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Exploring Fernandino Teens TV as a Supplementary Learning Delivery Modality: Opportunities and Challenges from the Lens of Select Learners

Marilen C. Muñoz¹, Richard D. Sanchez²

^{1,2} Department of Education, Schools Division of City of San Fernando, Pampanga, Philippines
Corresponding Author e-mail: marilen.munoz@deped.gov.ph

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Abstract

Aim: This study explored the opportunities and corresponding challenges of watching the Fernandino Teens TV as a supplementary learning delivery modality from the lens of select students from the Sindalan High School, Schools Division of City of San Fernando, Pampanga.

Methodology: The study employed the basic qualitative research design with 18 student-participants who participated in the online in-depth interviews. The instrument used is a semi-structured interview guide validated by three experts in qualitative research. Data gathered were analyzed through thematic analysis.

Results: Overall findings show various advantages or benefits of watching the Fernandino Teens TV, as well as the corresponding disadvantages or challenges.

Conclusion: The showing of the Fernandino Teens TV has to be continued and to be supported by all education stakeholders as it is evident that students learn a lot, learn better and learn easier from the lectures in this program. It is also evident that the program enhances interdisciplinary skills and so lessons presented shall also touch lessons or contents within and across curriculum contents. Definitely, students' answering of their modules get easier through the augmentation done in the Fernandino Teens TV's lectures. Despite the benefits, however, policy makers and other concerned institutions have to review and consider the following points: appropriateness of watching a particular lecture of the TV program vis-à-vis the specific lessons in the module of the students and their specific grade levels so as to allow students to spend their time wisely or use it for more productive activities like answering their modules or reviewing for lessons specifically assigned to them; support which can be given to students to address the challenges in their current learning environment (their respective homes); support for internet connection and other technical matters necessary to facilitate viewing of the Fernandino Teens TV; and continuous monitoring of students' needs and concerns to enable them to fully and actively participate in the educative process via watching of the Fernandino Teens TV.

Keywords: *Fernandino Teens TV, supplementary, learning delivery modality, qualitative study*

INTRODUCTION

The occurrence of pandemic has been repeatedly experienced by humankind for centuries and even for millennia. These are often caused by microscopic organisms that range from strains of bacteria such as the "yessinia pestis" that caused the Black Death which killed millions of people in the 12th century, to the novel strains of influenza virus such as the one that caused the COVID-19 pandemic that is presently experienced by the whole world.

As what Saunders-Hastings and Krewski (2016) said, pandemic brings widespread illness, death and disruptions in different aspects of life, mostly especially in the economy and in the field of education. These disruptions, specifically in the field of education, are being experienced by education stakeholders from different programs (Natividad-Franco, 2022; Natividad-Franco & Dela Cruz, 2021).

In spite of this challenging time, the Southeast Asian education ministers were one in their belief that learning must continue as closing the schools for a very long time poses "significant long-term impact on children and inflicts a tremendous social and human cost" (Briones, 2020).



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As stated in DepEd Order No. 12, s. 2020, or the Basic Education Learning Continuity Plan (BE-LCP) of the Department of Education (DepEd), the health, safety and welfare of the learners, teachers and personnel of DepEd must be ensured; thus, the only option to deliver education in this time of pandemic is through distance learning (Sanchez & Sarmiento, 202).

Distance learning has long been used as an alternative mode of delivering education, not only in times of crisis. It is usually employed to give education to working adult, to home-schooled children and youth, and even to educators (Burns, 2011). But this time, it plays a very important role as it could help provide normalcy for educators and learners during this sudden disruption of learning delivery (Boisvert, 2017).

In a review conducted by the United States Agency for International Development (USAID) in April 2020, it has identified four effective distance learning modalities that can be implemented during emergencies. These learning modalities are radio/audio, video/television, mobile phone programming, and online learning. The review also identified four main purposes in implementing distance learning. First, it could be used as the primary means of giving instructions just like in online learning; second, distance learning can be used as a complement or reinforcement learning for teaching lessons based on formal or non-formal curricula like the short video programs that show historical figures or demonstrate science experiment; third, it could provide an additional educational support to learners like a phone-based or virtual tutoring; and fourth, it can be supplemental learning "beyond" a formal or non-formal curriculum like an educational TV program, educational, app games, or audio books.

The USAID review also states that these learning modalities can be combined or blended into a multiple-modality approach, but Silver and Johnson (2018) pointed out that the relevance and effectiveness of these modalities will depend greatly on the background of the learners and the availability of and access to technology.

The Schools Division Office of the City of San Fernando, Pampanga is one with DepEd's mission of delivering basic education to Filipino youth in spite of the pandemic. Since less than 50% of the learners in this division have no internet connection, many of the schools, including Sindalan National High School, opted to adopt the printed modular learning delivery modality as its main modality to deliver instructions. To support the learners in answering their modules, the SDO City of San Fernando launched TV-based programs from Kindergarten to Senior High School. These programs are aired every day at CLTV 36, a regional TV network, and simultaneously shown in *Facebook Live*. An exploration of these programs, more so of their effectiveness, however, are still a subject of assessment and inquiry as they are something new in so far as the usual learning delivery is concerned.

Premises considered, the research proponents have come up with this study which focused on the TV-based program, *Fernandino Teens TV*, which is aired four times a week, and is intended to be watched by the students in the Junior and Senior High School of the SDO City of San Fernando, Pampanga. *Fernandino Teens* is the brainchild of Dr. Imelda P. Macaspac, Schools Division Superintendent of City of San Fernando, Pampanga. It was first aired on August 24, 2020. The program primarily aims to augment the printed modular instructions for junior high school students. Contrary to *Fernandino Kids TV*, which is a demonstration teaching style, *Fernandino Teens* is a lecture type program where a teacher-lecturer discusses lessons on critical contents based on the Most Essential Learning Competencies (MELCs) released by the Department of Education. The teacher lecturers generally come from the faculty members of the Pampanga High School, but a guest-lecturer may be invited as well from other schools, particularly those with Junior High School offering. For the topics to be discussed, the Pampanga High School TV production team decides on this. In doing so, they see to it that the topics are aligned with the MELCs per quarter. As much as possible, all subjects get to be represented in the whole week; however, at the command of the SDS, the team prioritizes topics in English, Math and Science as these are the subjects being tested during the National Achievement Test. Giving priority to these subjects enables the students to get augmented learning should a national achievement test be conducted in the future.

Premises considered, this study was done in order to explore the opportunities and corresponding challenges of watching the *Fernandino Teens TV* in supplementing or helping the students of Sindalan High School in answering their Self-Learning Modules (SLMs). Findings of this proposed study may be utilized to offer evidence-based recommendations to policy makers and other concerned institutions to better deliver learning in the midst of the pandemic.

Review of Related Literature and Studies

Eder (2020) and Sanchez (2020a) wrote that education authorities are in unison on the call for classes to continue despite the presence of the pandemic. With this call, distance learning has become the solution of education authorities. Those disadvantaged groups are therefore having difficulties for online learning, thus modular learning



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delivery modality has been utilized. These learning delivery modalities have been posing challenges not only to students but also to teachers who are now required to learn all these things in the name of authentic service to the Filipino learners (De Villa & Manalo, 2020; Sanchez et al., 2022). School administrators are also not exempted from these challenges as they are faced with concerns on internet connection/connectivity, preparation, competencies, funding, and devices for distance learning (Asio & Bayucca, 2021).

On the use of blended learning (BL), Tupas and Linas-Laguda (2020) conducted a qualitative inquiry to review how the said learning modality has developed in the past decades. The study stated that even before the COVID-19 pandemic, blended learning has already been used to respond to the changing demands on educational endeavor. The study furthered that the use of BL in education helps students engage positively in all activities and increased behavior towards learning, and empowered to become leaders, coaches, and mentors to fellow students.

For teachers, as necessary instruments for effective implementation of BL, the conduct of professional development is vital (Sanchez, 2022). In the country, DepEd proposed to use online learning, modular approach, radio-television methods, face-to-face, and para-teachers for blended learning. But the lack of facilities like gadgets or computer sets, and connectivity in the Philippines is a unique challenge to DepEd. The education sectors asked help from different government agencies and private individuals and organizations to support the proposals.

Tupas and Linas-Laguda (2020) suggests tapping experts to conduct studies on BL to help the education system in the new normal. It states that each school must document all the positive and negative experiences with BL. It also wrote that DepEd has to consolidate all the collected undertaking during a pandemic and creates a framework to enhance blended learning.

The continuity of education has been also the call of Toquero (2020) as the study emphasized on the benefits of technology in responding to the present situation of Philippine education vis-à-vis the threats posed by the COVID-19 pandemic. This is also in consonance with the study of Tria (2020) that emphasized on the "new normal" and the COVID-19 pandemic through the lens of education in the Philippines.

From the reviewed literature and studies, however, it can be noted that studies dealing with supplementary modalities for distance learning, specifically modular learning as in the case of the present study, are still lacking. There had been no studies which specifically dealt with the effectiveness of either TV or radio-based instruction as supplement to modular distance learning. Thus, this study.

This study will benefit not only the learners, teachers, parents, and other stakeholders from the Sindalan National High School where the study was conducted. It will benefit other learners and stakeholders from other schools as the findings may be utilized to review, and be a source of comparative analysis, on their own contexts. Policy makers and other concerned institutions may also utilize the findings of the study for purposes of improvement and/or modification when necessary.

In seeking to explore into the opportunities and challenges of watching the Fernandino Teens TV in supplementing or helping the students of Sindalan High School in answering their Self-Learning Modules (SLMs), this study delved into the advantages and benefits of watching the said program, as well as the corresponding disadvantages and challenges that have been encountered by the participants.

The study also dealt with the participants' views as to the relevance of watching the said program in the lessons covered in their Self-Learning Modules (SLMs). The study was conducted during the second semester of School Year 2020-2021. At the end of the study, policy recommendations are offered by the researchers. The study only involved the students of Sindalan High School in the Schools Division of City of San Fernando, Pampanga. Students from other schools within the Division are excluded because the study's aim is to conduct the inquiry with focus on one school only, specifically the school where both researchers are currently stationed as the School Principal and as a Master Teacher, respectively.



Conceptual Framework

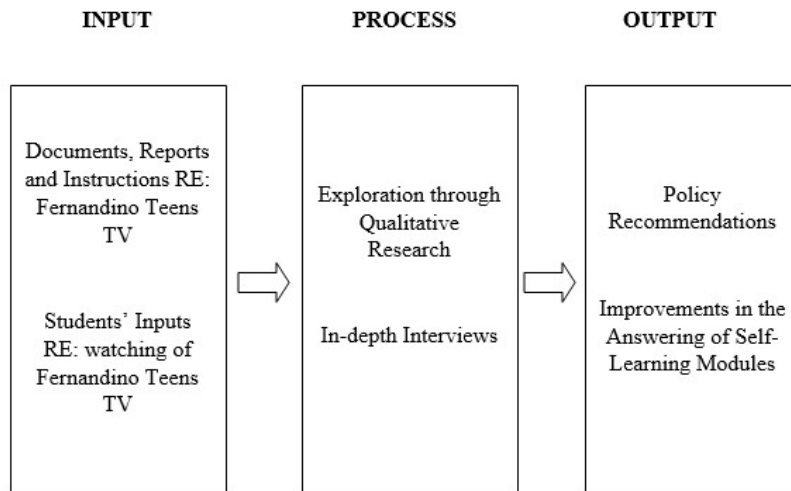


Figure 1. Conceptual Framework

Utilizing various documents, reports and instructions re: Fernandino Teens TV, and with the use of qualitative data (inputs of students on watching the Fernandino Teens TV), this study commenced on its inquiry into the opportunities and challenges of watching the Fernandino Teens TV in supplementing or helping the students of Sindalan High School in answering their Self-Learning Modules (SLMs). It used the basic qualitative research design. The outputs of the study are policy recommendations which are geared towards the improvements in the answering of self-learning modules.

Objective

This study explored the opportunities and corresponding challenges of watching the Fernandino Teens TV as a supplementary learning delivery modality from the lens of select students from the Sindalan High School, Schools Division of City of San Fernando, Pampanga. Specifically, it sought to be enlightened with the following:

1. What advantages or benefits can the participants/respondents gain from watching the Fernandino Teens TV?
2. What disadvantages or challenges the participants encounter from watching the Fernandino Teens TV?
3. Based on the findings of the study, what recommendations may be offered to policy makers and other concerned institutions?

METHODS

Research Design

This research is qualitative in nature. According to Creswell (2007), a qualitative study is a type of inquiry which main focus is on people's worldview and how these people see and appreciate things as they appear on them and as they experience the same. Qualitative studies are commenced via utilization of grandeur questions which in the process of data collection, said questions begin to branch out into more detailed, specific inquiries that give direction to the study (Sanchez, 2023). Qualitative studies are best suited to explore areas that are new in contexts or have not been subjects of various studies or inquiries. Qualitative research is the most suitable method in the present study since the purpose of the researchers is to simply explore the subject at hand as the same is something new in the field of education, specifically as a supplementary learning delivery modality during the time of the pandemic.

Specifically, the basic qualitative research was used in this study. Worthington (2013) wrote that in this research design, the focus is on the experience as it is presented in reality. There shall be no form of prejudices or



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biases in any part of the process in this design as the intent is to merely capture the essence of things as they appeared in the consciousness of the subjects. In this study, the basic qualitative research is the most suitable design as it dealt with the experiences of the participants and what they ascribe to these experiences.

Populations and Sampling

The study had 18 participants who were composed of 3 students per grade level (Grades 7-12) in the Sindalan High School, Schools Division of City of San Fernando, Pampanga. These participants were selected via purposive sampling technique following these criteria: (1) that the participants are those who watch at least 3 days out of the 5 day-show per week of the Fernandino Teens TV, (2) that they belong to the students with different academic standing such as above average, average and below average, and (3) that they come from different socio-economic status considered as B, C, D and E status.

For purposes of triangulating the findings from the qualitative data, documents, reports, instructions and other pertinent information as to the Fernandino Teens TV were integrated in the study, specifically on the analysis and discussion of the findings.

Instrumentations

The study used a researcher-developed semi-structured, open-ended interview guide. This was crafted based on the research questions, as well as the integration of the studies and literature used in the present study. This was validated by three experts in qualitative research.

Ethical Consideration

In view of the confidentiality clause in research, the names and other significant identities of all the participants in this study are kept anonymous. Codes are used as substitutes to their real names. Additionally, their free, prior and informed consent were properly secured. Permission from the immediate superiors, schools and concerned offices was also taken into consideration.

The study ensured that the participants were informed of the following: (1) duration of the interview, (2) basis for the selection of the participants, (3) non-existence of any risks, (4) possible benefits for their participation, (5) participants' freedom to withdraw from participating, (6) confidentiality of data, (7) video/audio recording of the interviews, (8) use of code names in the manuscript, (9) storage of data collected, (10) provision of a copy of the executive summary of the researchers' report, (11) participants' autonomy, and (12) approval of the research from the Schools Division of City of San Fernando, Pampanga.

Data Collection

The data were collected via one-on-one, in-depth interviews with each of the participants. This data collection was conducted virtually because of the present COVID-19 pandemic where face-to-face interactions pose a threat to people's health and safety.

In the said data collection, all research protocols, specifically those involving students, were strictly be followed. Letters and permits to concerned authorities were secured first. The study also ensured that the data collection adhered to DepEd's policy on the non-disruption of classes.

Data Analysis

Data gathered were analyzed via thematic analysis. This involved the process of coding, finding of similar concepts (categories) and identifying emerging themes as the final product of the qualitative study. The data analysis followed in this study is found in Figure 2 (*next page*).

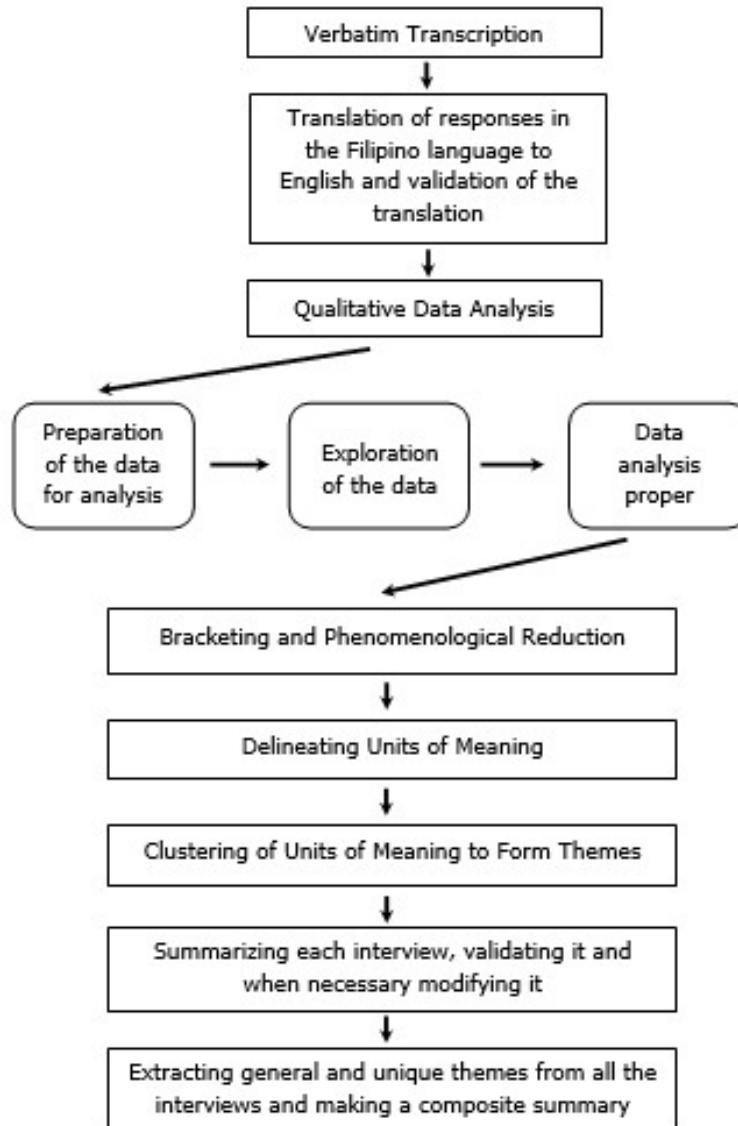


Figure 2. Qualitative Data Analysis

RESULTS and DISCUSSION

Advantages or benefits that the participants gain from watching the Fernandino Teens TV

For the inquiry on the advantages or benefits that the participants gain from watching the Fernandino Teens TV, four themes have emerged: (1) Lessons in the Fernandino Teens TV are useful in students' daily lives, (2) Through the lessons in the Fernandino Teens TV as explained by teachers, students learn a lot of things in life. They learn better and the lessons help them in answering their modules, (3) Some lessons in the Fernandino Teens TV are helpful to students in answering their modules, and (4) Through the lessons in the Fernandino Teens TV, students are also able to learn other lessons from other learning areas.



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Theme 1. Lessons in the Fernandino Teens TV are useful in students' daily lives.

Theme 1 supports the idea that teaching without application in real life is useless (Sitti, Sopeerak & Sompong, 2013; Sanchez, 2020b). It is rooted on the idea that education's purpose and value should not just be limited to the four corners of the classroom but should actually go beyond and be meaningful to students' daily lives (Asrizal, et al., 2018). This is actually one of the benefits of watching the Fernandino Teens TV, for students to learn and to be able to apply their learning in real-life situations, to be able to create something meaningful out of their learning. The learners nowadays are challenged to not just memorize the things they have acquired in the classroom – or via TV-based programs as in the case of the present study - but to show that they truly learn through creating and by making sense and use of what they have learned to produce an output (Towler, 2014). As Hadwan (2018) implies it, creating as a taxonomy of learning is now the new name of the game in the field of education. Ringstad (2016) claimed that gone are days when the tests were on parrot-memorizing and purely reciting what learners recall of their lessons. He furthered that the level of students' achievements today are measured by how much they are able to create and produce something valuable out of what they have learned in the four corners of their classroom. The generations today have already shifted from simply saying or demonstrating things as they appear, but they are more interested on how the same things are developed, why they are developed to begin with and what could actually be their contribution and application to people's day-to-day living. The youth of today are more of young people who do not only seek to know but also seek to put into the rock such knowledge and how the same can be utilized for further progress and development of the world. More than the intention to do something, there must be doing of what has been intended in the first place. Thus, it is very important for teachers to determine the right strategies they use in the classroom. Without determining what students really need, there can really be no responsive education to be offered to the youth today. There can be no authentic, relevant, liberating and quality education for the youth without knowing first what they really need. In the case of the Fernandino Teens TV, lectures or discussions should allow students to do something, to use their learning in their day-to-day living. It should not just be boxed or be left on learning via book alone. As the theme suggests, it has to be useful.

The code for the above-mentioned theme is written below:

Lessons useful in daily living - G7S1

Theme 2. Through the lessons in the Fernandino Teens TV as explained by teachers, students learn a lot of things in life. They learn better and the lessons help them in answering their modules.

It is commendable that students see Fernandino Teens TV as really a big help for them in answering the lessons in their modules. Through the lessons in the said TV program as discussed by teacher-lecturers, students point out how they learn a lot of things and how they are assisted in answering their modules. This is very important as the purpose of the said TV program, to begin with, is to supplement what has been possibly lacking in the printed modules. Programs like the Fernandino Teens, as well as other supplementary learning delivery modality in this time of pandemic, are very important as they augment government efforts to continue delivering quality education even in times of a crisis (Gurung & Stone, 2020).

The codes for the above-mentioned theme are as follow:

Helps answering modules - G7S2

Helps answering modules - G7S3

Helps answering modules - G8S1

Learns a lot - G8S3

Learns a lot, Teacher explains lessons - G9S2

Learns a lot, Helps answering modules - G9S3

Learns a lot - G10S2

Learns a lot, Teacher explains lessons, Able to learn new things - G10S3

Understands better lessons in the modules - G11S1

Teacher talks, explains lessons - G11S2

Helps answering modules, Teacher guides students - G11S3

Understands better lessons in the modules - G12S1

Learns a lot - G12S2

Understands better lessons in the modules - G12S3



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Theme 3. Some lessons in the Fernandino Teens TV are helpful to students in answering their modules.

Two participants – G8S2 and G9S1 – are in the position that some lessons in the Fernandino Teens TV are helpful to students in answering their modules. This implies that there are some lessons which may not be helpful to them in answering their modules which will be a subject of discussion in the succeeding paragraphs, specifically on the challenges faced by students in watching the Fernandino Teens TV. Nevertheless, it can be stated that while educational programs are imperfect and are always needing improvements, the efforts given to them are something to be commended by all education stakeholders. Continuing education in these trying times and making efforts to still provide quality, relevant and accessible education is a call for everyone (Roberts, 2021).

The codes for the above-mentioned theme are as follow:

Sometimes helps answering modules - G8S2
Sometimes helps answering modules - G9S1

Theme 4. Through the lessons in the Fernandino Teens TV, students are also able to learn other lessons from other learning areas.

One benefit of watching the Fernandino Teens TV is the fact that through it, students also learn lessons from other learning areas in other grades level. It can be recalled that the Department of Education (DepEd) encourages learning within and across curriculum learning areas. With the series of lectures being shown in the Fernandino Teens TV which learning areas are varied, students who watch the program are also able to learn from other subjects from other grade levels as well as review their lessons in their previous grade level. This is commendable as learning should not just be confined in one learning area, but students are challenged to apply learning in other areas as well (Marshall, 2014; Dizon & Sanchez, 2020). With learning as seen in multiple areas, students are said to be more learning transdisciplinary, and they see the integration of one aspect of learning to other aspects applicable (Marshall & Donahue, 2014).

The code for the above-mentioned theme is written below:

Learns other lessons – G10S1

On how the participants make use of the advantages or benefits of watching the Fernandino Teens TV in helping them in their lessons during this time of pandemic

For the inquiry on how the participants make use of the advantages or benefits of watching the Fernandino Teens TV in helping them in their lessons during this time of pandemic, two themes have emerged: (1) The students make use of the advantages of watching the Fernandino Teens TV in various ways: by understanding better and easier lessons in the modules, learning in advance and having fun while learning and improving academic performance, and (2) Lessons learned in watching the Fernandino Teens TV are sometimes useful in answering modules.

Theme 1. The students make use of the advantages of watching the Fernandino Teens TV in various ways: by understanding better and easier lessons in the modules, learning in advance and having fun while learning and improving academic performance.

It is also commendable that students make use of the advantages of watching the Fernandino Teens TV in various ways such as by understanding better and easier lessons in the modules, learning in advance and having fun while learning and improving academic performance. It can be stated that as an augmentation to learning, the Fernandino Teens TV is able to do its purpose of being a supplementary learning modality in this time of pandemic as students learn better and understands better their lessons in their modules. It can also be noted that with the different teaching strategies used by teacher-lecturers, learning becomes fun, and students are really engaged in the learning process. Through the teacher-lecturers' innovative teaching strategies as used in the said TV program, students are able to absorb properly what needs to be learned. Innovative teaching strategies, even in supplementary learning delivery modalities, could reinforce students' motivation, engagement and test performances since it is not unusual to see how the learners today have changed their way of life – from the traditional games to the mobile games and virtual realities (Deterding & Lawley, 2012; Sanchez, 2020c).

The codes for the above-mentioned theme are as follow:

Useful in answering modules - G7S1
Useful in answering modules - G7S2



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Useful in answering modules, Understands better lessons in the modules - G7S3

Useful in answering modules - G8S1

Useful in answering modules - G8S3

Understands better lessons in the modules - G9S1

Useful in answering modules - G9S2

Answering modules becomes easier - G9S3

Useful in answering modules - G10S1

Useful in answering modules - G10S2

Useful in answering modules - G10S3

Understands in advance lessons in the modules - G11S1

Enjoyable watching while learning (good teachers and good presentations) - G11S2

Useful in answering modules - G11S3

Answering modules becomes easier - G12S1

Understands better lessons in the modules - G12S2

Useful in improving academic performance - G12S3

Theme 2. Lessons learned in watching the Fernandino Teens TV are sometimes useful in answering modules.

As also pointed out in the discussions in the preceding paragraphs, not all lessons presented in the Fernandino Teens TV might be helpful to students based on the learning areas or subjects that they have been answering while watching. As discussed also, this will be elaborated in the discussion on the challenges of watching the Fernandino Teens TV.

The code for the above-mentioned theme is written below:

Sometimes useful in answering modules - G8S2

Disadvantages or challenges that the participants encounter from watching the Fernandino Teens TV

For the inquiry on the disadvantages or challenges that the participants encounter from watching the Fernandino Teens TV, four themes have emerged: (1) Students cannot understand some lessons discussed in the Fernandino Teens TV as these are unrelated to the topics/lessons they are answering in their modules. The time spent in watching these unrelated lessons could have been used by students in answering their modules, (2) While watching the Fernandino Teens TV, students are challenged as they are in their respective homes and so household activities and other errands also coincide with their watching. Students are also challenged with other activities being asked of them while watching (e.g. answering in the comments section, answering their modules), (3) Internet connection and TV signal is a major challenge for students in watching the Fernandino Teens TV, and (4) Other factors include confusing schedule of Fernandino Teens TV, its impact to students' life, complexity/difficulty of some discussions, and the lack of student interaction.

Theme 1. Students cannot understand some lessons discussed in the Fernandino Teens TV as these are unrelated to the topics/lessons they are answering in their modules. The time spent in watching these unrelated lessons could have been used by students in answering their modules.

Some participants are in the position that they cannot understand some lessons discussed in the Fernandino Teens TV as these are unrelated to the topics/lessons they are answering in their modules. They also stated that the time spent in watching these unrelated lessons could have been used by students in answering their modules. While some participants pointed out that they had been required by their teachers to watch all the lessons or shows in the said TV program, documents from the Schools Division Office show that students are only encouraged to watch these shows and there had been no instructions that watching these shows are mandatory. Nevertheless, as these concerns have already been brought up, it is but prudent to discuss them in this paper. It is true that some lessons may not be related to students' modules or lessons as the said lessons in the Fernandino Teens TV are from various learning areas and from various grade levels. With students being encouraged to watch these lectures, the intention is for them to be able to learn also from other subjects and be able to review other lessons which might be helpful in answering their modules. As to the concern on time spent in watching the Fernandino Teens TV to be used in answering their modules, a review on the same can be considered by Division and school authorities.

The codes for the above-mentioned theme are as follow:



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Cannot understand other lessons, Viewing coincides with other things done at home - G7S1
Cannot understand other lessons, Viewing coincides with other things done at home, Sometimes no internet connection - G7S2
Cannot understand other lessons, Sometimes no internet connection - G7S3
Cannot understand other lessons - G8S1
Cannot understand other lessons - G9S3
Cannot understand other lessons, Sometimes poor internet connection - G10S1
Cannot understand other lessons, Complex/difficult discussions - G11S2
Some lessons not related (to modules being answered), Writing of answers in the comment section while watching, Watching while answering modules - G10S3
Some lessons not related (to modules being answered) but are required to be watched, Time spent on watching unrelated lessons instead of spending it in answering modules - G11S1
Some lessons not related (to modules being answered) but are required to be watched, Time spent on watching unrelated lessons instead of spending it in answering modules - G12S3
Some lessons not related (to modules being answered) but are required to be watched, Time spent on watching unrelated lessons instead of spending it in answering modules - G11S1
Some lessons not related (to modules being answered) but are required to be watched, Time spent on watching unrelated lessons instead of spending it in answering modules - G12S3

Theme 2. While watching the Fernandino Teens TV, students are challenged as they are in their respective homes and so household activities and other errands also coincide with their watching. Students are also challenged with other activities being asked of them while watching (e.g. answering in the comments section, answering their modules)

It cannot be denied that the present classroom set-up – students' respective homes – poses a great challenge in the learning process. First, the parents as guides of the students cannot at all provide the needed coaching which can only be provided by a trained professional – the teacher (Kulshrestha & Pandey, 2013). The set up today wherein homes become classrooms, or the learning environment of students is something that has to be considered by school authorities and other education stakeholders (Mogaji & Jain, 2020). The home, while it is not the most suitable environment for formal learning, becomes the only available space for learning nowadays (Putri, et al., 2020). This is why the necessary support has to be given to students like giving them enough time and not disturbing them as much as possible during learning. The data show that while watching the Fernandino Teens TV as the subject of the present study, students are challenged as they are in their respective homes and so household activities and other errands also coincide with their watching. Parents and other family members have to avoid giving some household errands to students so the latter can fully focus on their learning. The data also show that some students are also challenged with other activities being asked of them while watching (e.g. answering in the comments section, answering their modules). Authorities have to reflect whether these things are indeed necessary specially during the time of the watching of the students.

The codes for the above-mentioned theme are as follow:

Cannot understand other lessons, Viewing coincides with other things done at home - G7S1
Cannot understand other lessons, Viewing coincides with other things done at home, Sometimes no internet connection - G7S2
Viewing coincides with other things done at home - G8S3
Sometimes poor internet connection, Viewing coincides with other things done at home - G10S2
Some lessons not related (to modules being answered), Writing of answers in the comment section while watching, Watching while answering modules - G10S3
Some lessons not related (to modules being answered), Writing of answers in the comment section while watching, Watching while answering modules - G10S3

Theme 3. Internet connection and TV signal is a major challenge for students in watching the Fernandino Teens TV.

Internet connection and TV signal is a major challenge for students in watching the Fernandino Teens TV. In fact, as stated in the introductory part of this paper, more than 50% of students in the Schools Division of City of San Fernando answered in the surveys that they do not have internet connection or have connectivity problems. This



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is why it can be recalled that the decision to use the printed modular learning as the main learning delivery modality has been chosen for school year 2020-2021. With the Fernandino Teens TV being shown at the CLTV 36 and is shown live via Facebook, the challenge remains that concerns on internet connection has to be considered. TV signal for CLTV 36 is also a concern of most students that is why a development plan to address this concern has to be seriously considered.

The codes for the above-mentioned theme are as follow:

Cannot understand other lessons, Viewing coincides with other things done at home, sometimes no internet connection - G7S2

Cannot understand other lessons, sometimes no internet connection - G7S3

Sometimes poor internet connection - G8S2

Cannot understand other lessons, sometimes poor internet connection - G10S1

Sometimes poor internet connection, Viewing coincides with other things done at home - G10S2

Sometimes poor internet connection / signal - G11S3

Sometimes poor signal - G12S2

Theme 4. Other factors include confusing schedule of Fernandino Teens TV, its impact to students' life, complexity/difficulty of some discussions, and the lack of student interaction.

Other factors that pose a challenge to students in watching the Fernandino Teens TV include confusing schedule of Fernandino Teens TV, its impact to students' life, complexity/difficulty of some discussions, and the lack of student interaction. One participant mentioned of confusing schedule of the said program, that is why a review of the same has to be taken in the next school year. Teachers and advisers have to be familiarized as well with the said schedule so as to avoid confusion among students. Another participant, while stating the benefits of watching the Fernandino Teens TV, mentioned of the program's lack of impact to students' life. This may well give with the necessity of letting students and leading them to the realization of the use and value of what they are learning to their everyday life, as mentioned in the same theme previously presented. Complexity or difficulty of some topics were also mentioned and so the need to really think of strategies so students can better decipher the lessons being presented to them. Lack of interaction was also mentioned which meant to encourage the program's administrators to consider having a real classroom set-up of lectures where there is a teacher-lecturer and there are also students who participate in the discussion.

The codes for the above-mentioned theme are as follow:

Confusing schedule of Fernandino Teens TV - G9S1

Although learning, not really felt the impact of Fernandino Teens TV - G9S2

Cannot understand other lessons, Complex/difficult discussions - G11S2

Discussion of teacher without student interaction - G12S1

On how the participants deal with the disadvantages or challenges of watching the Fernandino Teens TV

For the inquiry on how the participants deal with the disadvantages or challenges of watching the Fernandino Teens TV, five themes have emerged: (1) When faced with lessons not related to modules being answered, students seek help from their family members and teachers, (2) When faced with lessons not related to modules being answered, students search for answers on the internet. This means it is also a challenge for students with poor internet connection and/or signal, (3) When faced with lessons not related to modules being answered, students watch the replay of the said lessons, (4) When faced with lessons not related to modules being answered, students still watch the Fernandino Teens TV and they try their best to still understand the lessons, and (5) When faced with lessons not related to modules being answered, students no longer watch the Fernandino Teens TV or they skip the said unrelated lessons.

Theme 1. When faced with lessons not related to modules being answered, students seek help from their family members and teachers.

When faced with lessons not related to modules being answered, students seek help from their family members and teachers. This where the realization on the importance of support is necessary. Given the current situation and the modality of learning nowadays, this is the best time where family members and teachers and other education stakeholders can exert more efforts to help the learners. For parents, their role in the education of their



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children is an indispensable ingredient in achieving success (Pajarianto, Kadir, Galugu, Sari & Februanti, 2020). Parents serve as the foundation of their children's education, assisting and guiding the latter to be in the right direction (Mapp & Kuttner, 2013). Without the love and support of parents, there can really be no strong foundation and sufficient motivation for children to continue embracing education and enjoying the benefits of the same. Aside from the obvious and necessary financial support expected from every parent, other forms of support are very crucial in the unhampered education of children (Cahapay, 2020). Among others, these would include guidance for career choices, moral support, and assistance on doing school tasks – the last one being the most applicable to students in the basic education. Obviously, education's success is a mixture of all the efforts of a lot of stakeholders (Garbe, Ogurlu, Logan & Cook, 2020) and one of these would be the role of the parents in attaining such success. This role has taken a wider and more emphasized importance nowadays due to the presence of the COVID-19 pandemic that is experienced globally. With schools prohibited to hold face-to-face classes to prevent students and school personnel from contracting the deadly virus, students are now left with no choice but to continue their education through modular distance learning modalities such as the use of printed modules augmented by TV-based and radio-based instructions in some localities, as mandated under DepEd Order No. 12, s. 2020, or the Basic Education Learning Continuity Plan (BE-LCP) of the Department of Education (DepEd). The said DepEd order mandates the health, safety and welfare of the learners, teachers and all its personnel, thus, the only option to deliver education in this time of pandemic is through distance learning. This only means that while students and teachers are in the comforts of their respective homes, education continues via distance learning (Bataineh, Atoum, Alsmadi & Shikhali, 2020). The said DepEd Order specifies the need to use self-printed modules which are the most available means for students, especially those students in the public schools with issues and concerns on online learning due to financial reasons. Aside from parents, other family members can also be of help to the students.

In this time of pandemic, familial support has become one of the pillars of a successful education initiative (Zhang & Ma, 2020). By familial support, studies point to all members of the family that can do or give assistance to students (Goldstein, 2013). This means that aside from the support of the parents, the assistance or guidance of the following persons are needed: a sister, a brother, uncles, aunties, grandparents, and other relatives. In the goal of attaining relevant education for all even in a time of crisis, the support of each and every family member is necessary (Roksa & Kinsley, 2019). Proving education for all, especially during this time of pandemic, should not just rest on the shoulder of the parents. Every family member is needed for a successful learner to be existing even in the most challenging times of the world. Every member of the family has to determine and reflect on what he or she can contribute to the education of a co-family member.

Subject teachers and class advisers also have to be available for students' queries. Their guidance as trained professionals are very important as students' learning is definitely influenced by the way how they are guided by their teachers.

The codes for the above-mentioned theme are as follow:

Seek help from family members (in understanding lessons), Search the internet - G7S1

Seek help from family members (to have internet connection), Still watch despite lack of understanding sometimes, Seek help from family members (in understanding lessons), Seek help from classmates (in understanding lessons) - G7S2

Seek help from family members (in understanding lessons) - G9S3

Seek help, Search the internet - G10S1

Seek help of subject teachers - G12S1

Seek help from advisers - G12S3

Theme 2. When faced with lessons not related to modules being answered, students search for answers on the internet. This means it is also a challenge for students with poor internet connection and/or signal.

As mentioned also in the preceding paragraph, the importance of good internet connection is a necessity nowadays as almost everyone depends on it for meetings, classes, searching, etc. With this reality nowadays, there is a challenge for authorities and other education stakeholders to unite to provide to students, and even teachers, the necessary internet connectivity which is very crucial in the successful teaching and learning process.

The codes for the above-mentioned theme are as follow:

Seek help from family members (in understanding lessons), Search the internet - G7S1



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Seek help from family members (to have internet connection), Still watch despite lack of understanding sometimes, seek help from family members (in understanding lessons), Seek help from classmates (in understanding lessons) - G7S2

Seek help, Search the internet - G10S1

Trying to understand the lessons, wait for good signal, Watch the replays - G7S3

Refresh the Page (for internet) - G8S2

Seek help, Search the internet - G10S1

Look for better signal - G10S2

Still watch and look/wait for better signal - G12S2

Theme 3. When faced with lessons not related to modules being answered, students watch the replay of the said lessons.

When faced with lessons not related to modules being answered, students watch the replay of the said lessons. This is a good strategy as the replays can be paused when certain part is difficult to be absorbed or to be understood. This also calls for the program organizers to have one Google drive or at least a YouTube channel where students can watch the replays of the Fernandino Teens TV.

The codes for the above-mentioned theme are as follow:

Trying to understand the lessons, wait for good signal, Watch the replays - G7S3

Watch the replays - G9S1

Watch replays - G11S2

Theme 4. When faced with lessons not related to modules being answered, students still watch the Fernandino Teens TV and they try their best to still understand the lessons.

Other students still watch the lessons in the Fernandino Teens TV even though at certain episode the lessons being presented are not related to modules being answered by them.

The codes for the above-mentioned theme are as follow:

Seek help from family members (to have internet connection), Still watch despite lack of understanding sometimes, seek help from family members (in understanding lessons), Seek help from classmates (in understanding lessons) - G7S2

Trying to understand the lessons, wait for good signal, Watch the replays - G7S3

Trying to understand the lessons - G8S1

Still watch - G9S2

Still watch despite unrelated - G11S1

Theme 5. When faced with lessons not related to modules being answered, students no longer watch the Fernandino Teens TV or they skip the said unrelated lessons.

When faced with lessons not related to modules being answered, students no longer watch the Fernandino Teens TV or they skip the said unrelated lessons. This is quite understandable as students opt to use their time for other productive things or tasks. Nevertheless, parents and other family members, and teachers and class advisers still have to make efforts to help their children/students specially on the allegedly unrelated lessons to their modules.

The codes for the above-mentioned theme are as follow:

Not watch anymore - G8S3

Answer modules first and skip lessons in Fernandino Teens that are unrelated - G10S3

No longer watch - G11S3

Conclusion

In watching the Fernandino Teens TV, the participants view the lessons as useful in their daily lives. Most of them agree that they learn a lot of things in life and that they learn better and these lessons help them in answering their modules. It is also a good thing that from the lectures in this TV program, the participants are also learning lessons from other learning areas or other disciplines.

Most participants make use of the above-mentioned benefits in such a way that they understand better and easier lessons in their modules. Through the lectures, they get to learn in advance lessons which would be tackled in



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their modules. While learning and improving their academic performance, they also have fun when watching the lectures in this TV program.

While the advantages and benefits of watching the Fernandino Teens TV are quite commendable, rooms for improvements are also necessary as the participants identified certain disadvantages and challenges in watching this TV program. Among others, challenges include lessons which the participants think are unrelated to the modules that they are supposed to answer, either these are lessons from other learning areas or lessons from other grade levels. The concern on time to be spent on watching unrelated lessons was raised. Similarly, the learning environment – students' respective homes – pose some challenges for students to focus on watching the Fernandino Teens TV as there are some home activities or household activities that coincide with their time for learning. Internet connection and poor signal have also been considered a big challenge for learning. Other challenges include confusing schedule of Fernandino Teens TV, its impact to students' life, complexity/difficulty of some discussions, and the lack of student interaction.

On how the participants deal with the disadvantages or challenges of watching the Fernandino Teens TV, they seek help from their family members and teachers. They also search the internet for answers on lessons which are not clear to them. Watching the replays of the lectures is also one of their solutions. While there are participants who still watch the Fernandino Teens TV despite having certain unrelated lessons, there are also others who would skip the same.

Recommendations

Based on the findings of the study, the researchers offer the following recommendations to policy makers and other concerned institutions:

The showing of the Fernandino Teens TV has to be continued and to be supported by all education stakeholders as it is evident that students learn a lot, learn better and learn easier from the lectures in this program. It is also evident that the program enhances interdisciplinary skills and so lessons presented shall also touch lessons or contents within and across curriculum contents. Definitely, students' answering of their modules get easier through the augmentation done in the Fernandino Teens TV's lectures.

Despite the benefits, however, policy makers and other concerned institutions have to review and consider the following points: appropriateness of watching a particular lecture of the TV program vis-à-vis the specific lessons in the module of the students and their specific grade levels so as to allow students to spend their time wisely or use it for more productive activities like answering their modules or reviewing for lessons specifically assigned to them; support which can be given to students to address the challenges in their current learning environment (their respective homes); support for internet connection and other technical matters necessary to facilitate viewing of the Fernandino Teens TV; and continuous monitoring of students' needs and concerns to enable them to fully and actively participate in the educative process via watching of the Fernandino Teens TV.

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