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**Innovative Approaches to Education:  
Assessing the Outcomes of Radyo Eskwela in Delivering  
Alternative Learning in Bukidnon**

*Joanne Vivien B. Necosia*  
*Bukidnon State University*  
*ORCID No. 0000-0002-0897-8199*  
*Joannevivien\_belderol@buksu.edu.ph*

*Genesis Oculares*  
*Royal Thai Air Force Nursing College*  
*ORCID 0009-0008-5720-8351*  
*genesis@rtafnc.ac.th*

**Abstract**

This study evaluated the effectiveness of Radyo Eskwela. This pioneering program utilized radio broadcasts to provide accessible education to out-of-school youth and adults in marginalized and remote areas in Bukidnon, Philippines through a comprehensive mixed-methods approach. Quantitative data gathered from surveys conducted in June 2021 and July 2022 revealed high average ratings across crucial evaluation criteria, including practicality (4.66), relevance (4.63), content (4.62), quality (4.61), and stakeholder participation (4.5). These findings underscored the program's success in meeting community needs and delivering impactful educational contents. Qualitative insights from open-ended interviews further highlighted Radyo Eskwela's transformative impact, documenting enhanced knowledge acquisition, practical skill development, and improved participant well-being. The program's methodology aligned with educational theories emphasizing active learning and real-world application, cultivating essential skills such as communication and critical thinking for personal and professional growth. Recommendations for program enhancement included expanding radio signal coverage, improving instructional materials for clarity and engagement, and integrating more interactive elements to sustain participant interest and optimize learning outcomes. Radyo Eskwela's innovative use of radio broadcasts and strong community engagement addressed educational disparities and empowered learners, exemplifying effective strategies for promoting inclusive and lifelong learning opportunities in underserved communities.

**Keywords:** *Alternative learning system, extension, impact study, radio education community engagement, radyo eskwela*

## Introduction

While a substantial body of research underscores the importance of education for individual and societal well-being (UNESCO 2023) particularly in promoting economic growth, reducing poverty, and fostering social justice (World Bank 2020), achieving equitable access remains a challenge. This is especially true for out-of-school youth and adults in geographically isolated areas or facing economic hardship (World Bank 2020). The Philippines, like many developing nations, grapples with this issue. The Alternative Learning System (ALS), established in 1984 by the Department of Education (DepEd Philippines 2018), serves as a critical intervention offering opportunities for these populations to gain foundational literacy and numeracy skills alongside vocational training programs that can equip them with livelihood skills. Traditionally delivered through community learning centers, geographically dispersed locations and resource constraints can hinder participation (Avillion & Lopez 2018). Despite the widespread implementation of Computer-Assisted Learning (CAL) and Mobile-Assisted Learning (MAL) in many countries to accommodate students residing in remote areas, these alternative learning tools are not feasible in certain regions of the Philippines, particularly in the isolated parts of Bukidnon, where internet connectivity remains limited. Consequently, it becomes imperative to explore alternative mediums, such as radio, for delivering educational content to students in these under-served contexts.

Radio emerges as a promising tool to overcome these barriers. Research suggests that educational radio broadcasts can enhance learning outcomes particularly in remote locations where traditional schooling options may be limited (Rao & Kapoor 2017). Studies have demonstrated the effectiveness of radio-based instruction in improving literacy and numeracy skills even during the COVID 19 Pandemic when schools were on lockdown (Elliot et al, 2017; Obukoadata, 2024). Radyo Eskwela, a pioneering initiative launched in 2017 by Bukidnon State University in collaboration with the Department of Education in Malaybalay City, Bukidnon, leverages the accessibility of radio to deliver the ALS curriculum directly to out-of-school youth and adults in their homes. Radyo Eskwela aims to bridge the educational gap and empower marginalized communities by bypassing geographical limitations and economic constraints. Evaluating its impact can offer valuable insights into the effectiveness of this approach within the Philippine context, particularly in addressing identified gaps in the literature.

Firstly, existing research primarily focuses on the efficacy of radio-based instruction for foundational skills like literacy and numeracy (Akhter & Shah 2016). Less is known about its ability to teach the diverse range of subjects offered through ALS programs such as livelihood skills or citizenship education. Radyo Eskwela's evaluation has the potential to illuminate its potential for broader knowledge dissemination within the ALS curriculum. For instance, research on the use of radio for vocational training in other contexts such as agricultural practices or small business management could be informative (Timalsina & Pradhan, 2019).

Secondly, the current body of research largely explores radio-based learning in developing countries with limited resources (Kumar 2014; Elliot et al, 2017; Obukoadata, 2024). Radyo Eskwela's impact assessment can contribute to understanding the effectiveness of this approach in a middle- income nation like the Philippines with its unique educational landscape (Avillion & Lopez 2018). The Philippines' ALS program itself may offer valuable insights for comparison as research on its strengths and weaknesses can inform how radio broadcasts can best complement

or enhance existing delivery methods (Avillion & Lopez 2018).

Finally, more research is needed on how radio broadcasts can complement or enhance existing community-based ALS programs (Timalsina & Pradhan, 2019). Radyo Eskwela's evaluation can shed light on the potential for a blended learning approach that leverages the strengths of both radio and traditional ALS delivery methods within the Philippine context. Studies examining the use of radio alongside other educational technologies in ALS programs, even in different contexts, could provide valuable insights for future iterations of Radyo Eskwela (Timalsina & Pradhan, 2019).

By addressing these gaps, Radyo Eskwela's impact assessment aimed to determine the overall effectiveness of radio-based instruction in delivering a comprehensive ALS curriculum, including vocational and citizenship education. The study evaluated the success of Radyo Eskwela within the unique educational landscape of the Philippines, a lower middle-income country, and sought to identify best practices that can be applied to similar programs. Additionally, it explored how radio broadcasts can be integrated with existing community-based ALS programs to create a more effective and inclusive learning environment. The findings from this study provided valuable insights for the future of radio-based learning and inform the development of more inclusive and accessible ALS programs, both in the Philippines and in other countries striving to improve educational access for marginalized populations.

## Objectives

The present study sought to achieve the following objectives:

1. Analyze the learning outcomes achieved by participants through Radyo Eskwela's curriculum and instructional approach;
2. Investigate how Radyo Eskwela has influenced the educational and personal development of the participants; and
3. Assess the strengths and opportunities of improvement of the program's design, implementation, and delivery methods.

## Framework

The theoretical framework for this study on Radyo Eskwela is grounded in several critical educational and communication theories that collectively provide a robust foundation for understanding the program's impact. First, constructivist learning theory, primarily advanced by Jean Piaget and Lev Vygotsky, posits that learners actively construct knowledge through experiences and interactions with their environment (Piaget, 1954; Vygotsky, 1978). This theory emphasizes the importance of active engagement and contextual learning. Radyo Eskwela facilitates this active learning process by engaging learners in interactive radio sessions and practical activities. The program's design ensures that learners are not passive recipients of information but are encouraged to actively process and apply the knowledge gained through real-world applications and problem-solving exercises broadcasted via radio.

Additionally, adult learning theory, also known as andragogy, proposed by Malcolm Knowles, emphasizes that adult learners are self-directed, have rich experiences that inform their learning, and are motivated to learn by internal factors (Knowles, 1980). Radyo Eskwela aligns with these principles by providing relevant, practical, and accessible educational content tailored to out-of-school youth and adults. The program recognizes that adult learners bring a wealth of experiences to their learning process, which Radyo Eskwela leverages by integrating practical life skills and contextual learning scenarios that resonate with the learners' everyday experiences. This approach ensures that learners are motivated and can relate new knowledge to their existing experiences, making learning more meaningful and impactful.

Furthermore, diffusion of innovations theory, explores how new ideas and technologies spread within a community (Rogers, 2003). This theory is particularly relevant in understanding the adoption and dissemination of Radyo Eskwela among remote and marginalized communities. Analyzing Radyo Eskwela through this lens helps understand how the radio-based educational model is adopted and diffused among learners in remote areas. Factors such as the perceived advantages of radio-based learning, compatibility with the learners' needs, complexity, trialability, and observability of outcomes play crucial roles in its adoption. This theory helps in identifying the channels through which Radyo Eskwela is introduced and sustained in the community, as well as the social networks that support its diffusion.

In addition, media richness theory, suggests that different communication media have varying capacities to convey information effectively (Daft & Lengel, 1986). This theory is applied to assess the effectiveness of radio as a medium for delivering educational content in Radyo Eskwela. Media richness refers to the ability of a medium to facilitate understanding and reduce ambiguity. The study examined how well radio broadcasts convey complex educational materials and engage learners compared to other forms of media such as face-to-face instruction or digital platforms. Radio was evaluated for its ability to provide immediate feedback, handle multiple cues, facilitate language variety, and establish a personal focus, all of which contribute to the richness of the communication.

Moreover, social cognitive theory, emphasizes the role of observational learning, imitation, and modeling in acquiring new behaviors and knowledge (Bandura, 1986). Radyo Eskwela can be analyzed using this theory to understand how learners model behaviors and practices demonstrated during radio broadcasts. The program's effectiveness in promoting positive behavioral changes such as improved study habits and life skills can be attributed to learners observing and imitating the examples set by the radio instructors.

Finally, an impact study on Radyo Eskwela grounded in the theory of change (ToC) offers a nuanced understanding of the program's contributions to educational access and outcomes for out-of-school youth and adults (Connell & Kubisch, 1998). The ToC framework serves as a roadmap, outlining the causal connections between Radyo Eskwela's activities, anticipated outputs and outcomes, and the underlying assumptions that drive the program's success (Weiss, 1995). By systematically evaluating these linkages, the study sheds light on the efficacy of radio-based instruction in imparting necessary skills and knowledge, and how these learnings translate into improved educational attainment and livelihood prospects. This critical information is instrumental in gauging the program's effectiveness and its potential for broader adoption in similar contexts.

In essence, a ToC-based impact study offers a rigorous approach to assessing Radyo Eskwela's true impact and its potential to serve as a scalable model for enhancing educational opportunities.

These theoretical perspectives provide a comprehensive framework for evaluating Radyo Eskwela's effectiveness in delivering educational content, engaging learners, and fostering positive learning outcomes. By integrating these theories, the study can offer insights into the program's strengths, areas for improvement, and potential for scalability and sustainability within educational contexts.

Radyo Eskwela, an extension program of the Bukidnon State University's BS Development Communication program, followed the Alternative Learning System's (ALS) radio-based instruction. It utilized radio broadcasts to deliver lessons to out-of-school youths, working adults, and other Filipinos who cannot attend formal schooling. The program offers both literacy classes and livelihood programs that equip participants with practical skills. The curriculum is designed around six key dimensions: communication, critical thinking, resource management, self-development, community engagement, and worldview expansion. By leveraging the effectiveness of ALS' established learning strands and utilizing radio as a teaching method, this project makes education more accessible to a wider audience.

The study utilized several key variables to evaluate the learning outcomes of Radyo Eskwela. Program relevance measures how well the services provided by the program meet the community's needs and situations, assessing the extent to which the content and activities align with the actual needs and expectations of participants. Objectives evaluate the degree to which the program's goals address the community's needs, determining whether these goals are effectively targeted towards fulfilling the educational and practical needs of participants. Practicality examines the feasibility and effectiveness of the services in meeting community needs, considering whether participants can apply the skills and knowledge gained from the program in real-life scenarios, thus demonstrating the practical value of the education provided. Content quality measures both the alignment of the program's topics with the community's needs and the overall quality of the educational content, evaluating the comprehensiveness, depth, and engagement level of the educational materials and topics covered. Stakeholder participation assesses the involvement and engagement of stakeholders in the program, looking at how actively participants and other stakeholders are involved in the learning process and program activities, which is crucial for the success and sustainability of educational initiatives. Lastly, use of instructional materials evaluates the effectiveness of instructional materials used during lectures, considering the quality and clarity of the materials and their role in enhancing the learning experience for participants.

This comprehensive framework integrated diverse theoretical perspectives and detailed evaluation metrics to assess Radyo Eskwela's effectiveness in delivering educational content, engaging learners, and fostering positive outcomes. By applying these theories and metrics, the study provides insights into enhancing educational interventions and promoting sustainable development through innovative educational strategies like Radyo Eskwela.

## Methodology

This study employed an explanatory sequential mixed-methods approach to comprehensively assess the effectiveness of the Radyo Eskwela program in Bukidnon. The methodology was divided into three distinct phases: quantitative data collection and analysis, qualitative data collection and analysis, and integration of findings through triangulation. In the first phase, quantitative data were collected to establish broad trends regarding the program's effectiveness. This phase involved administering structured surveys to program participants, with data gathered in two waves: 169 respondents in June 2021 and 245 respondents in July 2022. The surveys were distributed by program extensionists in Bukidnon and utilized 5-point Likert-scale questionnaires to evaluate key aspects of the program, including relevance, objectives, practicality, content quality, stakeholder participation, and use of instructional materials. A random sampling method was employed to ensure that the data represented a diverse cross-section of Radyo Eskwela participants. Data were analyzed using descriptive and inferential statistical techniques to identify trends, measure program impact, and determine correlations between various program components and participants' perceived outcomes. These statistical analyses provided an initial understanding of the program's strengths and areas for improvement.

The second phase involved gathering qualitative data to further explore and contextualize the quantitative findings. This phase aimed to provide a deeper understanding of how Radyo Eskwela impacted learners' educational experiences. An open-ended evaluation survey was administered to 19 purposively selected ALS implementers and learners who had at least six months of engagement with the program. This survey explored learners' experiences with Radyo Eskwela, focusing on aspects such as skills acquisition, confidence levels, and overall perspectives on education. To analyze the qualitative data, a thematic analysis approach was employed. This process involved coding significant phrases and sentences, identifying recurring themes, and validating these themes through consensus among multiple researchers. The themes provided valuable insights into the learners' engagement with the program, the challenges faced, and the perceived benefits, offering a more nuanced understanding of the program's impact. The survey form was validated by program implementers and language experts to ensure content accuracy and relevance.

The final phase involved the integration of quantitative and qualitative data to ensure a comprehensive assessment of the program. This was achieved through triangulation, where data from both phases were compared and cross-verified to enhance the validity and reliability of the study's conclusions. The triangulation process allowed for a more holistic understanding of Radyo Eskwela by providing multiple perspectives on its effectiveness. By combining broad quantitative trends with detailed qualitative insights, the study produced a robust evaluation of the program's overall impact on learners and its potential for broader implementation.

Throughout the study, ethical considerations were rigorously adhered to. Informed consent was obtained from all participants, who were provided with detailed information about the study's purpose, procedures, and voluntary participation. Participants were assured of their right to withdraw at any point without any negative consequences. Confidentiality was maintained through the use of unique identifiers, and all collected data were securely stored to protect against unauthorized access. Furthermore, participants were not compensated to avoid potential bias or

coercion, ensuring the integrity of the responses.

The quantitative data were interpreted using statistical analysis software to produce key findings, while thematic analysis was employed for qualitative data. The study’s triangulation of data enhanced the reliability of the results, as findings from both data sets were cross-referenced to validate patterns and themes. This comprehensive approach ensured that the study’s conclusions were well-supported, providing a rigorous and evidence-based assessment of Radyo Eskwela’s effectiveness in Bukidnon. By organizing the methodology into these three phases, the study provides a systematic evaluation of the program, ensuring that both broad trends and detailed learner experiences are considered in assessing the overall impact of Radyo Eskwela.

## Results and Discussion

### *Learning Outcomes of Radyo Eskwela*

The evaluation of Radyo Eskwela across multiple criteria showed consistently high ratings, indicating significant benefits for the community. The following discussion details each criterion’s assessment, highlighting the program’s success in various aspects of its implementation and impact. Table 1 below summarizes the results.

Table 1  
*Evaluation of Radyo Eskwela by 169 Stakeholders*

Criteria	Definition	Average Rating	Qualitative Descriptor
Practicality	The feasibility and effectiveness of the services in meeting community needs	4.66	Better
Relevance	The extent to which the services meet the community’s needs and situations	4.63	Best
Content	The alignment of the program’s topics with the community’s needs	4.62	Better
Quality	The conformity of services/training/advisory services with the project’s objectives	4.61	Better
Use of IEC/IMs	The effectiveness of instructional materials during lectures	4.56	Better
Timeliness	The promptness and suitability of service delivery	4.56	Better
Objectives	The degree to which the program’s objectives addresses the needs of the community	4.55	Better
Participation	The involvement and engagement of stakeholders in the program	4.5	Better
Utilization	The opportunity for stakeholders to apply the products or technologies provided	4.49	Better

*Rating Scale: 4.50 - 5.0 Best 3.50 - 4.49 Better 2.50-3.49 Good 1.50-2.49 Fair 1.0-1.49 Needs Improvement*

The program scored the highest in practicality, defined as the feasibility and effectiveness of the services in meeting community needs, with a mean rating of 4.66. This high rating

demonstrates that participants appreciated the program's ability to meet their practical needs, allowing them to apply newly acquired skills in real-life scenarios. This sentiment is supported by a respondent who noted, "*Radyo Eskwela aids learners in understanding subjects better through engaging audio-based learning,*" highlighting the program's practicality and its impact on daily life. This aligns with constructivist learning theory, which emphasizes the importance of practical, hands-on experiences in constructing knowledge (Piaget, 1954; Vygotsky, 1978). Practicality in educational interventions ensures that solutions are not only theoretical but also applicable and beneficial in real-world settings (Hattie, 2019).

Relevance, assessed as how well the services meet the community's needs and situations, garnered a high rating of 4.63, the second highest among all criteria, classified as "Best." This rating underscores the program's success in aligning its content with the actual needs of the participants. One learner emphasized, "*Radyo Eskwela made learning possible and accessible,*" highlighting the program's relevance to their educational pursuits. This resonates strongly with adult learning theory (Knowles, 1980), which posits that adult learners benefit significantly from education directly applicable to their daily lives. Radyo Eskwela's curriculum is specifically tailored to provide such relevant, practical skills, ensuring learners are motivated and can relate new knowledge to their existing experiences, thereby making learning more meaningful and impactful. The importance of addressing community-specific needs in educational programs is well-documented, underscoring the significance of relevance in achieving educational success (Saavedra, 2018; UNESCO, 2020).

The content criterion, which measures both the alignment of the program's topics with the community's needs and the quality of educational content, received high ratings across multiple dimensions. It achieved a rating of 4.62 for relevance, classified as "Better," indicating strong alignment with the diverse educational needs of participants. Learners appreciated the program's comprehensive coverage of topics, ranging from basic education to practical skills, which contributed to a well-rounded educational experience. This effective alignment of content with learners' needs is crucial for engagement and successful learning outcomes (Tomlinson, 2019). Moreover, the quality of educational content was rated at 4.61, reflecting the program's success in delivering high-standard education that effectively engages learners. This alignment with media richness theory underscores radio's capability to convey complex educational materials with rich feedback and multiple cues, further enhancing the program's educational impact (Daft & Lengel, 1986). Participants valued the structured delivery and depth of the content, highlighting its contribution to maintaining rigorous educational standards.

Quality, referring to the conformity of services and training with the project's objectives, scored 4.61, classified as "Better." Participants valued the high quality of the educational content, which was consistently aligned with the program's goals. The structured and well-delivered content helped maintain a high standard of education. High-quality educational services are fundamental in achieving desired learning outcomes and ensuring participant satisfaction (Darling-Hammond et al., 2020).

The use of information, education, and communication (IEC) materials during lectures was rated at 4.56, labeled as "Better." While effective, there is room for improvement in enhancing these instructional materials to further support the learning process. Participants suggested developing

higher- quality and more engaging materials to make the educational content clearer and more comprehensive (Mayer, 2021).

Timeliness, which measures the promptness and suitability of service delivery, received a rating of 4.56, categorized as “Better.” Participants appreciated the timely delivery of educational content, which allowed them to stay on track with their learning objectives. The flexibility of learning at their own pace and time was particularly valued, as it catered to their individual schedules and commitments.

The degree to which the program’s objectives address the community’s needs was rated at 4.55, classified as “Better.” Participants acknowledged that Radyo Eskwela’s objectives were well-targeted towards addressing their educational needs. This alignment helped ensure that the program remained relevant and effective in meeting its goals (Kirkpatrick & Kirkpatrick, 2019).

The involvement and engagement of stakeholders in the program scored 4.5, labeled as “Better.” The program successfully engaged participants, fostering an inclusive and interactive learning environment. This active participation was crucial in enhancing the overall educational experience. One participant mentioned that the program “fosters critical thinking about the lesson by the use of technology and its application.” Active involvement from participants and stakeholders is crucial for the success and sustainability of educational initiatives (Wenger-Trayner & Wenger-Trayner, 2020).

The criterion with the lowest rating was utilization, or the opportunity for stakeholders to apply the products or technologies provided, which received a rating of 4.49, still marked as “Better.” This relatively lower rating indicates that while participants found the skills and technologies beneficial, there were challenges in fully integrating these new skills into their daily activities. Participants reported successfully applying their new skills in various contexts, such as effectively communicating, analyzing information critically, and engaging in learning activities both inside and outside the classroom. However, some respondents felt there could be more structured support in helping them utilize these skills more effectively. Enhancing support mechanisms to facilitate the application of new skills and technologies could further strengthen the impact of Radyo Eskwela. The effective use of educational technologies is increasingly recognized as a key component in enhancing learning experiences (Selwyn, 2019).

Overall, the high ratings across these criteria demonstrate Radyo Eskwela’s effectiveness in providing accessible and relevant education to out-of-school youth and adults. The program’s strengths lie in its practicality, relevance, and community engagement. However, there is an opportunity to improve the instructional materials used and to enhance support for the utilization of new skills, which could further enhance the learning outcomes and overall impact of the program.

### ***Radyo Eskwela’s Educational and Personal Development Outcomes***

Radyo Eskwela’s influence on participants extended beyond simply enriching their education. The program demonstrably yielded positive results in knowledge acquisition, skill development, and overall well-being (Farid et al., 2020). This transformative learning experience stemmed from its diverse curriculum, practical skill application, and engaging audio-based format.

### *Broadening Horizons and Deepening Understanding*

The program's broad subject areas mirrored social cognitive theory's emphasis on observational learning (Bandura, 1986), as participants highlighted its ability to broaden their horizons. This exposure, coupled with the engaging audio delivery, fostered a holistic educational experience.

### *Developing Essential Skills for Life*

Radyo Eskwela excelled at developing essential skills, particularly communication and critical thinking. Participants reported improved listening comprehension, critical analysis, and active participation in discussions. This practical learning aligns with constructivist learning theory, where knowledge application reinforces learning (Dreer, 2020). The program's impact extended beyond academics, empowering participants with practical competencies applicable in various settings. This real-world application underscored its effectiveness in preparing learners for life's challenges.

### *Fostering a Love for Learning and Personal Growth*

Beyond skill development, Radyo Eskwela fostered a positive attitude towards learning and self-discipline. Participants appreciated its accessibility and flexible learning opportunities. This approach nurtured independence and self-discipline, crucial attributes for lifelong learning. Furthermore, the program's inclusive approach and engaging content fostered a sense of accomplishment and empowerment, enhancing overall well-being and motivating participants to persist in their educational pursuits.

### *The Transformative Power of Educational Radio*

Radyo Eskwela's success exemplifies the potential of innovative educational programs to improve learning and skill development. Expanding similar programs, especially in remote areas, could further democratize access to quality education. The program's flexibility caters to diverse learning needs, making education more inclusive and accessible.

Using the Theory of Change (ToC) framework, the program's activities could lead to these positive outcomes. Radyo Eskwela provides structured and high-quality educational content through radio broadcasts, targeting out-of-school youth and adults in remote areas. The immediate outputs of these activities include increased access to educational resources, consistent exposure to new information, and engagement with interactive learning methods. According to the ToC, these outputs are crucial in laying the foundation for achieving broader educational and well-being outcomes (Demirci, 2020; Kiuru et al., 2014).

The intermediate outcomes, as observed in the study, include enhanced knowledge and practical skills among participants. The consistent and structured delivery of educational content helps learners build a solid knowledge base in various subjects, such as agriculture and basic literacy. This is supported by studies indicating that educational radio can significantly improve literacy and numeracy skills by providing regular and high-quality instruction (Demirci, 2020;

Wang & Eccles, 2012).

Moreover, the development of practical skills, such as improved agricultural techniques, aligns with the ToC framework's emphasis on applying learned knowledge to real-life contexts. This practical application not only reinforces the learning process but also enhances participants' confidence and self-efficacy, essential components for sustained educational engagement and personal growth (Kiuru et al., 2014).

The long-term outcomes of Radyo Eskwela, as envisioned by the ToC, include improved well-being and socio-economic development for participants and their communities. The sense of accomplishment and confidence gained from successfully applying new skills translates into better emotional and mental health, contributing to overall well-being. Furthermore, the program's role in fostering community engagement and social cohesion contributes to a supportive and empowering environment for learners. This community-focused approach enhances social well-being by building stronger community ties and facilitating collective learning experiences, which are vital for long-term sustainable development (Demirci, 2020; Kiuru et al., 2014).

The success of Radyo Eskwela demonstrates the potential of innovative educational programs to enhance learning experiences and skill development. The use of engaging audio content and interactive elements can significantly improve understanding and retention of information. Expanding similar programs to reach more learners, especially in remote or underserved areas, could further democratize access to quality education. Additionally, the flexibility offered by such programs can accommodate diverse learning needs, making education more inclusive and accessible.

### ***Strengths and Opportunities for Improvement of the Program***

As detailed in previous sections, the program demonstrably yielded positive results in knowledge acquisition, skill development, and overall well-being. This transformative impact is rooted in Radyo Eskwela's core strengths. This section explores these strengths, drawing on participant feedback, to illuminate how the program's design and implementation contribute to its success in empowering learners from diverse backgrounds. Opportunities for further improvement to solidify Radyo Eskwela's positive impact, is also included.

#### ***A. Radyo Eskwela's Strengths***

##### ***Broadcasting Education Beyond Boundaries***

Radyo Eskwela's most significant strength is its ability to provide access to education for out- of-school youth and adults, particularly in geographically isolated and economically disadvantaged areas. The program leverages the widespread reach and accessibility of radio broadcasts to deliver educational content directly to learners' homes, bypassing traditional barriers such as distance and cost. This innovative approach is reflected in participant feedback, with one stating, "*For me, this program is important because even if you are away or you do not have time to go to school, you can still continue learning through the RBI Program.*" This quote underscores the program's role in making education accessible to those who might otherwise be excluded

from formal learning opportunities. This accessibility aligns with research on the potential of educational radio to democratize access to education, particularly in underserved communities (Dreer, 2020).

### *Community-Centric Curriculum*

Radyo Eskwela received the highest rating for relevance (4.63), indicating that the program effectively addresses the educational needs and situations of the community. The program's focus on providing educational content tailored to the needs of out-of-school youth and adults in geographically isolated areas is a significant strength. This alignment with community-specific needs enhances engagement and ensures that the educational material is pertinent and timely (Busolo & Manalo, 2022)

### *Practical Learning Solutions*

The practicality of Radyo Eskwela's methods and delivery, rated at 4.66, demonstrates the program's effectiveness in providing feasible and impactful educational solutions. Utilizing radio broadcasts allows the program to bypass geographical and economic barriers, making education accessible to a broader audience. This method has proven effective in other contexts, where radio-based instruction has significantly improved literacy and numeracy skills (Dreer, 2020; Timalisina & Pradhan, 2019)

### *Inclusive Community Engagement*

The program's high level of stakeholder participation, with a rating of 4.5, reflects strong community support and involvement. Active engagement from learners, facilitators, and community leaders is crucial for the program's success and sustainability. This involvement not only enriches the learning experience but also fosters a sense of ownership and commitment among participants. Another respondent highlighted the program's inclusivity: "*This is a good program because I learn even if I am just at home.*"

### *Quality Content Delivery*

Radyo Eskwela's content and service quality, rated at 4.61, underline the program's adherence to its objectives and the effectiveness of its implementation strategies. High-quality educational services are essential for achieving desired learning outcomes and ensuring participant satisfaction. The program's ability to deliver clear, well-structured, and relevant content contributes to its overall effectiveness.

## ***B. Opportunities for Improvement***

### *Expanding the Airwaves*

One of the key areas for improvement is the enhancement of radio signal strength and coverage. Participants suggested expanding the scope of the radio signal to reach more learners. Strengthening the signal is crucial to ensure that the educational content is accessible to a larger

audience, particularly in remote areas. As some respondents emphasized, “*Widen the scope of the signal of the radio so that more people can learn*” and “*Strengthen the signal so that more people can listen.*”

### *Enhancing Instructional Materials*

While the use of instructional materials during lectures was rated at 4.24, indicating room for improvement, enhancing these materials could further support the learning process. Developing higher quality and more engaging instructional materials can significantly impact learning outcomes by providing clearer, more comprehensive resources. This improvement can make the educational content more accessible and engaging, thus enhancing the overall learning experience.

### *Boosting Interactivity*

Incorporating more interactive elements into the program could further enhance engagement and learning outcomes. Live sessions, opportunities for learner interaction, and the use of supplementary technologies (e.g., mobile applications or online platforms) can provide a richer, more interactive learning experience. These elements can help maintain learner engagement and facilitate a more dynamic and participatory educational process.

### *Continuous Improvement through Feedback*

Regular monitoring and evaluation are crucial to adapting the program to the evolving needs of learners. Implementing a robust feedback mechanism will help identify areas for improvement and ensure that the program remains responsive to participant needs. Continuous assessment can provide valuable insights into the effectiveness of different aspects of the program and guide future improvements.

By addressing these opportunities for improvement, Radyo Eskwela can enhance its impact and ensure that it continues to provide valuable educational opportunities to marginalized communities. The program’s strengths in access to education, relevance, practicality, and community engagement form a solid foundation upon which these improvements can be built, ultimately leading to more inclusive and effective education for all.

## **Conclusion**

Radyo Eskwela, an innovative radio-based educational program by Bukidnon State University, has demonstrated significant positive impacts on the learning outcomes, skills development, and well-being of out-of-school youth and adults in geographically isolated and economically disadvantaged areas in Bukidnon. The program effectively bridges educational gaps by leveraging the accessibility of radio, making learning feasible for individuals who might otherwise be excluded from traditional educational opportunities.

The evaluation revealed high ratings across multiple criteria, including practicality, relevance, content, quality, use of instructional materials, timeliness, objectives, participation,

and utilization. These results underscore the program's success in meeting the community's needs, delivering high-quality educational content, and engaging learners in a meaningful way. Additionally, Radyo Eskwela has been instrumental in enhancing learners' communication skills, critical thinking abilities, and overall confidence, contributing to their personal and professional growth.

However, the study also identified areas for improvement, such as expanding radio signal coverage, enhancing instructional materials, incorporating more interactive elements, and implementing continuous feedback mechanisms. Addressing these areas can further enhance the program's effectiveness and ensure its sustainability.

## **Recommendations**

To maximize Radyo Eskwela's effectiveness in achieving its educational goals, the following recommendations directly address the research objectives outlined in the study.

- First, enhancing instructional materials and delivery methods is crucial. This involves developing high-quality and engaging materials that target specific learning outcomes identified in the study.
- Second, tailoring these materials to local customs, languages, and educational values will improve knowledge and skill development. Exploring interactive elements or incorporating supplementary resources, such as mobile applications where access permits, can further enhance engagement and cater to diverse learning styles.
- Third, implementing a multi-faceted evaluation plan is essential. This plan should acknowledge the limitations of self-reported data and incorporate diverse data collection methods beyond surveys. Standardized tests aligned with the program curriculum can also be explored as they can measure learning outcomes directly. In addition, skill assessments can be implemented to gauge knowledge and skill development. Finally, surveys and interviews can provide valuable insights into participants' well-being and overall program satisfaction.
- Lastly, conducting longitudinal studies can overcome the limitations of short-term assessments. Tracking the program's long-term impact on learning outcomes, knowledge retention, skill development, and overall well-being provides a more comprehensive picture of Radyo Eskwela's effectiveness.
- While acknowledging the limitations identified in the study regarding access to technology beyond radio reception, exploring solutions for accessibility barriers remains important. This includes investigating partnerships to provide mobile devices or internet access in underserved areas, if feasible. Additionally, developing alternative offline learning materials can complement the radio program and ensure equitable access to resources, and fostering overall program improvement.

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