

Teachers' Practices, Parental Involvement, and Learners' Satisfaction with Modular Distance Learning

Judith L. Sandiego¹ and Haydee D. Villanueva²

¹Faculty, Department of Education, Division of Pagadian City, Zamboanga del Sur, Philippines

²Faculty, Misamis University, Ozamiz City, Philippines

Abstract— This study determined the teachers' practices and parental involvement in relation to the learners' satisfaction with modular distance learning in the Pagadian City Division for School Year 2021-2022. The study used descriptive-correlational design. The study's respondents included 12 school heads, 120 teachers, and 360 Grades 5 and 6 learners, selected through simple random sampling. The adopted questionnaire on Parental Involvement and the researcher-made questionnaires on Teacher Practices in Modular Distance Learning and Pupils' Satisfaction was used to gather the data. Data were analyzed using mean, standard deviation, and Pearson product-moment correlation coefficient. Results revealed that teachers had very good practices in modular distance learning. Parents were very highly involved in all the school activities related to their children's education in parenting, communication, volunteering, learning at home, decision making, and collaborating with the community. The learners were highly satisfied with the modular distance learning in terms of teaching by distance mode, learning by distance, and support system. The teachers' practices in terms of distribution of learning modules significantly correlated the pupils' satisfaction in teaching by distance mode, learning by distance, and support system. Parental involvement in parenting, volunteering, learning at home, decision making, and collaborating with the community and learners' satisfaction in terms of teaching by distance mode, learning by distance, and support were significantly related. Parental involvement in decision-making and collaborating with the community were the predictors for the learners' satisfaction with modular distance learning. Teachers may also strengthen collaboration with parents as partners in molding the learners, especially during the pandemic.

Keywords— collaboration, community, decision-making, distribution of learning modules, parental involvement

I. INTRODUCTION

A worldwide school closure was implemented to ensure the safety of all school employees, including students (Viner et al., 2020). According to UNESCO (2020), 90% of students from kindergarten through higher education experience interruptions in their education. The school closure effectively prevented the infection from spreading (Cowling et al., 2020). The quick shift in teaching from traditional face-to-face instruction to flexible learning (online, modules, television/radio-based instruction) caught parents, teachers, and students by surprise. Every family member has taken on new duties in developing the learnings of early children as a result of the sudden change in learning styles (Cohen & Kupferschmidt, 2020). This change allows parents to make adjustments to ensure the continuation of their children's education.

Distance learning is one of the paradigms shifts to education. In these instances, it is an appropriate option since it gives individuals the chance to study from home and fit it into their schedule (Thomson, 2018). "Distance education makes use of independent and interactive telecommunication networks, as well as other platforms, to tap other members, resources, and students" (Zhou, &

Wang, 2019). The classes are accessed in a modular format, illustrating the ongoing desire for flexible learning alternatives (Pozdnyakova et al., 2020).

In Modular Distance Learning, any member of the family or community can be a para-teacher. In addition, if required, the teachers may do home visits to students who need help (DepEd Order 12, s 2020). Individualized instruction can be given to pupils using the modular learning modality, which allows pupils to employ self-learning modules (SLMs). Students enrolling in Modular Distance Learning can also access Learner's Resources and other study tools (Magsambol, 2020). Electronic copies of educational materials can also be obtained by learners utilizing any digital tools. E-learning resources, including offline E-books, can be distributed using USB storage and computer-based programs. Modular learning is a sort of distance education that use Self-Learning Modules (SLM) that are based on the DepEd's key learning capacities. The modules include sections on motivation and evaluation that serve as good reference for parents, and pupils (Maglangit et al., 2020).

The distance between the teachers and the pupils may build distance between them, and gaps in comprehension or students' misconceptions about themselves and the learning process. Such obstacles, which are unavoidable in distance learning settings, need the development of leadership approaches, abilities, and practices by teachers (Zeichner & Zilka, 2016). For example, a teacher's decision to sequence activities may be influenced by the degree of distance and by the type of pupils they have (Pirsl, et al., 2017).

Teachers, even if they work from home, must be always available. They must be accessible online if students or parents have queries. As a teacher in distance teaching, she has to consider the pupils' nature and background in designing learning activities (Tarek, 2016). Furthermore, teachers must employ virtual learning activities such as collaborative work to urge pupils to study. They should be more innovative in order to achieve the desired learning results, motivate their students to actively participate in virtual learning, and engage them in deeper learning (Tuscano, 2020).

Teachers have an impact on their pupils' academic success. The treatment that instructors provide their pupils is one of the school elements that affect their academic achievement (Korir & Kipkemboi, 2014). Teachers can make a difference in the lives of their pupils; thus they educate in ways that reflect their ideals. Teachers' confidence in their abilities is a predictor of teaching efficiency. Teachers adopt innovative teaching methods, children attain higher levels of achievement, and students are more motivated (Tella, 2017). Furthermore, teachers have ideas about student learning that encourage them to make instructional planning decisions. They spend time with kids and select learning activities that have a beneficial influence on student progress (Mitcham, 2015).

Parental participation is vital in this new educational pattern for students' further education (Makrooni, 2019 & Woofter, 2019). Parents should position themselves well in guiding their children's learning giving the responsibility of the learners themselves in learning (Olivo, 2021). As a result, many parents are confused about their involvement in their children's learning. Hence, this has to be addressed to.

Parental participation in their children's education has a vital impact on academic performance and accomplishments. The research has revealed that the

reason for the students' positive perceived parental academic aspiration in this study is achievable because trained parents understand the learning requirements and give the ideal educational environment for their children. Amponsah and colleagues (2018) In addition, a study discovered that parental participation in their children's education is one of the main components of a child's learning and achievement. .

Furthermore, the expectation set by parents has a greater effect on academic performance of the learners than other types of parental involvement components such as participation in school events, parent-child interaction, and homework aid (Jaiswal & Choudhuri, 2017). Training parents know the learning criteria and provide their children with the best educational environment (Amponsah et al., 2018). As a result, parental involvement, or participation.

The learner's satisfaction is a vital factor in the success of any education program. Students' satisfaction is a widely used indicator in assessing the quality and effectiveness of distance learning programs (Sampson, 2017). Therefore, many researchers and educators are interested in distance learning to determine if it contributes to the learners' performance. A study that explored the factors or predictors that will affect the learners' performance in Self Learning Module revealed the learners' satisfaction.

Learners in Malaysia were happy with the learning resources they used, the assessment management, academic facilitation, and the services given by the school. Satisfaction was linked to assessment management and services (Jegathesan, Noryati et al., 2018). Learners in Australia experience a variety of hurdles that prohibit them from feeling happy with their participation in distant learning. This obstacle consists of a lack of interest/relevance, a lack of time/poor planning, time management, a study approach, and knowledge/technical issues (Rabin et al., 2020).

Satisfaction is required for learners' use of information and communication technology and the institution's e-services, including Internet connectivity and learning support centers (Datt & Singh, 2021). In addition, online learners' satisfaction, self-regulation, and informal learning were rated as the second-rank topic studied in the pandemic, next to distance learning (Park, & Shea, 2020).

Several studies investigated some teacher practices in distance learning and the importance of parent involvement in pupils' learning and their satisfaction in learning. However, very few studies have been conducted relating to these variables. Hence, this study will be conducted.

In the new normal, the form of learning delivery at Pagadian City Pilot School is through modules. Teachers have an active role in delivering modular remote learning. At the same time, parents assist instructors with implementation and ensure that their children carry out their responsibilities as learners. The researcher wants to know if instructors' practices in implementing online distant learning and the amount of parent engagement in their children's learning processes were met.

Objectives of the Study

This study determined the teachers' practices and parental involvement in relation to the level of the learners' satisfaction with modular distance learning. The study was conducted in Pagadian City Division for School Year 2021-2022. The following were the specific objectives of the study:

1. Determine the teachers' practices in Modular Distance Learning in terms of planning and developing modules, delivery of instruction, distribution of learning modules, and support system;
2. Determine the level of parental involvement in terms of parenting, communication, volunteering, learning at home, decision making, and collaborating with the community;
3. Determine the pupils' level of satisfaction with modular distance learning in terms of teaching by distance mode, learning by distance, and support system;
4. Explore the significant relationship between the teachers' practices and the level of the pupils' satisfaction modular distance learning;
5. Explore the significant relationship between the parental involvement and pupils' satisfaction with modular distance learning; and
6. Identify the predictors of the learners' level of satisfaction with modular distance learning.

II. METHODS

Research Design

In this study, a descriptive-correlational design was used. By obtaining numerical data and statistically evaluating it, the research technique was utilized to explain phenomena, attitudes, perspectives, and behaviors, as well as other discovered components (Kapici & Akçay, 2016). The descriptive-correlational technique used in this study was acceptable since it documented and related instructors' behaviors and parental participation to students' satisfaction with modular distance learning.

Research Setting

The study was conducted in the division of Pagadian City. There are 61 elementary schools, which principals or headteachers lead. Pagadian City is the capital of Zamboanga del Sur and the regional headquarters of Zamboanga Peninsula. It is regarded as "the Little Hongkong of the South" due to the rugged environment. It is the kind of place to enjoy a fantastic mix of urban development and rural life.

Pagadian City Division is led by a Superintendent of Schools, and its teachers are compensated on a national scale. Recently, Out of the several learning modes proposed by the Department of Education, the school chooses Modular Distance Learning to provide excellent education to students throughout the epidemic.

Respondents of the Study

The study's participants included 12 school principals, 120 instructors, and 360 students in grades 5 and 6. They were picked using a basic random sampling method. The following criteria were utilized to choose respondents for the study: 1) pupils enrolled in grades 5 and 6; 2) teachers of grade five and six kids actively adopted modular distance learning as a modality; and 3) teachers and pupils offered their complete approval to serve as respondents of the study. Prior to completing the survey, the researcher ensured that all of those standards had been met.

Research Instruments

The study used the following instruments:

A. Teacher Practices in Modular Distance Learning Questionnaire. This is a researcher-made tool rated by the school heads and the teachers themselves. It was used to measure the teachers' practices in planning and developing modules, delivery of instruction, distribution

of learning modules, and support system. Experts and pilots validated this test to the teachers, not included as a sample in the study. The instrument was considered

valid and reliable with a Cronbach's Alpha coefficient of 0.83

The teachers' practices were interpreted using the following scale:

Responses	Continuum	Interpretation
4-Strongly Agree	3.25-4.0	Very Good
3 - Agree	2.50-3.24	Good
2 - Somewhat Agree	1.75-2.49	Fair
1- Disagree	0-1.74	Poor

B. Parental Involvement Questionnaire. This questionnaire is adapted and modified from Epstein (2001).). It has six (6) constructs, namely: parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community. The instrument was rated by the Grades 5

and 6 learners. Before it was used, the experts first checked the instruments and pilot-tested some learners, not part of the study, to ensure the correctness and consistency of responses. Hence, the instrument was valid and reliable to be used in the study.

The following scale was used to assess parental engagement in modular distance learning:

Responses	Continuum	Interpretation
4-Always	3.25-4.00	Very Highly Involved
3-Often	2.50-3.24	Highly Involved
2-Sometimes	1.75-2.49	Less Involved
1-Never	0-1.74	Least Involved

C. Pupils' Satisfaction Questionnaire. This tool measured the pupils' satisfaction in modular distance learning. It includes twelve indicators with three constructs: teaching by distance mode, learning by distance, and support system. This underwent the

validation process and was pilot tested using learners not included as actual respondents, with a Cronbach Alpha coefficient of .834. Hence, the instrument was valid and reliable to be used in the study.

The pupils' level of satisfaction was interpreted using the following scale:

Continuum	Responses	Interpretation
3.25-4.00	Always	Very Highly Satisfied
2.50-3.24	Often	Highly Satisfied
1.75-2.49	Sometimes	Less Satisfied
1-Never	0-1.74	Least Involved

Data Collection

The researcher approached the Dean of Misamis University's Graduate School to perform the study in order to collect data. Furthermore, upon acceptance, the researcher sought permission from the Superintendent of the Schools Division of the Division of Pagadian City. Then she asked the school administrator for permission to poll the chosen responders. After obtaining the licenses, the researcher wrote a consent letter for the responders. Finally, the researcher conveyed to the respondents the significance of the study. The information was gathered using Google Forms. First, the researcher sent a Google Form link to the survey surveys

to the study participants in order to adhere to the IATF's health and safety guidelines. After all the respondents answered the form, the researcher retrieved the data in excel format. The data was then statistically treated, tabulated, analyzed, and interpreted.

Ethical Considerations

To maintain the ethical component of this study, the researcher requested the respondents' voluntary involvement. Respondents were told that they would not be harmed in any manner. Respect for the interviewees' dignity was valued by the researcher. She ensured that privacy was protected, that the data was kept secure, and

that those participating in the study remained anonymous. Furthermore, dishonesty regarding the research's aims and objectives were avoided.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

- Mean and standard deviation. These were used in determining the teachers' practices in modular distance learning, parents' level of parental involvement, pupils' level of satisfaction in modular distance learning.
- Pearson r Product Moment Correlation Coefficient. This was used in exploring the relationship between the teachers' practices in modular distance learning, parents' level of parental involvement, pupils' level of satisfaction in modular distance learning.
- Stepwise Multiple Regression Analysis. It was used to identify the predictors of the learners' level of satisfaction with modular distance learning.

III. RESULTS AND DISCUSSION

Teachers' Practices in Modular Distance Learning

The teachers' practices in Modular Distance Learning are shown in Table 1. The teachers have very good leadership practices in modular distance learning as rated by school heads ($M=3.77$; $SD=0.35$) and teachers themselves ($M=3.75$; $SD=.45$). This means that both the school heads and the teachers themselves had similar perceptions in the delivery and implementation of modular distance learning practices.

The finding indicated that the teachers have practiced and done their best in delivering modular distance learning to learners. They planned and developed the modules well for learners, ensuring that all images and contents fit their stage, development, and interest.

They delivered the lessons in the modules by giving easy-to-follow instructions and providing opportunities for the learners to develop their higher-order thinking skills. Additionally, they distributed the learning modules, ensuring that all students received them on time.

They also created a support system with parents and other LGU officials to deliver and distribute Self Learning Modules for learners. They also coordinated

with the school heads, parents, guardians, and LGU to plan and implement modular distance learning. Overall, the teachers considered members community in the delivery of modular distance learning.

Because of current paradigm shifts and worldwide tendencies toward growing digitization in all areas of society, distance learning need innovation and innovative techniques at all levels. As a result, the educational sector must concentrate on emerging trends in executive leadership, evolving paradigms, novel approaches to dispersed leadership, and management practice (Ossiannilsson, 2018). The abrupt transition from face-to-face learning to distance learning presented a challenge not only to parents and students, but also to the Department of Education in terms of what they could do to ensure that, regardless of the method of delivery of learning, the quality of education remained constant. Monitoring is tough under the New Normal, according to master instructors (Espineli, 2021). They must demonstrate high professionalism and improve instructional efficiency by participating in in-class activities, establishing decision-making procedures, and collaborating with colleagues and other school staff such as parents (Guan, & Benavides, 2021).

As teachers adapt continually to global trends, they have to perform many tasks as curriculum designers (Tseng & Fan, 2017). Thus, teachers should constantly modify the instructional delivery model to address their students' learning needs (Seng in Gomez, 2019).

The teacher is responsible for pupils' development. Students may connect with their teacher through e-mail, phone, text message, or instant messaging, among other methods. If feasible, the teacher may do home visits to support learners. Additionally, they may provide printed lessons to kids (Guan & Benavides, 2021).

The teachers perform their duties and responsibilities very well in modular distance learning. Teachers are well-equipped with knowledge skills derived from the creation of Self Learning Modules, SLM distribution.

As a result, school officials may recognize such achievements of instructors. Furthermore, rewarding excellent instructors may inspire teachers to continue their work in carrying out their jobs to the best of their abilities under the new standard educational setting.

Table 1. Teachers' Practices in Modular Distance Learning Level of Parental Involvement

Constructs	School Heads (n= 12)			Teachers (n=120)		
	M	SD	Remarks	M	SD	Remarks
Planning and Developing Modules	3.65	.47	Very Good	3.70	.41	Very Good
Delivery of Instruction	3.65	.41	Very Good	3.78	.37	Very Good
Distribution of Learning Modules	3.90	.20	Very Good	3.82	.46	Very Good
Support System	3.75	.43	Very Good	3.66	.51	Very Good
Overall	3.77	0.35	Very Good	3.75	0.45	Very Good

Note. Practices Scale: 3.25-4.0(Very Good); 2.50-3.24(Good); 1.75-2.249(Fair); 1.0-1.74(Poor)

The level of parental involvement in the activities and practices of the school during the pandemic as perceived by the learners is shown in (Table 2). Parents were very highly involved in all the school activities related to their children's education ($M = 3.48$; $S D = 0.57$). They actively participated in parenting, communication, volunteering, learning at home, decision-making, and community collaboration.

The finding indicates that the parents were highly involved in properly teaching and rearing the children. They also maintained a good and open communication channel with the children's teachers on their children's performance. They also volunteered and collaborated in school activities that helped the learner succeed. They supported the children very well in improving their understanding of the modules and making decisions for the children and the school's welfare. Additionally, parents developed a partnership with the community in providing opportunities for other children to attend online programs and activities.

Parental participation is the degree of involvement a parent has in their child's education (Urii, & Bunijejac, 2017). Parental participation involves task monitoring, which allows children to witness and learn from their parents' modeling on a regular basis of learning-related attitudes, knowledge, and abilities. Receiving reinforcement and evaluation on personal performance and skills, as well as participating in instructional dialogues about assignment topics and learning processes, are also covered (Silinskas & Kikas, 2019). In addition, they must actively assisted the learners in the

learning process. They have to maintain communication between school and home on what parents able to do and not able to perform using modular lessons (Magsambol, 2020).

Learning assistance is designed to begin with parental engagement in their children's homework and develop to offering learning facilities in a home study environment for their children (Sapta et al., 2018). In order for the system to function smoothly and successfully, every [parent must do scaffolding until students do the skill independently (Auliya & Fauziah, 2020). Following that, a family's support for their child's development may take the form of family educational engagement, also known as family involvement. It contains details on school, home, and personal activities (Garbacz, Hall, Young, Lee, Youngblom, & Houlihan, 2019).

Teachers must continually communicate with parents about their children's educational development for them to feel appreciated. Parents must consider themselves partners in the implementation of modular remote learning. Teachers, on the other hand, must better understand the learners' families to ensure learning is more enjoyable and relevant for the children. A strong parent-teacher partnership in the new normal delivery of education helps children build a sense of belonging and makes them more interested in different school events.

Parents' involvement is required in modular distant learning delivery. Learners whose parents assist them in studying more efficiently are responsible for obtaining and submitting self-learning modules to the school on

time. Every parent should spend time with their children, especially when it comes to reacting to the learning activities in the self-learning modules. Students

that work alongside their parents are more involved in their studies. They are motivated and thrilled to answer the modules since their parents join them.

Table 2. Level of Parental Involvement (n=360)

Constructs	M	SD	Remark
Parenting	3.55	0.51	Very Highly Involved
Volunteering	3.40	0.62	Very Highly Involved
Learning at Home	3.60	0.50	Very Highly Involved
Decision Making	3.49	0.54	Very Highly Involved
Collaborating with the Community	3.38	0.66	Very Highly Involved
Overall Involvement	3.48	0.57	Very Highly Involved

Note. Involvement Scale: 3.25-4.0 (Very Highly Involved); 2.50-3.24(Highly Involved);1.75-2.249(Less Involved); 1.0-1.74(Least Involved)

Learners' Level of Satisfaction

Table 3 presents the learners' satisfaction level with the support and assistance they received from their teachers as they do their modular distance learning. The learners were very highly satisfied with the services extended by the teachers to themselves (M= 3.58; SD = 0.49). It means a very high level of satisfaction of the teachers' teaching by distance mode, easy-to-understand modules with good examples, and varied support and facilitation sessions needed for the learners' education in modular distance learning.

The data indicates that learners were highly satisfied with the services extended by teachers in Modular Distance Learning. The learners were very contented with how the teachers continue to teach them through distance mode, which allows learners to learn by distance through the Self Learning Modules. The provision of a very organized support system with the learners' education in Modular distance learning also contributed to the very high-level contentment of the learners.

Satisfaction and experience of learners are important indicators for assessing the effectiveness of learning

space implementation (Xiao, Sun-Lin, Lin, Li, Pan, & Cheng, 2020). This study supported the study of ((Jegathesan et al., 2018), who stated that learners were satisfied with their usage of learning materials, assessment management, academic facilitation, and the services provided by the school. Additionally, students expressed their engagement to the instructional modules prepared by teachers. Furthermore, they expressed a self-paced learning experience by providing feedback that they had control over the course materials using the developed instructional modules. Finally, students approved using the modules as supplemental material in distance learning (Moradi, Liu, Luchies, Patterson & Darban, 2018).

Policymakers and academic leaders continue to provide the current excellent level of support in the form of resources and services that they need to find creative ways to engender better performances by their learners (Jegathesan et al., 2018). Teachers and administrators have to work hand in hand to continue providing quality education to the learners despite the distance in delivering new normal education. In addition, they may stay connected with the parents and other LGU officials to better address the needs of learners.

Table 3. Learners' Level of Satisfaction (n = 360)

Satisfaction Level	M	SD	Remarks
Teaching by Distance Mode	3.63	0.52	Very Highly Satisfied
Learning by Distance	3.54	0.53	Very Highly Satisfied
Support System	3.58	0.59	Very Highly Satisfied
Overall Satisfaction	3.58	0.49	Very Highly Satisfied

Note. Satisfaction Scale: 3.25-4.0(Very Highly Satisfied); 2.50-3.24(Highly Satisfied);1.75-2.249(Less Satisfied);1.0-1.74(Least Satisfied)

Relationship between the Teachers’ Practices and the level of the Learners’ Satisfaction in Modular Distance Learning

Table 4 shows the significant relationship between the teachers’ practices in modular distance learning and the pupils’ level of satisfaction. Out of three variables, only the distribution of learning modules in the teacher practices was related to the pupils’ satisfaction in terms of teaching by distance mode ($r=0.50$; $SD=0.04$), learning by distance ($r=0.51$; $SD=0.05$); support system($r=0.54$; $SD=0.03$). The rest of the variables in the teacher practices like planning and developing modules, delivery of instruction, and support system did not correlate with the learners’ satisfaction.

The data indicates that those teachers with very good practices in the distribution of learning modules also have learners with a very high level of satisfaction in modular distance learning. Furthermore, when the teachers’ level of practice ensures that all learners are given the modules on time, connecting with the parents and learners as to the performance increases, the learners’ satisfaction also increases. However, the teachers’ practices in planning and developing modules, delivery of instruction, and support systems did not increase or decrease the learners’ satisfaction in modular distance learning.

The teacher plans and prepares the module and delivers instruction for learners being the main implementor in modular distance learning (Beizukova et al., 2018). Instruction quality, teacher quality, and service quality had a significant positive effect on learners’ satisfaction (Mtebe & Raphael, 2018). However, in this study, only the teachers’ service quality in the distribution of Self Learning Modules add a significant average effect on learners’ satisfaction. Teachers have to consider this since the services rendered by the school teachers were related to learners’ performance in the long run (Jegathesan et al., 2018). Thus, teachers in the school organizations who plan and implement learning systems must ensure that the practices enhance learners’ satisfaction and increase systems success (Mtebe & Raphael, 2018).

Teachers have to inform the parents ahead of time on the schedule of learning modules distribution. They need to have a proper checklist or distribution list, ensuring that all learners are given the SLM on time. This may also ensure that all learners return the modules with answers to the teachers. Logbooks or digital logs may help the teachers and parents make the modules’ distribution process easier and faster to administer.

Table 4. Relationship between the Teachers’ Practices and the level of the Learners’ Satisfaction in Modular Distance Learning

Variables	r value	Relationship Strength	p value	Remarks
Planning and Developing Modules				
Teaching by Distance Mode	0.11	Very Weak	0.28	Not Significant
Learning by Distance	0.05	Very Weak	0.65	Not Significant
Support System	0.08	Very Weak	0.44	Not Significant
Delivery of Instruction and				
Teaching by Distance Mode	0.05	Very Weak	0.59	Not Significant
Learning by Distance	0.02	Very Weak	0.82	Not Significant
Support System	0.02	Very Weak	0.86	Not Significant
Distribution of Learning Modules and				
Teaching by Distance Mode	0.50	Average	0.04	Significant
Learning by Distance	0.51	Average	0.05	Significant
Support System	0.54	Average	0.03	Significant
Support System and				
Teaching by Distance Mode	0.03	Very Weak	0.75	Not Significant
Learning by Distance	0.06	Very Weak	0.56	Not Significant
Support System	0.06	Very Weak	0.57	Not Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)
Probability Value Scale: $**p<0.01$ (Highly Significant); $*p<0.05$ (Significant); $p>0.05$ (Not Significant)

To determine the significant relationship between the parents' parental involvement and the learners' satisfaction, the Pearson Product Moment Correlation Coefficient was used (Table 5). Data showed that all the parenting and learners' satisfaction variables were significantly related, as seen in their p-values ($p = 0.00$). However, in terms of strength of relationship, only the variables parenting and learning by distance ($r = .56$; $p = 0.00$), volunteering and teaching by distance mode ($r = 0.57$; $P = 0.00$); and learning at home and learning by distance was average, while the rest of the variables were strongly correlated.

The findings indicate that those parents who have a high level of parental involvement also have children with a higher level of satisfaction in the learners' modular distance learning. All the variables in parental involvement significantly related on a strong and average effect to the learners' satisfaction. This parents' involvement matters in the learner's satisfaction, a prerequisite to their performance.

Parental involvement, communication, and participation in the learning process all had a favorable influence on the child's academic and general accomplishment levels (Achwal, 2020). Parents play a vital role in the learners' education by assisting them with their homework (Durisic & Bunijevac 2017). Frequent contact for

updates between parents and instructors is critical to parents' capacity to execute their obligations as parents. Teachers and parents may engage to ask questions and discuss their pupils' health and performance (King, 2019).

Teachers' mechanisms for reinforcing concepts through various materials and assessments delivered through SLM make students more interested in seeing their SLM. The importance that students place on the acts of their parents and instructors contributes to their overall pleasure (Miguel et al., 2021). Parental participation leads to enhanced student success results through parental modeling (Urii & Bunijevac, 2017). Learners' interest and performance maybe improved when all members in the family actively do their share in assisting the students in learning at home. They can do assist the learners until learners become independent enough to learn by themselves (Handover Research, 2018).

Parents may continue to engage with their children's instructors and plan, execute, and support each other to implement and carry out distance learning in the best possible way. This might highlight the importance of collaboration and push for shared responsibility for children's welfare. As a result, learners may recognize their collaboration and respect the work of both teams.

Table 5. Relationship between the Parental Involvement and the level of the Learners' Satisfaction in Modular Distance Learning

Variables	r value	Relationship Strength	p value	Remarks
Parenting and				
Teaching by Distance Mode	0.60**	Strong	0.00	Highly Significant
Learning by Distance	0.56**	Average	0.00	Highly Significant
Support System	0.61**	Strong	0.00	Highly Significant
Volunteering and				
Teaching by Distance Mode	0.57**	Average	0.00	Highly Significant
Learning by Distance	0.61**	Strong	0.00	Highly Significant
Support System	0.60**	Strong	0.00	Highly Significant
Learning at Home and				
Teaching by Distance Mode	0.64**	Strong	0.01	Highly Significant
Learning by Distance	0.58**	Average	0.00	Highly Significant
Support System	0.66**	Strong	0.00	Highly Significant
Decision Making and				
Teaching by Distance Mode	0.70**	Strong	0.00	Highly Significant
Learning by Distance	0.73**	Strong	0.00	Highly Significant
Support System	0.73**	Strong	0.00	Highly Significant

Support System	0.73**	Strong	0.00	Highly Significant
Collaborating with the Community and				
Teaching by Distance Mode	0.73**	Strong	0.00	Highly Significant
Learning by Distance	0.66**	Strong	0.00	Highly Significant
Support System	0.77**	Strong	0.00	Highly Significant

Note: Relationship Strength Scale: 1.00 (Perfect); 0.80-0.99 (Very Strong); 0.60-0.79 (Strong); 0.40-0.59 (Average); 0.20-0.39 (Weak); 0.01-0.19 (Very Weak); 0.00 (No Relationship)
Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Stepwise Multiple Regression Coefficients Predicting Pupils' Satisfaction with Modular Distance Learning

Stepwise Multiple Regression Coefficient was used to identify the predictors of pupils' satisfaction with Modular Distance Learning (Table 6). The finding revealed that parental involvement in decision making ($\beta = 0.42, t=5.21, p=0.00$) and community collaboration ($\beta = 0.38, t=5.35, p=0.00$) were the predictors for the learners' satisfaction with modular distance learning. The other independent variables did not predict the learners' satisfaction with modular distance learning. The regression equation (Satisfaction = 0.84 + 0.42 Decision Making + 0.3766 Collaborating with the Community) shows that for every unit increase in parental engagement in decision-making and collaboration with the community, the learners' satisfaction level rises by 0.42 and 0.38 points, respectively. Thus, the data indicate that the learners' satisfaction with modular distance learning could be attributed to their parents' decision-making and collaboration with the community. They participated in family and school services related to any educational processes. These include assuming the decision-making roles of parents and developing partnerships with the community through collaboration with other institutions that bring benefits to the learners' welfare in general. Parental involvement is a reliable indicator of students' motivation to learn. Parental involvement, such

as making decisions and engaging in school activities, helps to raise children by instilling values. High levels of family engagement was associated to stronger motivation to learn, improved academic performance (Marin & Bocoş, 2017). Parental involvement and support, whether perceived or genuine, should increase student persistence by building competence, autonomy, and relatedness. The support of parents they extended to the children plays an important role in education using distance learning (Ratelle et al., 2005). Sad's (2012) study refuted the findings of this study, which suggested that parents' support in decision making and participation with the community were not predictive of their learning satisfaction. Only parental volunteering and communication with their children were important indicators of their children's learning and academic progress (Sad, 2012). Parents' decision-making and collaboration with the community play an important role in learners' satisfaction in this pandemic. Thus, they have to learn how to assist their children in the quest for quality education. They also need to develop a partnership with the teachers and other parents to promote learners' activities despite the distance of their children. Teachers may continue to rely on parents and other LGU authorities in the community to provide the education that students require in the new normal education.

Table 6. Stepwise Multiple Regression Coefficients Predicting Pupils' Satisfaction with Modular Distance Learning

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	.84	.18	4.59	0.00
Decision making	.42	0.08	5.21**	0.00
Collaborating with the Community	.38	0.07	5.35**	0.00
Adjusted r^2	71.02%			
F value	120.07			
p-value	0.00			
Satisfaction	=	0.84	+ 0.42 Decision Making	
			+ 0.3766 Collaborating with the Community	

Note: ** means $p < 0.01$ (Highly Significant) at 0.01 level

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Teachers are very effective in the delivery of instruction in Modular Distance Learning. Both the school heads and the teachers themselves had similar perceptions in delivering and implementing modular distance learning practices. This is coupled with the very high involvement of the parents in parenting, communication, volunteering, learning at home, decision making, and collaborating with the community. Hence, the learners were very highly satisfied with modular distance learning in the way teachers teach by distance mode, the learning they get through modules, and the support system given to them by the teachers and their parents. Therefore, teachers' practices and the parents' involvement greatly affect the learners' satisfaction level in modular distance learning. Parental involvement, specifically in the area of decision making and collaborating with the community, were the predictors for the learners' satisfaction with modular distance learning.

Recommendations

From the findings and conclusions, it is recommended that the teachers continue their very good practice in delivering modular distance learning. Administrators may continue to send teachers to different training and workshops to keep them updated on the latest trends and teaching modalities. Teachers may also strengthen collaboration with parents as partners in molding the learners, especially during the pandemic. Continuous motivation on the learners can best help maintain their high level of satisfaction in modular distance learning delivery. Future researchers may also conduct the same research exploring the other factors that may affect learners' satisfaction with distance learning.

REFERENCES

- [1] Aksan, J. A. (2021). Effect Of Modular Distance Learning Approach To Academic Performance In Mathematics Of Students In Mindanao State University-Sulu Senior High School Amidst Covid-19 Pandemic. *Open Access Indonesia Journal of Social Sciences*, 4(2), 407-430.
- [2] Al Mamun, M. A., Lawrie, G., & Wright, T. (2020). Instructional design of scaffolded online learning modules for self-directed and inquiry-based learning environments. *Computers & Education*, 144, 103695. <https://www.sciencedirect.com/science/article/abs/pii/S0360131519302489>
- [3] Amponsah, M. O., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. (2018). Relationship between parental involvement and academic performance of senior high school students: The case of Ashanti Mampong Municipality of Ghana. *American Journal of Educational Research*, 6(1), 1-8. Retrieved on February 16, 2021, from <https://go.aws/31YSlrj>
- [4] Ariani, D. W. (2016). Why do I study? the mediating effect of motivation and self-regulation on student performance. *Business, Management and Education*, 14(2), 153-178. doi:<http://dx.doi.org/10.3846/bme.2016.329> Retrieved from <https://search.proquest.com/docview/1854428804?accountid=149218>
- [5] Auliya, A. F. S., & Fauziah, P. Y. (2021). Advices for Involving Parents in Children's Learning Activities from School to Home. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1073-1082. Retrieved from google scholar on November 17, 2021
- [6] Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.
- [7] Cohen, J., & Kupferschmidt, K. (2020). Countries test tactics in 'war' against COVID 19. *Science*. Retrieved on December 16, 2021 from <https://science.sciencemag.org/content/367/6484/1287>
- [8] Cowling, B. J., Ali, S. T., Ng, T. W., Tsang, T. K., Li, J. C., Fong, M. W., & Leung, G. M. (2020). Impact assessment of non-pharmaceutical interventions against corona virus disease 2019 and influenza in Hong Kong: an observational study. *The Lancet Public Health*, 5(5), e279-e288. Retrieved on December 14, 2021 from doi:[https://doi.org/10.1016/S2468-2667\(2\)30090-6](https://doi.org/10.1016/S2468-2667(2)30090-6)
- [9] Datt, G., & Singh, G. (2021). Learners' Satisfaction With the Website Performance of an Open and Distance Learning Institution: A Case Study. *International Review of Research in Open and Distributed Learning*, 22(1), 1-20.
- [10] DepEd Order No. 012 and 013 (2020). Basic Education Learning Continuity Plan for Private Schools, Available online at www.deped.gov.ph. Retrieved on March 20, 2021.

- [11] DepEd Order No. 31, S 2020. https://www.depedtambayanph.net/2020/10/deped-releases-guidelines-for_4.html
- [12] Dewan, S., & Dewan, D. (2010). Distance education teacher as a leader: Learning from the path goal leadership theory. *MERLOT journal of Online Learning and Teaching*, 6(3), 673-685. Retrieved on October 18, 2020 from <https://www.westga.edu/~distance/ojdla/spring141/McFarlane141.html>
- [13] Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- [14] Espineli, N. P. (2021). Lived Experiences of Master Teachers in Monitoring Modular Distance Learning (MDL) Teachers at TMCNHS. *IOER International Multidisciplinary Research Journal*, 3(1), 148-156. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3811648
- [15] Fernández Alonso, R., Álvarez Díaz, M., Woitschach, P., Suárez Álvarez, J., & Cuesta Izquierdo, M. (2017). Parental involvement and academic performance: less control and more communication= Implicacion familiar y rendimiento academico: Menos control y mas comunicacion. *Psicothema*.
- [16] Garbacz, S. A., Hall, G. J., Young, K., Lee, Y., Youngblom, R. K., & Houlihan, D. D. (2019). Validation Study of the Family Involvement Questionnaire–Elementary Version With Families in Belize. *Assessment for Effective Intervention*, 1534508419862857.
- [17] Gray, D. L., & Lewis, J. P. (2013). Lessons Learned in Preparing Principals to Become Instructional Leaders. *International Journal of Educational Leadership Preparation*, 8(1), 140-143. Retrieved March 20, 2021 from <https://eric.ed.gov/?id=EJ1012956>
- [18] Guan, A. G. R., & Benavides, N. G. (2021). Parent-Teacher-Learner Collaboration in Facilitating Modular Instruction. *United International Journal for Research & Technology*, 2(7).
- [19] Jaiswal, S. K., & Choudhuri, R. (2017). A review of the relationship between parental involvement and student's academic performance. *International journal of Indian psychology*, 4(3), 110-123. Retrieved on February 16, 2020, from <https://bit.ly/2vAKLaf>
- [20] Jegathesan, R., Noryati, A., Amar Hisham, J., & Wan Nordiana, W. H. (2018). Learners' Satisfaction and Academic Performance in Open and Distance Learning (ODL) Universities in Malaysia. *Global Business and Management Research: An International Journal*, 10(3).
- [21] Jegathesan, R., Noryati, A., Amar Hisham, J., & Wan Nordiana, W. H. (2018). Learners' Satisfaction and Academic Performance in Open and Distance Learning (ODL) Universities in Malaysia. *Global Business and Management Research: An International Journal*, 10(3).
- [22] Korir, D. K., & Kipkemboi, F. (2014). The impact of school environment and peer influences on students' academic performance in Vihiga County, Kenya. *International Journal of Humanities and Social Science*, 4 (1). Retrieved on March 16, 2021 from <https://pdfs.semanticscholar.org/c6e5/9636ded17c6bef56dec661bed88482ffd614.pdf>
- [23] LaRocque, M., Kleiman, I., & Darling, S. M. (2011). 115-122.
- [24] Lynch, R. F. (2016). Parents face quantity–quality trade-offs between reproduction and investment in offspring in Iceland. *Royal Society open science*, 3(5), 160087.
- [25] Makrooni, G. (2019). Being a First-Generation Migrant Family Student in Finland: Perceptions and experiences of the Educational Journey to Higher Education. *Journal of Ethnic and Cultural Studies*, 6(3), 157-170. Retrieved December 14, 2021 from DOI:<http://dx.doi.org/10.29333/ejecs/293>
- [26] Maglangit, P. Paglumotan, A.M., and Sopera, S.C., (2020). How Filipino can help ensure Retrieved on November 6, 2020 from <https://www.manilatimes.net/2020/08/09/business/sunday-business-i-t/challeng>
- [27] Magsambol, B. (2020). 8.8 million parents prefer modular learning for learning in the Philippine Secondary Public Schools. Retrieved on November 30, 2021 from <https://www.dpublication.com/abstract-of-3rd-icate/27-427/>
- [28] McCormick, M. P., Weissman, A. K., Weiland, C., Hsueh, J., Sachs, J., & Snow, C. (2020). Time well spent: Home learning activities and gains in children's academic skills in the prekindergarten year. *Developmental psychology*, 56(4), 710.
- [29] Mitcham, E. C. (2015). Teacher capacity and attitude toward data: An examination of the association between teacher beliefs and student

- performance on the measures of academic progress assessment (Order No. 10023694). Available from ProQuest Central. (1769818949). Retrieved from <https://search.proquest.com/docview/1769818949?accountid=149218>
- [30] Moradi, M., Liu, L., Luchies, C., Patterson, M. M., & Darban, B. (2018). Enhancing teaching-learning effectiveness by creating online interactive instructional modules for fundamental concepts of physics and mathematics. *Education sciences*, 8(3), 109.
- [31] Mtebe, J. S., & Raphael, C. (2018). Key factors in learners' satisfaction with the e-learning system at the University of Dar es Salaam, Tanzania. *Australasian Journal of Educational Technology*, 34(4).
- [32] Ndifon, R. A., & Cornelius-Ukpepi, B. (2014). THE RELATIONSHIP BETWEEN PRIMARY SCHOOL TEACHERS' EXTRINSIC MOTIVATION AND PUPILS' ACADEMIC PERFORMANCE IN CROSS RIVER STATE, NIGERIA. *Global Journal of Educational Research*, 13(1), 45-53. doi:<http://dx.doi.org/10.4314/gjer.v13i1.7>
- [33] Olivo, M. G. (2021). Parents' Perception on Printed Modular Distance Learning in Canarem Elementary School: Basis for Proposed Action Plan. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(4), 351-364. Retrieved on December 15, 2021 from <http://ijmaberjournal.org/index.php/ijmaber/article/view/106>
- [34] Ossiannilsson, E. (2018). Leadership in global open, online, and distance learning. In *Online Course Management: Concepts, Methodologies, Tools, and Applications* (pp. 2212-2240). IGI Global. <https://www.igi-global.com/chapter/leadership-in-global-open-online-and-distance-learning/199316>
- [35] Park, H., & Shea, P. (2020). A Review of Ten-Year Research through Co-Citation Analysis: Online Learning, Distance Learning, and Blended Learning. *Online Learning*, 24(2), 225-244.
- [36] Pirsl, D., Stojkovic, N., & Pirsl, T. (2017). SPORTS SCIENCE QUALITY FRAMEWORKS IN BLENDED LEARNING IN SERBIA. In *The International Scientific Conference eLearning and Software for Education* (Vol. 3, p. 188). "Carol I" National Defence University. <https://search.proquest.com/openview/226b34303e6a4c727802cb7908542efc/1?pq-origsite=gscholar&cbl=1876338>
- [37] Pozdnyakova, Svetlana Yu, PhD, Assoc Prof, Kirichenko, N. R., Assoc Prof, & Savinova, Y. A. (2020). *E-learning And In-class Learning Systems For Undergraduate Engineering Students: Psychological And Pedagogical Aspects*. Bucharest: "Carol I" National Defence University. doi:<http://dx.doi.org/10.12753/2066-026X-20-145>
- [38] Rabin, E., Henderikx, M., Yoram, M. K., & Kalz, M. (2020). What are the barriers to learners' satisfaction in MOOCs and what predicts them? The role of age, intention, self-regulation, self-efficacy and motivation. *Australasian Journal of Educational Technology*, 36(3), 119-131.
- [39] Sapta, A., Hamid, A., & Syahputra, E. (2018, November). Assistance of Parents in the Learning at Home. In *Journal of Physics: Conference Series* (Vol. 1114, No. 1, p. 012020). IOP Publishing.
- [40] Silinskas, G., & Kikas, E. (2019). Parental involvement in math homework: Links to children's performance and motivation. *Scandinavian Journal of Educational Research*, 63(1), 17-37.
- [41] Tarek, S. (2016). *Distance Learning: The Role of the Teacher*, Available online at www.docuri.com, Date Accessed, 15 August 2015.
- [42] Tella, A. (2017). Teacher variables as predictors of academic achievement of primary school pupils mathematics. *International Electronic Journal of Elementary Education*, 1(1), 16-33. Retrieved on March 16, 2021 from <https://www.iejee.com/index.php/IEJEE/article/view/4/2>
- [43] Thomas-Brown, F. (2020). *Head Start Parent Perspectives of Their Roles in Their Children's Preschool Education* (Doctoral dissertation, Walden University).
- [44] Thomson, A. (2018). Technology review: Three interconnected distance learning education challenges. *The Community College Enterprise*, 24(2), 74-77. Retrieved from <https://search.proquest.com/docview/2189564351?accountid=149218>
- [45] Tseng, J., & Fan, C. (2017). New issue of classroom leadership: Teachers' academic optimism and its implication. *Xuexiao Xingzheng Shuangyuekan = School Administrators*, (107), 152-164.

doi:<http://dx.doi.org/10.3966/160683002017010107008>

- [46] Tuscano, F. (2020). It's not about Online Learning: A Reflection on the "New Normal" in Education, Available online at www.francisjimtuscano.com. Retrieved on October 16, 2021
- [47] Viner, R. M., Russel, S., & Crocker, H. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. Retrieved May 16, 2021 from <https://pubmed.ncbi.nlm.nih.gov/32272089/>.
- [48] Wong-Villacres, M., Ehsan, U., Solomon, A., Pozo Buil, M., & DiSalvo, B. (2017, June). Design guidelines for parent-school technologies to support the ecology of parental engagement. In Proceedings of the 2017 Conference on Interaction Design and Children (pp. 73-83). Retrieved on December 14, 2021 from <https://doi.org/10.1145/3078072.3079748>
- [49] Xiao, J., Sun-Lin, H. Z., Lin, T. H., Li, M., Pan, Z., & Cheng, H. C. (2020). What makes learners a good fit for hybrid learning? Learning competences as predictors of experience and satisfaction in hybrid learning space. *British Journal of Educational Technology*, 51(4), 1203-1219.
- [50] Zeichner, O., & Zilka, G. (2016). Feelings of Challenge and Threat among Pre-Service Teachers Studying in Different Learning Environments--Virtual vs. Blended Courses. *Journal of Educational Technology*, 13(1), 7-19. <https://eric.ed.gov/?id=EJ1131809>
- [51] Zhou, Y., & Wang, J. (2019). Goal orientation, learning strategies, and academic performance in adult distance learning. *Social Behavior and Personality*, 47(7), 1-20. doi:<http://dx.doi.org/10.2224/sbp.8195>