

Lived Experiences of Teachers in Coaching Radio Broadcasting and Script Writing Competition: A Phenomenological Study

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INTRODUCTION

Rationale of the Study

Extracurricular activities, including school journalism and media competitions, are critical in the modern educational system in developing learners' overall growth (Armadi et al., 2024; Dung, 2024; Sternberg et al., 2024). School journalism and media competitions are fundamental platforms for the development of communication skills, critical thinking, and good citizenship among students (Almakaty, 2024; Fu & Ning, 2024; Kwigira et al., 2024). These competitions are typically coached by teachers and advisers, who serve as role models, guiding students through various levels of preparation and performance. Yet, despite the significance of these coaching positions, most educators face various challenges that can hinder effectiveness and student competition success (Fowler, 2025). Insight into the experiences of such coaches is essential for determining areas of support and improvement within school-based media programs.

Media literacy and student journalism activities have become increasingly recognized as essential parts for the development of informed and responsible citizens (Balčytienė, 2025; Gjerazi, 2024). With increased incorporation of media-based activities in schools, the need for effective coaching in various forms of print, radio, and television also increases proportionately (Amadu, 2024; Gonzales & Telmo, 2025). In most cases, the coaches experience problems with a lack of proper training, limitation of resources, and coordinating their teaching duties with coaching (Backers & Van Keer, 2025; Marques et al., 2025).

Theoretical Framework

The study was anchored on the Experiential Learning Theory by Kolb & Kolb (2012) and Role Theory by Biddle, (2013).

Kolb & Kolb's Experiential Learning Theory (2012) is an integrated theory of learning in which learning is viewed as a process by which knowledge is generated through the transformation of experience. The theory suggests four cycle learning stages in the process: concrete experience (experiencing or doing something), reflective observation (observing what happened), abstract conceptualization (conceptualizing from the experience), and active experimentation (experimenting with what was learned) (de Barros Lima et al., 2024; Quinsay, 2024; Tran & Herzig, 2024). Students go through these cycles repeatedly, and the success of learning rests on the learner's capacity to participate actively in all four cycles. ELT underscores that learning is not something that occurs once but a contextual, dynamic, and ongoing process influenced by experience, past events, and reflection (Haritha & Rao, 2024).

Conceptual Framework

This part of the study presents the themes, namely: enacting radiobroadcasting as a learner-centered and reflective teaching framework, experiencing the physical and classroom environment as both an enabler and a constraint, implementing radiobroadcasting as a time-bound developmental journey, facilitating radio broadcasting as an embodied and relational act and cultivating learner confidence and voice as a core literacy outcome.

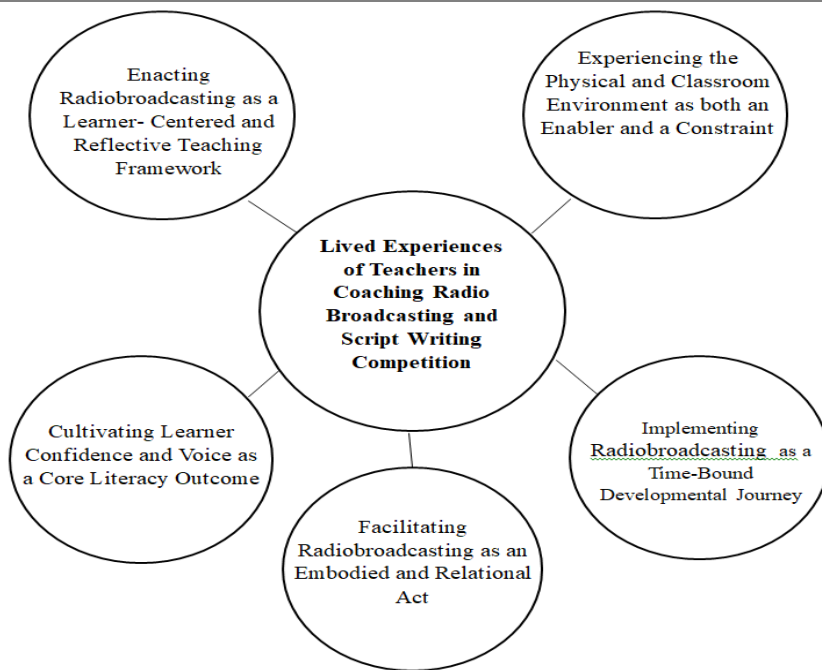


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The study explored the lived experiences of teachers in coaching radio broadcasting and script writing competition in Misamis Occidental Division.

Specifically, the study aims to answer the following research questions:

1. How do teachers make sense of and give meaning to their roles, decisions, and coaching practices when preparing learners for radio broadcasting and script writing competitions in the Misamis Occidental Division? (Rationality)
2. How do teachers experience and navigate the physical, institutional, and contextual spaces where radio broadcasting and script writing coaching take place in the Misamis Occidental Division? (Spatiality)
3. How do teachers describe their experiences over time while coaching radio broadcasting and script writing competitions, from preparation to actual competition and post-event reflection? (Temporality)
4. What physical, emotional, and personal experiences do teachers encounter as they coach learners for radio broadcasting and script writing competitions in the Misamis Occidental Division? (Embodiment)

RESEARCH METHODOLOGY

Design

The study employed a phenomenological research design to examine the lived experiences of elementary school coaches in handling radio broadcasting and scriptwriting competitions. Phenomenology, as cited in Moustakas (1994), is a qualitative research approach that seeks to explore and describe individuals' lived experiences through their perceptions, emotions, and the meanings they assign to a particular phenomenon. This design emphasized capturing the authentic voices and personal accounts of participants to uncover the depth and essence of their experiences. It was well suited for the study as it allowed for a comprehensive exploration of how coaches perceived, navigated, and made sense of the barriers they encountered in fulfilling their roles. By focusing on their lived realities, the study aimed to provide a rich understanding of the challenges they faced, the strategies they employed, and the impact of institutional and resource-related constraints on their participation in media-related competitions.

Settings

The study was conducted in selected public elementary and secondary schools within the Division of Misamis Occidental, located in Region X – Northern Mindanao, Philippines. Misamis Occidental is a predominantly rural province comprising a mix of coastal, lowland, and upland communities, with schools distributed across urban centers such as Oroquieta City, Ozamiz City, and Tangub City, as well as remote barangays in various municipalities.

Participants

The participants of the study were ten (10) public school teacher-coaches from the Division of Misamis Occidental, Northern Mindanao. They were purposively selected based on specific inclusion criteria to ensure that the data gathered reflected informed and relevant insights regarding their experiences in coaching radio broadcasting and scriptwriting competitions. To be eligible, the teacher-coach had to: (1) be currently employed in a public school within the Division of Misamis Occidental, (2) have at least one year of teaching experience, and (3) have actively coached students in radio broadcasting and/or scriptwriting competitions. The participants were also willing to share their lived experiences, including the barriers they faced, the strategies they used, and the professional growth they attributed to their coaching roles.

Instrument

The study employed a single semi-structured interview guide specifically designed for the participating public-school teacher-coaches. The interview began with demographic questions such as age, years of teaching experience, grade level or subject taught, and length of involvement in coaching, radio broadcasting, and/or scriptwriting competitions. This was followed by open-ended questions to elicit participants' lived experiences in coaching these media competitions. The questions explored the strategies and approaches used in preparing students, the perceived benefits of coaching participation, and the challenges encountered, whether instructional, organizational, or resource-related, and how these challenges were addressed.

Data-Gathering Procedure

Before conducting the interviews, the researcher sought permission from the Dean of the Graduate School of Misamis University to proceed with the study. Upon approval, authorization was secured from relevant Department of Education (DepEd) officials, including the Schools Division Superintendent of Misamis Occidental and the principals of the selected public schools. These officials were provided with a clear explanation of the study's purpose, scope, and research methods to ensure transparency and compliance with institutional and DepEd policies.

After obtaining the necessary approvals, the researcher invited the identified teacher-coaches who met the inclusion criteria to participate in the study. Participants were fully informed about the research objectives, the nature of the interview process, and the ethical considerations governing their participation.

RESULTS AND DISCUSSIONS

Theme 1. Enacting Radiobroadcasting as a Learner- Centered and Reflective Teaching Framework

Teachers made sense of the radiobroadcasting intervention as a learner-centered and reflective teaching framework that guides them to observe deeply, adapt continuously, and scaffold holistically. Their lived experience reveals that the goals of radiobroadcasting are realized not through fixed coaching routines, but through intentional differentiation, ongoing reflection, and supportive practices that nurture both skill development and learner confidence.

Teachers consistently made sense of radiobroadcasting by grounding their coaching decisions in a clear understanding of their learners' needs and developmental readiness.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study explored the lived experiences of elementary and secondary school teachers coaching radio broadcasting and scriptwriting competitions in the Division of Misamis Occidental, Northern Mindanao, Philippines. Employing a phenomenological research design, the study aimed to uncover how teachers perceive, navigate, and make sense of the challenges and processes involved in coaching these media-based competitions. Data were collected using a single semi-structured interview guide, which included demographic questions and open-ended prompts to elicit detailed narratives about teachers' strategies, experiences, and reflections. The participants were purposively selected public-school teacher-coaches with active involvement in radio broadcasting and scriptwriting competitions.

Data analysis followed Moustakas' (1994) phenomenological approach, including steps such as epoche/bracketing, horizontalization, clustering of significant statements into themes, and the construction of textural, structural, and textural-structural descriptions. This systematic approach allowed for an in-depth exploration of teachers' lived experiences, capturing both the challenges and strategies associated with coaching, the relational and emotional dimensions of their work, and the professional growth resulting from their engagement in these competitions. The study provided rich insights into the interplay between teacher practices, learner development, and the broader educational and environmental context in which coaching occurred.

Findings

The following are the findings of the study:

1. Teachers implemented radiobroadcasting as a learner-centered and reflective framework, making coaching decisions based on ongoing observation, differentiation, and continuous reflection to support both learner skill development and confidence.
2. Teachers experienced the classroom environment as a critical factor that either facilitated learner engagement and creativity when supportive or necessitated adaptive strategies and additional effort when constrained.
3. Teachers viewed radiobroadcasting as a structured developmental process, progressing from cautious observation and scaffolding to strategic coaching and reflective evaluation that fostered both learner mastery and professional growth.
4. Teachers' facilitation of radiobroadcasting involved sustained physical engagement and relational responsiveness, emphasizing that effective literacy coaching requires both embodied practice and emotional attunement to learners' needs.

Conclusions

The following are the conclusions based on the findings of the study:

1. Teachers' reflective and learner-centered coaching effectively nurtured both the skills and confidence of learners.
2. Supportive classroom environments enhanced learner engagement, while constrained settings required adaptive teacher strategies.
3. The time-bound progression of radiobroadcasting allowed teachers to scaffold, refine, and reflect systematically, promoting both learner mastery and professional growth.

Recommendations

The following are the recommendations of the study:

1. School administrators may provide professional development programs for teacher-coaches that focus on reflective and learner-centered coaching strategies to enhance skill development and learner confidence.
2. School principals and facilities managers may ensure that learning spaces are organized, quiet, and adequately equipped to foster learner engagement and creativity during media-based coaching activities.
3. Teacher-coaches may adopt a structured, phased approach to coaching that allows careful observation, scaffolding, and reflection to support both learner mastery and professional growth.

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