4.24$, $SD=0.62$) and was remarked as Very Great Extent. This means that the teachers believed that RBI caters to individual differences in terms of performance among the learners. This is followed by *–The learning activities of the radio-based instruction lessons are adequate to develop students' scientific skills* with a mean score ($M=4.22$, $SD=0.61$) and was also remarked as Very Great Extent. On the other hand, the statement *–The learning activities of the radio-based instruction lessons are sufficient to determine the students' mastery level* received the lowest mean score of responses with ($M=4.05$, $SD=0.66$) the respondents believe that the mastery level of learners can be determined by some other activities such as performance tasks and activity sheets. However, it was still remarked Great Extent.

The level of radio-based Instruction in terms of Learning Activities attained a mean score of 4.18 and a standard deviation of 0.65 and was High among the students. This means that learners were able to accomplish the activities given to them at the desired time frame. RBI lessons were also sufficient to determine the mastery level of the pupils. However, performance task and activity sheets can also be used to determine the mastery level of the pupils.

According to Merrill-Palmer (2017), child attention and responsiveness were significantly linked to child task involvement in learning activities. A demanding behavior element was also identified in children's task-oriented behaviors, as shown by lousy mood, anger, and disobedience. Classroom assessments can assist teachers in planning and implementing effective education and assisting students in learning at a deeper and higher level. Teachers can use assessments to design and deliver effective, targeted instruction in academic topic standards.

Table 4 presents the level of radio-based Instruction in terms of Learning Assessments

Table 4. Level of Radio-based Instruction in terms of Learning Assessments

Statements	MEAN	SD	REMARKS
<i>The assessment tools used in the radio-based instruction are reliable, valid, and fair.</i>	4.12	0.71	Great Extent
<i>The assessment tools used in the radio-based instruction match the learning objectives.</i>	4.31	0.60	Very Great Extent
<i>The assessment tools used in the radio-based instruction contain pre-test and post-test.</i>	4.17	0.73	Great Extent
<i>The assessment tools used in the radio-based instruction meet students' individual needs.</i>	4.17	0.66	Great Extent
<i>The assessment tools used in radio-based instruction assess what the students are expected to learn.</i>	4.26	0.63	Very Great Extent
Overall Mean = 4.20 Standard Deviation = 0.66 Verbal Interpretation = Very High			

Table 4 presents the level of radio-based Instruction in terms of Learning Assessments. Among the statements above, *The assessment tools used in the radio-based instruction match the learning objectives* yielded the highest mean score ($M=4.31$, $SD=0.60$) and was remarked a Very Great Extent. This means that teachers were confident that the assessment tools used in RBI were aligned with the learning objectives. This is followed by *The assessment tools used in the radio-based instruction assess what the students are expected to learn* with a mean score ($M=4.26$, $SD=0.63$) and was also remarked as Very Great Extent. On the other hand, the statement *The assessment tools used in the radio-based instruction are reliable, valid, and fair* received the lowest mean score of responses with ($M=4.12$, $SD=0.71$). Therefore, it is probable that the teachers were not fully positive about the validity of assessment tools and may be looking for other assessment tools in RBI. However, it was still remarked Great Extent.

Generally, the level of radio-based Instruction in terms of Learning Assessments attained a mean

score of 4.20 and a standard deviation of 0.66, which was Very High. This means that learning assessments were beneficial in managing and avoiding conflict and misalignment in the performance of tasks. Today, pupils must be able to think critically, analyze information, and draw conclusions.

According to Hambleton (2013), Setting Performance in learning assessments, educational assessments, and credentialing examinations are frequently employed today to classify examinees into ordered performance categories such as masters and non-masters, or advanced, proficient, basic, and below basic performance. These performance categories are usually described in terms of a well-defined content and skill domain. Edwards and PotterFirst (2017) said that looking somewhat interchangeable, logically, different ways of making assessments serve different interactional functions.

Teachers' Perception of Radio Based Instruction

Table 5 presents the teachers' level of perception of radio-based instruction in terms of adaptability

Table 5. Teachers' Level of Perception of on Radio Based Instruction in Terms of Adaptability

Statements	MEAN	SD	REMARKS
<i>The RBI lesson stays relevant and avoids obsolescence.</i>	4.31	0.56	Very Great Extent
<i>The RBI lesson contains topics that have clear learning goals.</i>	4.45	0.59	Very Great Extent
<i>The RBI lesson increases the potential for learning by adapting activities.</i>	4.40	0.59	Very Great Extent
<i>The RBI lessons have different questions considering different perspectives.</i>	4.38	0.58	Very Great Extent
<i>The RBI lesson improves or makes them more suitable for a particular learner or group of learners.</i>	4.26	0.66	Very Great Extent
Overall Mean = 4.36			
Standard Deviation = 0.60			
Verbal Interpretation = Very High			

Table 5 presents the teachers' level of perception of radio-based Instruction in terms of Adaptability.

Among the statements above, *-The RBI lesson contains topics that have clear learning goals* yielded the

highest mean score ($M=4.45$, $SD=0.59$) and was remarked as a Very Great Extent. This means that the teachers believe that the goals set in RBI are being achieved. This is followed by *-The RBI lesson increases the potential for learning by adapting activities* with a mean score ($M=4.40$, $SD=0.59$) and was also remarked as Very Great Extent. On the other hand, the statement *-The RBI lesson improves or makes them more suitable for a particular learner or group of learners* received the lowest mean score of responses with ($M=4.26$, $SD=0.66$). The respondents believe that there are more improvements to be made, and there is a need for more suitable lessons for different types of learners. However, it was still remarked Very Great Extent.

Overall, the Teachers' level of perception of radio-based Instruction in terms of Adaptability attained a mean score of 4.36 and a standard deviation of 0.60, and was Very High. This means that adaptability aids pupils in quickly adapting to new environments and learning new abilities; additionally, adaptive students are more likely to have better levels of self-confidence and life happiness.

Meadows and Foxwell (2016) stated that it is possible to create programming that promotes adaptability and appropriate emotions of comfort and community and the other benefits indicated. Such programming efforts may be especially well suited to community stations.

Table 6 illustrates the Teachers' level of perception of radio-based Instruction in terms of Appropriateness

Table 6. Teachers' Level of Perception of on Radio-Based Instruction in Terms of Appropriateness.

Statements	MEAN	SD	REMARKS
<i>The RBI lesson provides activities suited to the students' diversity.</i>	4.17	0.66	Great Extent
<i>The RBI lesson provides activities suited to the objectives of the lesson.</i>	4.31	0.56	Very Great Extent
<i>The RBI lesson considers the varying attitudes and capabilities of learners.</i>	4.14	0.65	Great Extent

<i>The RBI presents lessons that are based on individual personality and learning style</i>	4.19	0.63	Great Extent
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<i>The RBI lesson includes exercises that objectively assess and sets the target learners' level of knowledge.</i>	4.18	0.59	Great Extent
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Overall Mean = 4.20

Standard Deviation = 0.62

Verbal Interpretation = Very High

Table 6 illustrates the Teachers' level of perception of radio-based Instruction in terms of Appropriateness. Among the statements above, *-The RBI lesson provides activities suited to the lesson's objectives* yielded the highest mean score ($M=4.31$, $SD=0.56$) and was remarked as Very Great Extent. This means that the lessons presented in RBI met the objectives and expected outcomes of the teachers. This is followed by *-The RBI presents lessons based on individual personality and learning style* with a mean score ($M=4.19$, $SD=0.63$) and was also remarked as Great Extent. On the other hand, the statement *-The RBI lesson considers the varying attitudes and capabilities of learners* received the lowest mean score of responses with ($M=4.14$, $SD=0.65$)

Overall, the Teachers' level of perception of radio-based Instruction in terms of Appropriateness attained a mean score of 4.20 and a standard deviation of 0.62, and was Very High. Probably the teachers believe that there is a need for the RBI lessons to be more sensitive to the individual differences of learners with regard to the variety of attitudes and capabilities. However and was still remarked Great Extent.

According to Dalton, Rapa, and Stein. (2020) It is also critical that parents use appropriate tools and methods to communicate with their children about the problem, as taking into account a child's developmental stage is critical for effective communication that neither underestimates nor overestimates their comprehension.

Table 7 presents the Teachers' level of perception of radio-based Instruction in terms of Consistency

Table 7. Teachers' Level of Perception of on Radio-Based Instruction in Terms of Consistency

Statements	MEAN	SD	REMARKS
<i>The RBI lesson wordings are concise and consistent.</i>	4.37	0.66	Very Great Extent
<i>The RBI lesson learning activities have clear learning goals.</i>	4.38	0.58	Very Great Extent
<i>The RBI lesson objectives are interconnected in MELC.</i>	4.57	0.55	Very Great Extent
<i>The RBI lesson illustrates real-life experiences that can be the basis for comprehension.</i>	4.40	0.63	Very Great Extent
<i>The RBI lessons align with the vision and overarching goals and objectives, and skills.</i>	4.45	0.59	Very Great Extent
Overall Mean = 4.44 Standard Deviation = 0.60 Verbal Interpretation = Very High			

Table 7 presents the Teachers' level of perception of radio-based Instruction in terms of Consistency. Among the statements above, *-The RBI lesson objectives are interconnected in MELC* yielded the highest mean score ($M=4.57$, $SD=0.55$) and was remarked as a Very Great Extent. This means that the respondents believe that the objectives in the RBI lessons are consistent with the given MELC by the Department of Education. This is followed by *-The RBI lessons align with the vision and overarching goals and objectives, and skills* with a mean score ($M=4.45$, $SD=0.59$) and was also remarked as Very Great Extent. On the other hand, the statement *-The RBI lesson wordings are concise and consistent* received the lowest mean score of responses ($M=4.307$, $SD=0.66$). Therefore, the teachers probably feel a need to revise the wordings used in RBI lessons. However, it was still remarked to a Very Great Extent.

Generally, the Teachers' level of perception of radio-based Instruction in terms of Consistency attained a mean score of 4.44 and a standard deviation of 0.60, and was Very High. The respondents believe that consistency is crucial for classroom management since it ensures that both students and teachers know what to expect. In addition, this consistency reduces school-related stress by fostering security and trust and

improving student enthusiasm for learning.

Prøitz, T.S.(2020).stated that consistency investigates how the concepts of alignment, congruence, and coherence can provide an illustrative basis for reflecting on and guiding hands-on study program planning. The significance of consistency holds in study program planning and realization and how can this be illustrated empirically through contrasting study program planning intentions and student experiences.

Table 8 presents the teachers' level of perception of radio-based Instruction in terms of Usability

Table 8. Teachers' Level of Perception of on Radio-Based Instruction
in Terms of Usability

Statements	MEAN	SD	REMARKS
<i>The RBI lessons are efficient in delivering the lesson to the learners.</i>	4.29	0.60	Very Great Extent
<i>Specific goals were achieved using the RBI.</i>	4.28	0.67	Very Great Extent
<i>Results were satisfying using the RBI.</i>	4.10	0.69	Great Extent
<i>The context of the lesson was delivered appropriately using the RBI.</i>	4.24	0.58	Very Great Extent

Overall Mean = 4.23

Standard Deviation = 0.64

Verbal Interpretation = Very High

Table 8 presents the Teachers' level of perception of radio-based Instruction in terms of Usability. Among the statements above, *-The RBI lessons are efficient in delivering the lesson to the learners* yielded the highest means score ($M=4.29$, $SD=0.60$) and was remarked as Very Great Extent. This means that RBI is an effective tool in delivering the lesson and is essential in education. This is followed by *-Specific goals were achieved using the RBI* with a mean score ($M=4.28$, $SD=0.67$) and was also remarked as a Very Great Extent. On the other hand, the statement *-Results were satisfying using the RBI* received the lowest mean score of responses ($M=4.10$, $SD=0.69$). Teachers were likely looking for a more comprehensive and hands-on result; however, it was still remarked Great Extent.

The Teachers' level of perception of radio-based Instruction in terms of Usability attained a mean

score of 4.23 and a standard deviation of 0.64, which was Very High. The respondents believe that the RBI lessons were useful, especially during this pandemic where there is a need to improvise ways to teach and reach pupils.

According to Davids (2013), usability can be measured by empirical user testing, which involves observing typical end-users using an application in a laboratory or field setting. Furthermore, as designers strive to increase user motivation and provide enjoyable user experiences, the traditional definition of usability is expanding, and emotional components such as aesthetics, pleasure, and flow are garnering increasing attention. Parents and teachers must work together to attain desired outcomes.

Table 9 presents the Teachers' level of perception of radio-based Instruction in terms of Curriculum Alignment.

Table 9. Teachers' Level of Perception of on Radio-Based Instruction in terms of Curriculum Alignment

Statements	MEAN	SD	REMARKS
<i>The RBI lessons are coherent with the current curriculum.</i>	4.52	0.51	Very Great Extent
<i>The RBI lessons are consistent between the intended outcomes.</i>	4.45	0.59	Very Great Extent
<i>The RBI lessons address the changing needs of the current situation.</i>	4.57	0.55	Very Great Extent
<i>The RBI lesson shows a solid correlation to achievements.</i>	4.33	0.61	Very Great Extent

Overall Mean = 4.47

Standard Deviation = 0.57

Verbal Interpretation = Very High

Table 9 presents the teachers' level of perception of radio-based Instruction in terms of Curriculum Alignment. Among the statements above, *-The RBI lessons address the changing needs of the current situation* yielded the highest mean score ($M=4.57$, $SD=0.55$) and was remarked as a Very Great Extent. This means that teachers felt that there is really a need to develop various means to deliver education in this current

pandemic situation. This is followed by *-The RBI lessons are coherent with the current curriculum* with a mean score ($M=4.52$, $SD=0.51$) and was also remarked as Very Great Extent. On the other hand, the statement *-The RBI lesson shows a solid correlation to achievements* received the lowest mean score of responses ($M=4.33$, $SD=0.61$). Perhaps there should be more tools to enhance achievements among learners, and previous programs and contests should be continued. However, it was still remarked Very Great Extent.

Generally, the teachers' level of perception of RBI in terms of Curriculum Alignment attained a mean score of 4.47 and a standard deviation of 0.57, and was Very High. The alignment of activities and assessments helps learners focus on abilities relevant to the learning objectives, reducing wasted time. In addition, by providing a table for the module, teachers can guarantee that the objectives are specified from the start of the program. Therefore, activities, including its curriculum, are effective.

The results were supported by the study of Yob et al. (2015), who believed that higher education institutions' mission statements usually recognize their role in contributing to the greater good in terms of Curriculum Alignment. According to the current literature, mission statements must be clearly expressed and represented in all aspects of the institution's

Status of Pupils' Learning Continuity

Table 10 presents the status of pupils learning continuity with regards to engagement in academic tasks.

Table 10. Status of Pupils' Learning Continuity with Regards to Engagement in Academic Tasks

Statements	MEAN	SD	REMARKS
<i>Pupils possess academic identification (get along with teachers, are interested in the subject matter and related behaviors and attitudes).</i>	4.10	0.73	Great Extent
<i>Pupils show academic participation (which captures the student's work effort both inside and outside of school, including hours spent on homework, meeting deadlines, not skipping classes, and so on).</i>	4.00	0.77	Great Extent
<i>Pupils have a high degree of attention, curiosity, interest, optimism, and passion when they are learning or being taught</i>	4.19	0.67	Great Extent

<i>Pupils have routines that help them stay on task or remain engaged during a class.</i>	4.21	0.65	Very Great Extent
<i>Pupils take an interest in the learning task during classes.</i>	4.17	0.62	Great Extent

Overall Mean = 4.13

Standard Deviation = 0.69

Verbal Interpretation = High

Table 10 presents the status of pupils' Learning Continuity regarding engagement in academic tasks. Among the statements above, *–Pupils have routines that help them stay on task or remain engaged during a class* yielded the highest mean score ($M=4.21$, $SD=0.65$) and was remarked as Very Great Extent. This means that the teachers believe that the RBI lessons effectively arouse the interest of the learners and make them stay focused throughout the whole program. This is followed by *–Pupils have a high degree of attention, curiosity, interest, optimism, and passion when they are learning or being taught* with mean scores ($M=4.19$, $SD=0.67$) and was remarked as Great Extent. On the other hand, the statement *–Pupils show academic participation (which captures the student's work effort both inside and outside of school, including hours spent on homework, meeting deadlines, not skipping classes, and so on)* received the lowest mean. Probably, the teachers believe that there is a need for more activities to determine the academic participation of the pupils. There should also be another way to monitor homework and other classroom activities. However, the score of responses with ($M=4.00$, $SD=0.77$) was still remarked Great Extent.

Overall, the status of pupils' Learning Continuity regarding engagement in academic tasks attained a mean score of 4.13 and a standard deviation of 0.69 and was High. The teachers who participated believed that as children grow and develop, it is critical to maintaining a consistent learning environment so that learners will be their educational experiences.

According to Daniel W. Newton (2020), the level of engagement and performance on one academic task can influence the level of engagement and performance on the next. Therefore, task engagement can help learners better by giving good emotions that motivate them to engage in the next task.

Table 11 presents the status of pupils learning continuity with regard to cooperation

Table 11. Status of Pupils Learning Continuity with Regards to Cooperation

Statements	MEAN	SD	REMARKS
<i>Pupils are helping each other out to achieve their goals and finish at a given time. Through chat groups)</i>	4.02	0.72	Great Extent
<i>Pupils show a willingness to be helpful and do what they are asked during the teaching-learning process.</i>	4.12	0.67	Great Extent
<i>Pupils assist other students, especially by complying readily with requests.</i>	4.05	0.70	Great Extent
<i>Pupils contribute as much as they can to finish the assigned tasks.</i>	4.17	0.66	Great Extent
Overall Mean = 4.09			
Standard Deviation = 0.68			
Verbal Interpretation = High			

Table 11 presents the status of pupils' Learning Continuity with regard to Cooperation. Among the statements above, *-Pupils contribute as much as they can to finish the assigned tasks* yielded the highest mean score ($M=4.17$, $SD=0.66$) and was remarked as Great Extent. This means that the teachers believe that the pupils allotted time and effort and do their best to finish the task given to them. This is followed by *-Pupils show a willingness to be helpful and do what they are asked during the teaching-learning process* with mean scores ($M=4.12$, $SD=0.67$) and was also remarked as Great Extent. On the other hand, the statement *-Pupils are helping each other out to achieve the goals and finish at a given time. Through chat groups* received the lowest mean score of responses with ($M=4.02$, $SD=0.72$). This probably means that the teachers need to monitor the pupils more regarding online activities and chat groups. This may also need the help of the parents in monitoring their children at home and making sure that they are doing their assigned activities. However, it was still remarked Great Extent.

Overall, the status of pupils' Learning Continuity with regards to Cooperation attained a mean score

of 4.09 and a standard deviation of 0.68, and was High. The learners can collaborate through chat groups that they oversee in Radio-Based Instruction for the teachers. Teachers and students faced various challenges, including the use of online platforms to ensure learning continuity.

Working in groups has long been stressed as an engaging aspect of classroom practice. According to Yvonne Xian-Han Huang (2015), learners increased their performance through cooperation, whether they worked with stronger or weaker classmates. According to Douali, L. et al. (2022), the proper usage of a Learning Management System (LMS) triggered numerous arguments and open conversations among education specialists all over the world.

Table 12. Status of pupils' Learning Continuity with regards to Positive Interaction

Statements	MEAN	SD	REMARKS
<i>Pupils ask questions about the activity. (Through text/ chat)</i>	4.02	0.75	Great Extent
<i>Pupils listen attentively to teachers during the activity.</i>	4.10	0.66	Great Extent
<i>Pupils build rapport with teachers through frequent contact and inquiry.</i>	4.11	0.73	Great Extent
<i>Pupils react positively to the lesson.</i>	4.14	0.65	Great Extent

Overall Mean = 4.09

Standard Deviation = 0.69

Verbal Interpretation = High

Table 12 presents the status of pupils' Learning Continuity with regard to Positive Interaction. Among the statements above, *-Pupils react positively to the lesson* yielded the highest mean score ($M=4.14$, $SD=0.65$) and was remarked as a Great Extent. This means that the teachers perceive that the learners find lessons fun and entertaining. This is followed by *-Pupils build rapport with teachers through frequent contact and inquiry*, with mean scores ($M=4.11$, $SD=0.73$) was also remarked as Great Extent. On the other hand, the statement *-Pupils ask questions about the activity. (Through text/ chat)* received the lowest mean

score of responses with ($M=4.02$, $SD=0.75$). The teachers are possibly aware that the learners may have difficulty accessing the internet due to poor connection or lack of gadgets. However, it was still remarked Great Extent.

Overall, the status of pupils' Learning Continuity regarding Positive Interaction attained a mean score of 4.09 and a standard deviation of 0.69, which was High. The respondents believe that the student's comfort and safety in the classroom can be enhanced by developing a positive relationship with their teacher. As a result, students are more likely to engage actively in class and set academic goals for themselves.

Matt Goolding (2016) cited that positive interaction is created when interactive activities are applied. It truly inspires learners and engages them with their field of study. Therefore, understanding the changing consumer habits in the classroom, lecture hall, and home is important.

Table 13 presents the status of pupils' Learning Continuity with regard to a Sense of Competence.

Table 13. Status of Pupils' Learning Continuity with Regards to Sense of Competence

Statements	MEAN	SD	REMARKS
<i>The pupils develop the ability to do something successfully or efficiently.</i>	4.05	0.66	Great Extent
<i>Pupils have a sense of knowing that I can do it!</i>	4.17	0.66	Great Extent
<i>Pupils feel capable of tackling the tasks and challenges they encounter daily.</i>	4.14	0.65	Great Extent
<i>Pupils develop a strong sense to persevere in the face of challenges and step out of their comfort zones.</i>	4.19	0.63	Great Extent
<i>Pupils have the feeling of being competent and successfully facing a situation.</i>	4.18	0.63	Great Extent

Overall Mean = 4.15

Standard Deviation = 0.64

Verbal Interpretation = High

Table 13 presents the status of pupils' Learning Continuity with regard to a Sense of Competence.

Among the statements above, –*Pupils develop a strong sense to persevere in the face of challenges and step*

out of their comfort zones yielded the highest mean score ($M=4.19$, $SD=0.63$) and was remarked as Great Extent. This means that the teachers believe that the pupils were able to adapt to the new normal setting and learned to face the challenges that go with it. This is followed by *-Pupils have the feeling of being competent and successfully face a situation*, with mean scores ($M=4.18$, $SD=0.63$) was also remarked as Great Extent. On the other hand, the statement *-The pupils develop the ability to do something successfully or efficiently* received the lowest mean score of responses with ($M=4.05$, $SD=0.66$). This probably means that the teachers feel there is a need for the pupils to put more effort into their tasks to attain efficiency. However, it was still remarked Great Extent.

Overall, the status of pupils' Learning Continuity with regards to a Sense of Competence attained a mean score of 4.15 and a standard deviation of 0.64 and was High. The teachers reflect that the learners must build a sense of competence because they will be able to act effectively in any situation if they develop the necessary information, skills, and abilities. Many psychologists consider this to be a basic psychological need, something that everyone is looking for somehow.

Gooding (2016) believed that there is a need to find techniques to help students develop a sense of competence, maintain a growth attitude, and actively seek new learning opportunities. Teachers should be encouraged to help students achieve this mindset by assisting them in self-directing their learning, obtaining a clear feeling of progress, and teaching them how to study efficiently on their own.

Based on the findings of Wilson, M.B. claims that (2013), Instilling in children a sense of competence may give them the confidence to pursue new goals. In addition, it can provide an environment conducive to the establishment of friendships. When problems arise, children have practiced handling challenges with hard work, perseverance, and the sense of achievement that comes with mastery, which can serve as a springboard for resilience.

Relationship of Teachers' Perception on Radio-Based Instruction to the Learning Continuity in English.

Table 14 presents the significant relationship of teachers' perception of radio-based instruction to the learning continuity in English.

Table 14. Significant relationship of Teacher's Perception on Radio-Based Instruction to the Learning Continuity in English.

Perception on RBI	LEARNING CONTINUITY	Computed r-value	Strength	p-value	Analysis
Adaptability	Engagement in academic tasks	0.583	Moderate	0.000	Significant
	Cooperation	0.582	Moderate	0.000	Significant
	Positive Interaction	0.656	Strong	0.000	Significant
	Sense of Competence	0.599	Moderate	0.000	Significant
Appropriateness	Engagement on academic tasks	0.720	Strong	0.000	Significant
	Cooperation	0.813	Very Strong	0.000	Significant
	Positive Interaction	0.693	Strong	0.000	Significant
	Sense of Competence	0.782	Strong	0.000	Significant
Consistency	Engagement on academic tasks	0.400	Moderate	0.009	Significant
	Cooperation	0.662	Strong	0.000	Significant
	Positive Interaction	0.728	Strong	0.000	Significant
	Sense of Competence	0.679	Strong	0.000	Significant
Usability	Engagement on academic tasks	0.662	Strong	0.000	Significant
	Cooperation	0.723	Strong	0.000	Significant
	Positive Interaction	0.728	Strong	0.000	Significant
	Sense of Competence	0.679	Strong	0.000	Significant
Curriculum Alignment	Engagement on academic tasks	0.529	Moderate	0.000	Significant
	Cooperation	0.562	Moderate	0.000	Significant
	Positive Interaction	0.594	Moderate	0.000	Significant

Sense of Competence	0.598	Moderate	0.000	Significant
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Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 9 presents the significant relationship of teachers' perception of radio-based instruction to English learning continuity. Specifically, it shows the relationship between teachers' perception of radio-based instruction and Engagement in academic tasks, Cooperation, Positive Interaction, and a Sense of Competence.

Adaptability was observed to have a strong significant relationship with Positive Interaction ($r=0.658$), while it shows a moderately significant relationship with Engagement on academic tasks ($r=0.583$), Cooperation ($r=0.582$), and Sense of Competence ($r=0.599$). This is evidenced by computed p-values which are less than the significance alpha.

On the other hand, Appropriateness was observed to have a very strong significant relationship with Cooperation ($r=0.813$) while it shows a strong significant relationship with Engagement in academic tasks ($r=0.720$), Positive Interaction ($r=0.693$), and Sense of Competence ($r=0.782$). This is evidenced by computed p-values which are less than the significance alpha.

Similarly, Consistency was observed to have a powerful significant relationship with Cooperation ($r=0.662$), Positive Interaction ($r=0.728$), and Sense of Competence ($r=0.679$), while it shows a moderately significant relationship with Engagement in academic tasks ($r=0.400$). This is evidenced by computed p-values which are less than the significance alpha.

While, Usability was observed to have a strong significant relationship with Engagement on academic tasks ($r=0.662$), Cooperation ($r=0.723$), Positive Interaction ($r=0.728$) and Sense of Competence ($r=0.679$). This is evidenced by computed p-values which are less than the significance alpha.

Lastly, Curriculum Alignment was observed to have a moderately significant relationship with Engagement in academic tasks ($r=0.529$), Cooperation ($r=0.562$), Positive Interaction ($r=0.594$), and Sense of Competence ($r=0.598$). This is evidenced by computed p-values which are less than the significance alpha.

From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis –There is no significant relationship of teacher’s perception on radio-based instruction to the learning continuity in English is rejected. Hence, this calls for the acceptance of the alternative, which incites a significant relationship

Summary of Findings

The findings of the study are summarized as follows:

Level of Radio-Based Instruction

The level of radio-based Instruction in terms of Objectives, Content, Learning Activities, and Assessments attained a mean score of 4.29, 4.38, 4.18, 4.20, supported by the standard deviation of 0.58, 0.61, 0.65, 0.66. This means that the level of Radio-based Instruction in terms of Objectives, Content, Learning Activities, and Assessments has an overall mean of 4.38, a standard deviation of 0.61, and a verbal interpretation of *Very High*.

Level of Perception of Teachers on Radio-Based Instruction

The teachers’ level of perception of radio-based Instruction in terms of adaptability, appropriateness, consistency, usability, and curriculum alignment attained a mean score of 4.36, 4.31, 4.44, 4.23, 4.47, and a standard deviation of 0.60, 0.56, 0.60, 0.64, 0.57, and has a verbal interpretation of *Very High*. It means that teachers perceive Radio Based Instruction as a valuable and reliable supplementary material that helps pupils improve during difficult times.

Status of Pupil’s Learning Continuity

The level of learning continuity with regards to engagement in academic tasks, cooperation, positive interaction, and sense of competence obtained a mean score of 4.13, 4.09, 4.09, 4.15 and a standard deviation

of 0.69, 0.68, 0.69, 0.64. respectively, means that all indicators under the level of learning continuity were received positively by the respondents.

Relationship of Radio-Based Instruction to the Learning Continuity In English

The level of significance of teachers' perception of radio-based instruction to the learning continuity in English shows the relationship between teachers' perception of radio-based education and Engagement in academic tasks, Cooperation, Positive Interaction, and Sense of Competence.

Adaptability was observed to have a strong significant relationship with Positive Interaction ($r=0.658$) Engagement on academic tasks ($r=0.583$), Cooperation ($r=0.582$) and Sense of Competence ($r=0.599$). Appropriateness was observed to have a very strong significant relationship with Cooperation ($r=0.813$) while it shows a strong significant relationship with Engagement on academic tasks ($r=0.720$), Positive Interaction ($r=0.693$), and Sense of Competence ($r=0.782$). Consistency was observed to have a very strong significant relationship with Cooperation ($r=0.662$), Positive Interaction ($r=0.728$) and Sense of Competence ($r=0.679$) Engagement on academic tasks ($r=0.400$). Usability was observed to have a strong significant relationship with Engagement on academic tasks ($r=0.662$), Cooperation ($r=0.723$), Positive Interaction ($r=0.728$) and Sense of Competence ($r=0.679$). Lastly, Curriculum Alignment was observed to have a moderate significant relationship with Engagement on academic tasks ($r=0.529$), Cooperation ($r=0.562$), Positive Interaction ($r=0.594$) and Sense of Competence ($r=0.598$).

Conclusion

On the basis of the foregoing findings, the following conclusion was drawn.

Radio-based instruction was adopted and appreciated by the teachers and is mostly used as a form of supplementary distance learning modality to teach learners who cannot attend face-to-face classes or live in rural places. These lessons were useful for attaining the objectives set by the teachers.

Based on the given data, it is shown that there is a significant relationship between teachers' perception of radio-based instruction to the learning continuity in English.

The findings are impressive. They revealed that respondents who have used Radio-based instruction as supplementary study material in English almost have the same high level of perception of radio-based instruction in terms of objectives, content, learning activities, and assessments.

The perception of teachers of radio-based instruction was also positive and almost similar in terms of Adaptability, Appropriateness, consistency, Usability, and curriculum alignment. Therefore, it can only be implied that radio-based instruction has proven successful in attaining its purpose to ensure academic growth despite the current pandemic.

With all these specified concluded statements above, the study concludes to reject the null hypothesis, which states that –There is no significant relationship of teacher’s perception on radio-based instruction to the learning continuity in English.¶

Recommendations

This study revealed the teachers’ perception of Radio-based instruction. Thus, the following recommendations are hereby presented:

- 1.It may be recommended that radio-based instruction, and supplementary study material in English, be continued to support Modular Distance Learning Modality and reach far-flung community areas.
- 2.Continuous monitoring and giving additional enhancement activities and assessments to pupils using ICT materials are necessary to keep pace with the new trends in educating 21st century learners, determining their mastery level, and developing academic participation.
- 3.Technical assistance such as seminars and conferences that intensify teachers’ knowledge and skills is suggested specifically in the production of Radio-Based Instruction.
- 4.Formulation of RBI lessons that are more suitable to the learners with regard to their age and level of interest is also recommended.
- 5.Parents' and guardians’ participation should be encouraged because this is vital to the success of the RBI program.

6. Furthermore, this research could also be used in a larger population, which would allow for a better generalization of the data and a broader vision of how radio-based instruction is perceived by the teachers.

7. Also, feedback received should be taken into consideration to determine the researchers' progress in achieving their objectives.

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