EVALUATING DEPED TV IN THE TEACHING-LEARNING PROCESS OF UNDERSTANDING CULTURE, SOCIETY, AND POLITICS: A BASIS FOR THE RECONCEPTUALIZATION OF DEPED TV

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ABSTRACT: *This research aims to evaluate DepEd TV in the teaching and learning process of Understanding Culture, Society, and Politics among the students and teachers of Las Pinas City Technical-Vocational High School. This study is a response to the effect of the closure of different educational institutions in the Philippines brought by the pandemic. Aside from this, it is a response to the effects in the teaching and learning process caused by the closure of schools. With the use of qualitative methods and phenomenological type of research design, this gathers information from both students and teachers before and after the implementation of DepEd TV. The findings of the study showed that before DepEd TV was introduced and implemented, students encountered different challenges in distance learning. This includes their struggle in engaging in their respective classes, limited materials and gadgets, and poor comprehension which leads to poor academic performance. However, after DepEd TV was introduced and implemented, findings showed that students are more engaged in their class which leads to better comprehension and improved academic performance due to the accessibility of the said material which is also enriching and curriculum-aligned audio-visual material. Aside from this, teachers also emphasized the importance of DepEd TV audio-visual material in the teaching process. Teachers stated that because of the DepEd TV audio-visual material, it helps the teachers impart knowledge in an easy way as it provides clear explanation to a certain topic. However, they also stated that to improve the audio-visual material, localized content, better interaction between students and teachers, quizzes and other interactive content must be added.*
This study concludes that DepEd TV plays an important role in the teaching and learning process of Understanding Culture, Society, and Politics. It helps students improve their academic performance and promotes self-paced learning. In line with this, while it promotes self-paced learning, reconceptualization must be done especially in accessibility of the material, its interactivity, its localization, and its support to the teachers to make the material an important tool in the classroom.
Keywords: Academic Performance, Audio-Visual Materials, DepEd TV, DepEd TV, Student engagement, Teaching and Learning Process

1. INTRODUCTION

In response to the challenges of the COVID-19 pandemic, the Department of Education issued the DepEd order No. 12, Series of 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 during the COVID-19 Public Health Emergency. This order from the Department of Education formulated the Basic Education Learning Continuity Plan that provides programs to address the challenges brought by the COVID-19 pandemic in the education sector. The said memorandum aims to protect not only the students, but also all the teachers and personnel of the department of education against the deadly virus and make learning continue even during the time of the pandemic. With the implementation of this order, several programs particularly the Most Essential Learning Competencies have been implemented. The Most Essential Learning Competencies is an essential skills and competencies that students need to produce an effective outcome that is aligned with the curriculum. Aside from the implementation of the Most Essential Learning Competencies, the DepEd TV is created. DepEd TV is a program of the Department of Education that aims to give learners materials that will guide them even when they are at their respective houses [1]. This is a set of Video Lesson Materials that provides the learner with an avenue of learning. This Video Lessons are from Elementary up to Senior High School. The DepEd TV Program Memo aims to make learner attain competencies and achieve the learning targets by using the interactive video lesson that came from the DepEd TV. On October 2020, the Department of Education implemented the DepEd TV to address the challenges brought by the COVID-19 Pandemic [2]. This provides video learning materials to students from elementary up to senior high school an alternative way to learn as it airs not only online but also on free TV. It is a program of the Department of Education under the "Sulong Edukalidad" that is under the KITE framework. "Sulong Edukalidad" is the battle cry of the department to provide quality education especially in this technology-driven world [2]. This aims to provide basic education that is aligned with the globalized curriculum. According to the Department of Education, The KITE framework aims to eradicate challenges especially in the basic education in the Philippines. It makes learners aim for their full potential. The KITE framework stands for K for K-12 Curriculum review and update, I for Improving the learning Environment, T for Teachers' upskilling and reskilling, and E for Engagement of stakeholders for support and collaboration. The "Sulong Edukalidad" KITE framework became one of the bases for the creation of the DepEd TV [3].

DepEd TV provides teachers and students with a compilation of audio-visual materials that aids the teaching and learning process up to this date. Audio- Visual Materials is a tool in teaching and learning that provides an effective way to deliver information. It is composed of different materials that everybody can access anytime of the day and anywhere they want. DepEd TV is a program of the Philippine Government that is composed of different video lessons that can be used by the teachers and the students.

One of the subjects that has different episodes of DepEd TV is Understanding Culture, Society, and Politics [4]. It is considered as one of the core subjects under Humanities and

Social Science or the Social Sciences Subject. It aims to give students an idea of how our society works and how it affects our culture and our politics. It is given that the UCSP is one of the subjects in the senior high school that requires much attention as it has several things to study. That is why the Department of Education crafted the video lesson for the subject UCSP. With this, different videos coming from different sources can be used to enhance the teaching and learning process.

DepEd TV in the current situation creates a new way of innovating the teaching and learning process. It provides different learning instructional materials that benefits the students and the teachers. It creates an alternative way for students to learn as it provides learning materials that the students can access even if they are not inside the classroom. As educational institutions adopt different modes of learning, it enhances the learning process at it provides different ways to learn and one of it is DepEd TV. It is an effective material for the students and teachers as they can access different learning materials using their gadgets.

Numerous investigations have been conducted on teaching pedagogies [5, 6, 7, 8, 9, 10], student preferences and readiness [11, 12], student motivation and attitude [13, 14, 15, 16], teachers skills, competencies, and challenges [17, 18, 19], assessment techniques and tools [20, 21, 22, 23] and other related factors [24, 25, 26, 27, 28, 29, 30] in order to enhance students learning outcome but little was done on investigating the effectiveness of DepEd TV on understanding culture, society and politics.

This research evaluates DepEd TV in the process of teaching and learning in Understanding Culture, Society, and Politics. Since there are limited to no records of research regarding DepEd TV in teaching and learning process particularly the subject UCSP. This serves as pioneer research aiming to seek answers on the effectiveness of DepEd TV in the teaching and learning process of UCSP. DepEd TV is a program of the Department of Education which helps learners and teachers to have an effective way of teaching and learning. This makes a way for reconceptualizing DepEd TV as a tool in the new normal education that helps not only the students but also the teachers.

This study specifically sought to answer the following problems:

1.   How did learners and teachers view DepEd TV before its implementation in terms of the following:
1.1. intended role in the teaching and learning process during the time of pandemic;
1.2 first-hand experiences with the educational materials;
1.3 significance in the academic performance?
2   How did learners and teachers view DepEd TV after its implementation in terms of the following:
2.1 effectiveness in the teaching and learning process;
2.2 experiences using the platform;
2.3 overall feedback and areas for improvement of DepEd TV for reconceptualization?

2. RESEARCH METHODOLOGY

This study used a qualitative-descriptive research design. Qualitative-descriptive research design is a tool being utilized by researchers to collect data in a certain population that provides an in-depth analysis of the subject. It provides comprehensive data using observation such as interviews and surveys. Descriptive-Qualitative research design is a tool being utilized by researchers to gain information on a certain event or phenomenon and it is an effective and useful design as the data gathered on this design can be easily analyzed [31].

Qualitative-descriptive research design was implemented in this study by gathering information from students and teachers by using interview questionnaires to evaluate DepEd TV for reconceptualization [32]. This was conducted using google forms as a part of the data gathering and for the easy collection of data in line with the phenomenological type of research [33].

This research design gathered information from the senior high school students and teachers of Las Pinas City Technical Vocational High School who experienced Alternative Delivery Mode of learning during the school year 2020-2021 and 2021-2022. The survey interview was a researcher-made questionnaire in which the teachers and the students answered based on their experiences and their suggestions for the improvement of the said audio-visual material.

After the researchers administered the survey-interview regarding their experiences and their suggestion about the DepEd TV, the data was gathered and collected and reconceptualizing the said Audio-Visual Materials.

2.1. Participants

The respondents of this study were the selected grade 11 senior high school students and the teachers of Las Pinas City Technical-Vocational High School from school year 2020-2021 and 2021-2022. They were interviewed regarding their perspective on the role of DepEd TV in the teaching-learning process during the time of pandemic. The researcher chose the said respondents because they have experienced teaching and learning during the alternative learning modality.

2.2. Research Instrument

This study utilized a researcher-made interview questionnaire administered to both students and teachers of Las Pinas City Technical-Vocational High School who experienced Alternative Delivery Mode of Learning during the pandemic. This researcher-made interview questionnaire gathered views regarding the role of DepEd TV in the teaching and learning process. Information gathered from this instrument paved the way for reconceptualizing DepEd TV for improvement and for the future use of the material. The instrument is composed of three (3) questions for the first part and another three (3) for the second part for both the teachers and the students. The following steps were undergone in the creation of the researcher-made interview questionnaire. First, the researcher created a draft questionnaire that is in-line with the statement of the problem. This draft questionnaire was finalized as a draft questionnaire. Aside from this, the researcher created a letter of request for the validation of the said questionnaire validated by the Education Program Supervisor, Principal, and a Master Teacher who has specialization in Social Studies. and a letter of request to conduct a survey addressed to the Principal and the Schools Division Superintendent. After the question was drafted, it was validated by the Education Program Supervisor, Principal, and the Master Teacher. After the validation, the researcher revised the questionnaire based on the comments of the validators and returned to the validators again for approval. The approval also served as pilot testing for the said researcher-made questionnaire. This means that the comments and suggestions

of the validators served as the content validity and pilot testing for the questionnaire. After the validation and pilot testing, the questionnaire together with the parental consent for students who are still not in legal age was administered to the respondents using google forms. The researchers used google forms as a means of gathering data because it is one of the secure ways to gather information as it can be given to a specific person using their personal e-mail and no one can access it. Aside from this, it is easy to use, and it can be accessed using their gadgets. The google forms that the respondents used is a series of open-ended questions that the respondents has answered based on their experiences in using the DepEd TV in the teaching and learning process. After this step, the collection of data was done, the researcher used thematic analysis for the interpretation to provide data were used in reconceptualizing DepEd TV in the new normal.

2.3. Data Gathering Procedure

The researchers conducted an interview survey to the selected grade 11 students and teachers from school year 2020-2021 and 2021-2022 of Las Pinas City Technical-Vocational High School after the letter of request was approved. After the conduct of the interview survey, the researchers gathered the data given by the students and teachers. The data gathered was stored in a google drive folder for safekeeping of data and it is also stored in a flash drive for backup of data in case there is a data loss. Once data was gathered, it was utilized by the researcher, and it was processed and analyzed for the interpretation of the results needed in the study. The data gathered by the researcher from the respondents was being manually interpreted using thematic analysis method. By using themes and codes, depending on the respondents' answers, the researcher manually reads the respondents' answers to develop themes and codes where the data gathered is relevant. After the researcher treated and analyzed the data, themes and codes were given back to the respondents together with their responses to check if their responses are properly treated and analyzed.

2.4. Data Analysis

Thematic analysis involves various methods; the researcher must first familiarize with the data to be analyzed [34]. The researchers followed the steps espoused by the proponents in [34] to ensure that analysis was valid. The first step was to transform the interview to codes. Then, researchers categorized it into different catgeories or themes. These were reviewed to provide accurate qualitative interpreation of data. This included splitting of themes creating and deleting other themes to have an accurate information. The information gathered paves the way for reconceptualizing DepEd TV.

3. RESULT AND DISCUSSION

3.1 Students Before DepEd TV

3.1.1. The continuity of the learning process despite the closure of schools

"DepEd TV helped me to continue learning by providing lessons on TV, it makes every lesson easier to understand."
DepEd TV provides an effective way of continuing education despite the closure of schools due to the pandemic. It serves as a way for students who do have limited access to internet as it being aired to free TV channels. DepEd TV is one of the helpful tools during the pandemic as it provides standardized content such as lessons and other learning materials. [34,35]

3.1.2. DepEd TV for self-paced and independent learning.

"It made lessons available to everyone, even those without internet. It was useful for reviewing topics and understanding lessons better at our own pace."
DepEd TV played a crucial role especially during the pandemic. It is one of the tools that makes students learning work at their own pace as they can play, pause, and replay it whenever they want or if there are topics that they need to go back with even without a teacher guiding them. Aside from this, it helps students to become independent learners because even the teacher is not around to check their progress, DepEd TV serves to impart lessons in a clearer way that helps them to explore those topics on their own. Making learners learn on their own and become independent. [1,34]

3.1.3. Increased Learning Engagement and Academic Performance.

I was able to complete all the activities given to me." *"DepEd TV helped me to continue learning by providing lessons on TV, it makes every lesson easier to understand."*
DepEd TV provides clear and easier explanations to understand topics that are difficult for them even without the presence of their teacher. Through this, it helps students who are studying independently reduce their confusions and answer their activities correctly. With this, it creates a way for them to improve their engagement and their academic performance. [34,35]

3.1.4. Engagement in Face-to-Face Learning.

"Before DepEd TV, learning was more interactive. We had face-to-face classes where I could ask questions, join discussions, and do group activities. Teachers guided us directly, making lessons easier to understand. If I struggled with a topic, I could ask for help right away." Before the implementation of DepEd TV, in-person classes or face-to-face classes are the modality of teaching and learning in all schools. This is composed of teacher to student communication inside the classroom wherein group tasks are being given by the teachers to students to interact and participate with other students. According to the respondents, face-to-face classes create an interactive learning environment where students can communicate with other students and to their teachers by means of class discussions and group activities. Also, they can receive immediate feedback regarding their progress inside the classroom that makes students understand the lessons and create a dynamic experience and engagement for the students. [35]

3.1.5. Challenges of the transition from Face-to-Face Learning to Remote Learning.

"During the pandemic, engagement with the teachers were limited to messages and online meeting platforms such as Zoom or G-Meet."
"I'm having hard time to understand every lessons. I only engage with my teacher by asking question on their online accounts such as Facebook and Messenger"
The transition of face-to-face learning to remote learning displayed a huge challenge for students in terms of their classroom engagement and their communication with their teachers. Due to insufficient interaction and real- time feedback, students are having a hard time clarifying and questioning things which leads to them not being motivated. With this, the learning process is becoming more ineffective and demanding unlike the traditional in- person classes. [36]

3.1.6. Challenges of the transition from Face-to-Face Learning to Remote Learning.

"One of my experiences is learning lessons is having a hard time learning because I'm used to be taught by teachers face to face."

Adjusting to independent modular learning imposes challenges on students as they are used to face-to-face classroom set-up. With the abrupt change of modality to printed modules and worksheets, students work on their own with limited guidance from their teachers that makes learners difficult to concentrate on their tasks. Aside from this, immediate feedback from teachers is also lacking that leads to confusion as students encounter difficulties especially from the concepts within the modules. The change of modality affects the students as they become independent learners in just a snap of a finger. The adjustment to this modality shows the importance of the guidance of the teachers in ensuring the quality of education that is being imparted to students. [36]

3.1.7. Better Academic Performance during face-to-face modality.

"Before DepEd TV, my academic performance was better because I had direct guidance from teachers, allowing me to grasp lessons more effectively."

The traditional in-person classes allowed students to interact with other students and their teachers, thus creating real-time interaction where they can receive feedback. Also, engaging activities promote active participation which leads to motivation for students. Traditional face-to-face classes provide a motivating learning experience as they can see themselves participating, which leads to better academic performance. [36]

3.1.8. Academic struggles due to self-learning.

"My academic performance before implementing DepEd TV was not good, since the pandemic limited face-to-face teaching, making it difficult for me to understand a particular subject."

Before the implementation of DepEd TV and without the guidance of the teacher, they are having a hard time coping with the lesson on their own which leads to confusion and low academic performance. [36]

3.2 Students After DepEd TV

3.2.1. Better understanding of the lesson leads to better academic performance.

"After my teacher introduced and used DepEd TV, it helped me improve my academic performances. It makes every lesson easier than before."

DepEd TV in the classroom enhances their understanding of the lessons which leads to better academic performance. Using this audio-visual material, complex information is being simplified that made students' learning effectively. [36, 37]

3.2.2. Better student engagement via audio-visual and flexible learning.

"DepEd TV helped me by giving extra lessons that I could watch and review anytime. it made learning more flexible, especially when I needed to go over a topic again. it also helped me understand some lessons better with visuals and explanations."

DepEd TV is an audio-visual material that promotes student engagement using flexible and interactive methods. It captures students' interests and attention which allows them to grasp information at their own pace. With this, it allows students to learn at their own pace which promotes independent learning. It is composed of interactive audio-visual content which helps learners grasp information in an easy way and makes learning more interesting and it can be paused, played, and replayed which makes learning flexible and allows students to learn at their own pace which promotes independent learning. [36, 37]

3.2.3. Better student engagement via audio-visual and flexible learning.

"It made learning more accessible but lacked interactive elements, making it harder to clarify doubts in real time."

DepEd TV during the time of pandemic serves as a tool for students to enhance their learning using engaging audio-visual content. But this content lacks interaction between students and teachers as they can only watch and they cannot ask questions or clarifications. Even if DepEd TV allows them to become independent learners, they prefer interaction between their teachers as it promotes rapport with them and they can ask questions freely to fully understand the lesson. [36, 38]

3.2.4. Better comprehension.

"After it was implemented, learning all lessons become easier than it was before. Watching video lessons helped me to understand difficult lessons."

DepEd TV in their classroom impacted students especially on their comprehension of lessons. It made topics and lessons easier to understand and makes them engaged with the topic. Moreover, it also helps them simplify concepts that help them understand the lesson easily. It is also stated that because of DepEd TV, they can replay lessons whenever they need to clarify something which helps them to fully understand the lesson at their own pace, hence, improves their mastery of the topic, and improved comprehension. [36, 37]

3.2.5. Improved Self-Paced Learning.

"One of the most helpful aspects of DepEd TV was the ability to rewatch lessons after school. This allowed me to review the material without missing anything, making learning more convenient and accessible."

The flexibility of DepEd TV played an important role in improving their academic performance, especially students where they can play, and rewatch the lesson based on their pacing. DepEd TV promotes individual learning where students can watch contents at their own time and pace. With one of the features where students can rewatch the video, they can access it anytime whenever they want that leads to better understanding of the lesson. [36]

3.2.6. Improved Classroom Engagement.

"After using DepEd TV in our classroom, my learning became more fun and engaging. The videos helped me understand lessons better."

DepEd TV audio-visual material makes their learning inside the classroom more fun and interactive which leads them to a more focused and student-centered learning environment. In addition, it makes learners attentive and participative inside

the classroom as it helps them to increase their interest and focus on a certain subject particularly UCSP. Because of DepEd TV, students' engagement and focus lead them to active participation in the classroom often leads to a positive learning performance. [36, 37]

3.2.7.　　DepEd TV Features to retain.

"DepEd TV should retain its clear explanations and visuals because they help make lessons easier to understand."

The features of DepEd TV that should be retained are its clear and structured explanations that help them understand better the lesson that leads to positive academic performance. With the use of the audio-visual material, it helps them understand difficult topics because of its organized content and smooth flow of the lesson. In addition, its visual content that makes the learner interested and engaged in the lesson should be retained as it helps the learner maintain their interest towards the subject UCSP. [36, 37]

3.2.8.　　DepEd TV suggested modifications for improvement

"To make it better, the lessons should be shorter and more engaging, maybe with quizzes or activities to keep students involved."

To have a better understanding of the lesson, one of the things needed to improve the audio-visual material is its interactivity. Interactive features such as group activities, quizzes, performances, and the typical question and answer discussion where students can ask and answer questions must be added to the said audio-visual material. This will enhance student participation and make sure that they are active in the learning process. This feature will help students involved in the learning process which leads to better understanding of the lesson. [36]

3.3　Teachers Before DepEd TV

3.3.1.　　Teaching methods to enhance student engagement

"I used strategies like worksheets, collaborative activities, multimedia content, and frequent feedback to keep students engaged and motivated despite limited resources."

Respondents stated that they have integrated various teaching methods such giving collaborative tasks, modules and worksheets, and providing audio-visual materials helps the learners engaged and motivated to learn. In addition, they stated that these methods help them to become creative and responsible individuals, which reflects on their academic performance. [38,39]

3.3.2.　　Adapting to different alternative learning modalities

"During the height of the pandemic, I use different alternative learning modalities such as Videos from the internet, modules, and Utilization of Law/ Worksheet" As the COVID-19 pandemic shifted the sector of education, teachers also shifted to different modalities, according to the respondents, to ensure that learning will continue even in the closure of schools, they have implemented different instructional modality such as modular learning where they will be handing learning modules for the students to read and analyze the lesson for better understanding and utilization of worksheets to answer those questions that they have learned while reading the module. [40]

3.3.3.　　Limited access to technology

"One major issue was limited access to resources, as some students lacked devices or a stable internet connection."

COVID-19 Pandemic imposes different challenges including students' limited access to technology. According to the respondents, one of the issues that they are facing is the students' access to technology because most of their students come from low-income families. These include outdated or lack of devices (smartphones, tablets, laptops, or desktop computers), and poor connectivity. With these issues, students cannot participate in their online classes which hinders them from an effective teaching and learning process. [36]

Low Student Participation

"Another challenge was student engagement, as maintaining students' interest and participation in a remote setup proved difficult."

Due to students' limited access to technology, absence of in-person classes, limited interaction with the teachers, different distractions at home or in their community, it hinders students' motivation and focus on the class that results in low student engagement and participation. With this, students' academic performance declines as they are having a hard time participating in the learning process. [36]

3.3.4.　　Challenges in assessing student learning

"I faced assessment difficulties, which made it challenging to monitor student progress."

Assessing students' learning during COVID-19 pandemic is one of the challenges that they are facing as it is very difficult since they cannot meet students, assess their progress and give feedback to it. In addition, teachers are having a hard time verifying if the learning outcomes are being met by the students. This leads to them finding alternative ways to assess students' outputs, finding different strategies and being flexible. [41]

3.3.5.　　Learning accessibility

"DepEd TV helps bridge learning gaps by ensuring students have access to consistent, curriculum-aligned content, even in areas with limited internet connectivity." When the schools shifted to distance learning, DepEd TV helps them in promoting accessible learning. It is one of the important tools of learning during that time as it can be accessed easily by students even though they are having issues with their internet connection. This ensures that no one should be left behind during the pandemic thus promoting inclusiveness. In addition, DepEd TV video contents are aligned with the curriculum which promotes uniformity and providing quality lessons as it provides uniform structure across the country. [37,38]

3.3.6.　　Better understanding using audio-visual aids.

"It delivers lessons in an engaging, accessible, and standardized format. By combining visual and auditory elements, it can cater to different learning styles and improve understanding."

DepEd TV helps students to easily understand the lesson, making complex ideas into simple concepts and provides clear explanations that makes it an effective audio-visual tool. This helps students especially those visual and auditory learners as it helps them retain lessons using this. Aside from this, clear explanations and aligned content make it understandable to students during the time of pandemic. This audio-visual material supports learners needs and promotes better understanding to the lesson. [37]

3.3.7.　　Promoting independent learning

"It also serves as an excellent tool, allowing students to revisit lessons at their own pace. This flexibility supports independent learning by giving students additional opportunities to review challenging topics."

DepEd TV helps the learners be independent and responsible to their own learning. Because of its feature where learners can watch and rewatch the video which enables them to pause, play, and replay on their own whenever they need to clarify things thus promoting comprehension. Aside from this, it promotes self-paced independent learning as learners can watch it anytime without pressure for them to process information that the lesson is imparting to them. With this, it promotes students' independence, flexibility which leads to life- long learning. [37,38]

3.4 Teachers After DepEd TV
3.4.1.   Support in the Teaching and Learning process
"The discussion of the content is already explained in the videos in DEPED TV, I just have to contextualize and give examples that they may relate to the topic."

Educational contents inside DepEd TV explain the lesson well which helps them in the teaching process leading to critical thinking, class discussions, and application in real-life situations. DepEd TV helps educators in explaining the lesson, especially UCSP. It reduces the burden on teachers while they are enhancing or delivering the topic. Because of it, they are integrating DepEd TV into their lesson logs. With this, educators now has a partner in promoting effective teaching and learning process with the use of DepEd TV as it addresses the needs of the learners and in addition to this, teachers could maximize their time assessing and addressing students. [37]

3.4.2.   Better student engagement and student-centered approach using audio-visual material
"DepEd TV also supported independent learning by allowing students to revisit lessons at their own pace." DepEd TV helps students improve their engagement in the class. Due to its interactive and enjoyable content, students become motivated to learn as it arouses their curiosity towards the lesson which allows them to participate in the learning process. Aside from this, the use of images, animations, and simplification of complex information helps the learners grasp concepts in an accessible way. In addition, real-life examples are also included in the material which enables learners' higher order thinking skills leading to better engagement and understanding of the topic. [36, 37]

3.4.3.   Accessible educational resources
"It's accessible, curriculum-based content helped bridge learning gaps, especially for students with limited resources."

DepEd TV is one of the important and accessible educational materials that helps the teaching and learning process. Its accessibility joined with curriculum-based content provides a comprehensive learning material that contributes to quality education. In addition, it helps educators in lesson planning and delivery which enables them to enhance the teaching and learning process. Because of the accessibility of DepEd TV it ensures that no students shall be left behind by providing lessons using different TV Channels ensuring that learning continues even in the hardest time of the pandemic. [37, 38]

3.4.4.   DepEd TV in blended and independent learning
"DepEd TV supports independent learning, allowing students to revisit lessons at their own pace. This flexibility not only

enhances understanding but also encourages students to take greater responsibility for their learning, fostering a more dynamic and inclusive educational environment."*

DepEd TV is an educational audio-visual material which helps students learn even when they are not in the classroom. Also, promoting learning at their own pace. According to the respondents, DepEd TV supports the continuity of education and promotes effective blended and independent learning. Through its different learning concepts that ensure the autonomy of the learners, it gives them freedom to oversee their learning which builds time management skills that are essential for students' growth. Aside from this, this audio-visual material can also be integrated into hybrid or blended learning. [36]

3.4.5.   DepEd TV as an instructional multimedia tool
"In the future, it could further shape teaching strategies by encouraging more multimedia integration, supporting flipped classrooms, and fostering independent learning." DepEd TV is a powerful tool that engages students in the learning process. From this, it enhances classroom strategies using various contents, animations, and systematic lessons that help teachers improve their classroom instruction. Integrating DepEd TV into the classroom can help teachers clarify students' questions about a certain topic and provide different ideas coming from the material making it easier for students to understand the topic. In addition, DepEd TV can be inserted into a flipped classroom set-up where teachers can integrate it in the classroom and students can watch it anytime and anywhere, they want to enhance their learning. DepEd TV is an innovative tool for teachers as it provides contents that enhance student learning and engagement. [42]

3.4.6.   Students' interactivity and engagement
"Incorporating more interactive content within the video lessons, such as quizzes, exercises, and activities, would increase student engagement and encourage active learning."

DepEd TV must include different interactive features like quizzes to make students be involved in the lesson. With this, it promotes a constructivist approach where students learn on their own. Furthermore, feedback and tasks should be included in the video, this allows students to deepen their understanding towards the topic which shows that they can apply the knowledge and concept that they have learned. Adding interactive features can enhance DepEd TV's value in education, making students an active participant which promotes better student learning and academic achievement. [43]

3.4.7.   Localization and Relevance of content
"Creating more localized content that reflects the cultural and regional contexts of students would make lessons more relatable and meaningful."

To make the lesson meaningful, relatable and relevant especially to the learners, contents in the audio-visual material should be localized. Localizing DepEd TV creates emphasis on learners' culture where they belong because learners may connect the content of the audio- visual material to their personal experiences which helps them to focus on the certain topic and reduce their academic burden. In addition, contextualized content promotes a deeper sense of belonging, especially when learners see their culture or language being presented in the lesson. This increases

students' engagement and participation as it promotes equitable and inclusive learning. [44]

3.4.8. Improved access to technology

"Providing teachers with materials like lesson plans and activities would help integrate video content more effectively."

To make DepEd TV an effective material in the teaching and learning process, it should have different supplementary activities to create a meaningful learning outcome. This includes worksheets and modules where students can connect it to the video. Aside from this, it should be user-friendly as many users will use the material. They suggested that it must be placed on a platform where it can be searched easily with just one click. With this, students and teachers can have easy access to the said audio-visual material. Furthermore, to strengthen teachers' strategies using multimedia like DepEd TV, professional development such as seminars and workshops should be included. This will hone their skills towards integrating multimedia in their classrooms. [45,46]

4. CONCLUSIONS

According to the Students:

DepEd TV is an important tool that supports the teaching and learning process during the COVID-19 pandemic. It is one of the important alternative tools replacing the traditional face-to-face instruction during the closure of schools. It can be easily accessed by learners as it airs onto the free TV channels and different channels from the internet where they can watch and rewatch videos. Leading to better comprehension of the lesson and better academic performance.

DepEd TV promotes independent and self-paced learning. It lacks interactivity which hinders student engagement towards the classroom, hinders their focus and motivation which hinders their academic performance. With this, it must be enhanced to create comprehensive educational material.

For DepEd TV to become a more effective educational material, interactive components like quizzes, activities, and real time feedback should be included to connect in-person and distance learning and to promote an engaging learning process.

According to the Teachers:

Shifting to distance learning during the pandemic imposes different challenges as it removes the interaction between students and teachers with limitations in technology access which results in low academic performance. With this, they created different alternative ways to ensure that learning will continue despite the COVID-19 Pandemic including giving of modules, worksheets, and different educational videos.

DepEd TV serves as an important material for the teachers as it has content that is aligned on the curriculum, clear explanations and simplified topics which promote students' interest. Aside from this it allows students to learn at their own pace promoting individual learning.

Improving DepEd TV will make the material engaging. These include localized content, real time feedback features, and interactive content. In addition, teachers should also give focus especially on how to properly utilize the resources in the teaching process.

RECOMMENDATION

Based on the summary, findings, and conclusions made the following recommendations are suggested:

1. Include interactive materials such as quizzes, academic tasks, performance tasks to the audio-visual material to strengthen student learning and comprehension.
2. Integrate activities in DepEd TV that will promote student reflection and critical thinking such as reflections and journals.
3. To create an active participation of the students, allow them to submit feedback using different platforms such as e-mails, text, social media applications, or self-made feedback tools.
4. Craft localized DepEd TV that includes learners' culture, language, and other context that is aligned with the learners' cultural environment. Ensure that the localized material is culturally sensitive and will not cause discrimination.
5. Conduct seminars, workshops, and other programs that will develop teacher's skills in using multimedia in the classroom particularly DepEd TV.
6. Create a guide for students to track their academic progress using DepEd TV to promote self-paced and individual learning. This will help students maintain their focus on the subject.
7. Make DepEd TV accessible to students who do not have access to technology. Provide offline copies of the materials to ensure that there is equitable accessibility.
8. Partner with the school or community to establish a learning hub that will cater students who do not have access to technology which they can watch videos to help learners improve their academic performance
9. Conduct regular feedback for both students and teachers to evaluate DepEd TV for the improvement of the material.
10. Create a Learning plan for UCSP with tasks and other activities that will be used for reconceptualizing DepEd TV for future use. This will include the existing DepEd TV with reconceptualized material.

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