



Learning Interaction And Pupils' Satisfaction On The Modular Distance Learning Approach Among Grade Six (6) Pupils In Selected Public Elementary Schools Of Zone 2 Division Of Zambales

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Chapter 1

INTRODUCTION

Background

The World Health Organization (WHO) declared the novel coronavirus outbreak (also known as COVID-19) as a public health emergency of international concern on January 12, 2020. In response to this, the President of the Philippines declared the whole nation under the state of public health emergency on March 08, 2020, and issued Proclamation 929, which place the island of Luzon on Community Quarantine on March 15, 2020. The Philippine educational system has adjusted to this new distance learning modality as public schools continue their classes across the country last October 5, 2020. Despite the calls for a scholastic freeze because of the COVID outbreak, the Department of Education accepts the belief that education should not be compromised. As the pandemic changes the way we live, the interest for a more adaptable learning opportunity likewise expanded. To address this developing need, schools everywhere in the Philippines moved to distance learning – a remote learning technique where learners don't have to go to schools and can learn at their speed and at the most advantageous time and environment.

According to the Department of Education, Distance Learning may be implemented through the different learning delivery modalities namely: Modular Distance Learning (MDL) either digital or printed, Online Distance Learning (ODL), TV-Video/Radio-based Instruction (TV-Video/RBI), and Blended Distance Learning (BDL).

One of the highly convenient distance learning modalities for most of the typical Filipino learners is Modular Distance Learning. It was also the most preferred learning modality of parents/guardians in DepEd Zambales particularly in the District of Iba based on the result of the Learning Enrolment and Survey Form (LESF) for this year's implementation of distance learning at the elementary level to support those without access to internet, gadgets and other technology-related concerns.

Modular Distance Learning is a distance learning that uses Self-Learning Modules (SLM) based on the Most Essential Learning Competencies (MELCs) provided by the Department of Education. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego, 2020). Printed modules will be delivered or distributed to students, parents, or guardians by the teacher in the school or through the Local Government officials.

In Charles Wedemeyer theory of independence and autonomy, he stated that distance education is an independent study and characterized by the separation of the teacher and the student, normal processes of teaching and learning are carried out in writing or through some other medium, individualized teaching, learning takes place through the student activity, learning is made convenient for the student's in the student's environment, and learner takes responsibility for the pace of learning with the freedom to start and stop at any time. Another theory under independence and autonomy is the transactional distance theory by Michael Moore. According to Saba (Saba, 2014), Moore's transactional distance theory broadened the horizon for the field and opened the way to conceptualizing distance as a variable that changes over time as an instructional session progress. This implied that distance in education is a psychological construct as well as a geographic one.

Since education is no longer held within the school, parents served as partners of teachers in education. Parents played a vital role as home facilitators. Their primary role in modular distance learning is to establish a connection and guide the child (Dangle, Sumaoang, 2020). The use of modules encourages independent learning. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students

engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no help from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, 2017). Other advantages of modular instruction include more choice and self-pacing for students.

Given the positive impact on face-to-face interaction among the pupils in a traditional setting, it is essential to know how the learners and teachers adjusted to the transition during the pandemic and what challenges they may face while adapting to this transition.

This study aimed to determine the learning interaction and pupils' satisfaction with the modular distance learning approach among Grade 6 pupils that can facilitate the smooth transition from traditional education. It was already being predicted that it will be used as a primary mode of imparting education during pandemic (Dill, et al.,2020)

Significance of the Study

This study brought out results on the learning interaction and pupils' satisfaction on the Modular Distance Learning approach among Grade Six (6) pupils in selected Public Elementary Schools of Zone 2, Division of Zambales.

This study taught to be significant in the following areas:

Administrators. The Philippine Educational System continues its program of updating teaching strategies. It is therefore of great importance for educators to adopt better methods, techniques and approaches to achieve higher performance. This is considered relevant to the demands for the performance of administrators.

Teachers. This study would help determine the learning interaction and pupils' satisfaction toward Modular Distance Learning among grade six pupils to facilitate learning even during the COVID-19 pandemic where no face-to-face interaction between learners and teachers is done.

Pupils. This study would help learners' perception on education. The result of this study will reinforce them to improve their study habits through the distance learning modality.

Parents. This study would give them better insights, to have interest and participation in teaching their children using the Modular Distance Learning Approach.

Statement of the Problem

This study aimed to determine the learning interaction and pupils' satisfaction toward the Modular Distance Learning approach of the Grade Six (6) pupils in selected Public Elementary Schools of Zone 2, Division of Zambales.

Specifically, it sought to find answers to the following questions:

1. What is the profile of the pupil respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Educational Attainment of Parents; and
 - 1.4 Occupation of Parents?
2. How do the Grade 6 pupils perceive the learning interactions toward the Modular Distance Learning approach in the following aspects:
 - 2.1 Learner content interaction
 - 2.2 Learner – learner interaction
 - 2.3 Learner – teacher interaction
 - 2.4 Learner – interface interaction; and
 - 2.5 Indirect interaction?
3. How is the pupils' satisfaction toward the Modular Distance Learning approach described as to:
 - 3.1 Quality of Learning materials
 - 3.2 Usability of Learning Materials
 - 3.3 Timeliness of Learning Materials
 - 3.4 Learner Support; and
 - 3.5 Engagement of the Learner?
4. What is the academic performance of the Grade Six (6) pupils during the First (1st) and Second (2nd) Grading period?

5. Is there a significant difference in the pupils' perception on the learning interactions toward the Modular Distance Learning approach when grouped according to profile variables?
6. Is there a significant difference in the pupils' satisfaction on the Modular Distance Learning approach when grouped according to profile variables?
7. Is there a significant relationship between learning interaction and the academic performance of the Grade Six (6) pupils?
8. Is there a significant relationship between pupils' satisfaction on the Modular Distance Learning approach and the academic performance of the Grade Six (6) pupils?
9. Is there a significant relationship between learning interaction and pupils' satisfaction on the Modular Distance Learning approach?
10. What model can be developed in this study?

Scope and Limitation of the Study

This study focused on the perception of the learning interaction and pupils' satisfaction on the Modular Distance Learning approach among Grade six (6) pupils in selected Public Elementary Schools, Zone 2, Division of Zambales. Due to the limitations encountered in the study brought by the pandemic, only the accessible schools in Zone 2, Division of Zambales were chosen through convenient sampling. There were seven hundred thirty (730) Grade six (6) pupil respondents from 34 selected public elementary schools of Zone 2 (Botolan, Iba, Palauig Districts) out of 2,130 total populations.

The study used a descriptive type of research. The data-gathering instruments like questionnaire instruments, observation schedules, checklists, and rating scales were also used. The researcher performed an analysis of the existing modular distance learning from the traditional method of learning in various Grade six (6) classes.

All other matters not mentioned herein are not part of the study.

Chapter 2

FRAMEWORK OF THE STUDY

This chapter presents the related literature and studies drawn from local and international about the learning interaction and pupils' satisfaction toward modular-distance learning among Grade Six (6) pupils.

Review of Related Literature

According to Kapur (Kapur,2018), Factors Influencing Secondary School Students' Academic Performance in India Radhika Kapur, M.D. Abstract Education is seen as essential not only for individual advancement but also for the growth of a society and a nation. Individuals must raise awareness and develop their educational abilities to improve in all areas and use new and creative approaches and methods. The primary goal of this study article is to identify the elements that impact students' academic performance in secondary schools in India. There are various elements within and outside of secondary schools that impact pupils' academic success. The main areas that have been considered include factors influencing students' academic performance, academic performance and a large number of students in class, parental and associated factors relating to academic achievement, the contribution of school factors to students' academic performance, the influence of poverty on students' academic achievement, and other causes of failure.

Meanwhile, Ibyatova (2018), the purpose of this study is to determine the effectiveness of a modular approach in teaching and learning to assess students' performance, achievement, and motivation, as well as to determine whether a modular approach is more effective than traditional methods while experimenting with two groups of English students at a technical university. A modular specification, according to the researchers, is a technique in which the content is separated into several parts or modules, each of which is reviewed independently. A module is described as a collection of learning opportunities structured around a single topic that includes components of instruction, specified objectives, learning activities, and self-assessment and evaluation utilizing criteria-referenced measurement. The purpose of this study is to investigate the influence of modular teaching, learning, and evaluation on engineering students using a combination of quantitative and qualitative research methodologies. The writers employ a one-of-a-

kind modular structure as well as their English grammar book. This experiment demonstrates that students of modular curriculums find it beneficial and inspiring and that it motivates them to do better in the following modules. Simultaneously, modular learning and evaluation do not eliminate the stress and strain associated with traditional techniques. Teachers who use the modular approach enjoy the improved test planning opportunities and the clarity of the emphasis of their teaching needs. Still, the methodology and structure of the modules utilized in the experiment need to be improved and developed.

According to Ali (Ali et al., 2010), the study's main goal was to investigate the effect of modular teaching on student achievement. The research was of the experimental kind. The design of an equivalent group study was utilized. The data from both groups were examined and interpreted using the mean, standard deviation, and t-test, and conclusions were reached. The study's findings favored the modular teaching strategy; hence, it is proposed that this technique be extensively employed in traditional classrooms at various levels of education.

Meanwhile, (Malik 2021), the current study compares the effects of modular and traditional teaching techniques on students' general understanding at the secondary school level. The research was carried out at one male and one female secondary school. The sample for the experiment was drawn at random from a population of grade 9 pupils. Data were collected by administering a general comprehension-based teacher-created test. The data were examined using a social science statistical program and the independent sample t-test. The findings revealed that there were substantial variations in overall student understanding between modular and conventional learning styles. The results showed that students taught using the modular method had a higher mean score on the teacher-created general comprehension-based test than students taught using the traditional approach. The findings revealed a substantial gender difference in male and female students' general comprehension, with male students doing considerably better than female students on a general comprehension-based test.

Meanwhile, (Riasat A. 2010), the study's main goal was to investigate the effect of modular teaching on student achievement. The research was of the experimental kind. The design of an equivalent group study was utilized. The data from both groups were examined and interpreted using the mean, standard deviation, and t-test, and conclusions were reached. The study's findings favored the modular teaching strategy; hence, it is proposed that this technique be extensively employed in traditional classrooms at various levels of education.

However, according to Kandasamy S. (2019). First aid training is noticeably absent from college curricula. The MCI's Vision 2015 stresses competency-based medical education, where integration of fragmented specialties must be focused on and realized through modular training. We investigated the efficacy of such an intervention in this study. Interventional research was conducted on 196 final MBBS students at GVMCH's Medical Education Unit between June 2017 and July 2018. This course was broken down into seven modules: Introduction, Shock/Burns, Poison Management, Disaster Management, BLS, Orthopedic Emergencies, and TAEI. Students' responses to feedback questionnaires were used to assess the efficacy of the modular training program. The various teaching/learning techniques and assessments were assessed using a Likert rating scale. The entire quality of the program, which included practical usefulness, study materials, presenters, and public health venues, was rated as good by 99 percent of participants [p0.0005]. When compared to traditional teaching-learning methods, 72.5 percent found that innovative modular teaching-learning techniques (CBD, PBL, Roleplay, Small group discussion) were more successful in developing first aid skills [p0.0005]. Modules 4 and 7 [Lectures] were rated as less successful by students individually. When the evaluation techniques were compared, 97.2 percent performed well in the OSCE whereas only 71.9 percent performed well in the MCQ pattern.

Most countries around the world have temporarily closed educational institutions to contain the spread of the virus and reduce infections (Tria, 2020). Face-to-face engagement of students and teachers within the school has also been suspended. Likewise, the Philippines through the Department of Education made drastic changes in its approach to deliver educational services for learners toward the K to 12 Basic Education Program in the new normal. The continuous innovations of educators and the active involvement of other stakeholders are the driving force for its success. For the continuity of education and for every school to still attain its mission and vision which is to provide quality education to every Filipino learner, the Department of Education implemented the Modular Distance Learning. Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020)

Modular learning is the most popular type of Distance Learning. In the Philippines, this learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning

through printed and digital modules emerged as the most preferred distance learning method for parents with children who are enrolled this academic year. This is also in consideration of the learners in rural areas where the internet is not accessible for online learning.

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher shall do home visits to learners needing remediation or assistance (Llego,n.d.). Printed Modules will be delivered to students, parents, or guardians by the teachers or through the Local Government Officials. Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020). According to the Department of Education (DepEd), parents and guardians perform various roles in Modular Learning such as Module-ator, Bundy-clock, and Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as home innovators, they must provide their children with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. The use of modules encourages independent study. One of the benefits of using modules for instruction is the acquisition of better self-study or learning skills among students. Students engage themselves in learning the concepts presented in the module. They develop a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progress on their own. They are learning how to learn; they are empowered (Nardo, M.T.B, 2017). Other advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials.

In their study to determine the challenges encountered by the students and parents on modular distance learning, Dangle and Sumaoang (2020) found out that most of the learners are having difficulty in this new learning modality. 90% of the participants had a hard time answering their modules. Half of them do not have enough time to accomplish all their modules within a week. They often receive at least 8 modules in all subjects and each module has 3-5

activities. The subject that they are having the greatest difficulty with are Mathematics, followed by History, Entrepreneurship, and Applied Economics. In Mathematics, some students said that most of the Math problems are difficult to solve and no detailed explanation is provided. Problem Solving does not only include and require computation but there is a need to understand and analyze the problem, students must comprehend the problems (Salma & Rodrigues, 2012).

In History, some learners said that this subject has lengthy readings and many of the students cannot understand some of the terms used. The questions are hard as well and there are not enough examples provided. Students have difficulty in understanding the lessons and history books are lengthy (Tok, B. R 2016). Lastly, some students have difficulty in Entrepreneurship and Practical Research because they lack business knowledge. Furthermore, most of the students cannot answer all their modules independently; that is why they badly need the assistance of others. The family members, relatives, and friends of the learners play a vital role in education today. Siblings are at the top of the list helping the learners in answering the modules followed by friends and classmates. Although 83% of the students said that the teachers were approachable, some said that the teachers do not immediately respond to the queries regarding the lessons. Majority (93%) of the learners have gadgets that could be useful in learning. Moreover, 79% of the parents do not have difficulties with the set schedule of the retrieval and submission of their child's/children's modules. Text, call, and social media particularly on Messenger are the platforms that are being used by the parents to communicate with the teachers of their child/children. Most of them responded that the teachers of their child/children are approachable. However, some parents said that some teachers do not respond immediately to their queries, and sometimes, they cannot be reached because of a low internet connection.

Dangle and Sumaoang (2020) concluded that several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. 70% of them cannot easily follow instructions in the modules. Thus, modules were often submitted late, and most of the answer sheets are blank. Teachers lack resources for the reproduction and delivery of modules. Sometimes, the printer is not functioning well. In the worst case, sometimes there's no electricity. Therefore, they experience difficulty in printing and mass production of modules. Some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings with their modules and helping their parents in the field. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Parents lack the knowledge to assist their

child/children. According to some teachers, some parents didn't finish their studies. Some teachers have weak cellphone signals. Lastly, teachers have a lot of paper works; papers to check and record.

Learners in distance education usually depend a lot on learning materials. Rowntree (2019) described those materials may take many forms like books, worksheets, audio and videotapes, CBT packages, multi-media, etc. In an instructional setting, the print materials fulfill dual functions: as a medium of communication and as a medium of instruction. The advantages of print materials in these two modes are several. Printed materials permit a reader to skim their contents and to react spontaneously to them by making marginal comments or toward the lining. They can be produced in multiple copies and can thus be used for independent study. They will tolerate delays in completion; a reader can stop, put the material away, and return later to the point of termination because they allow a reader to return again and again to the same point. Print materials facilitate the study of complicated concepts. These are easily portable and do not require expensive or complicated machines to be consulted.

According to Sultana (2016), self-instructional material is indispensable in a distance learning system and its quality can affect the learning of students. The study examined the different aspects which make the material learner-centered such as logical structure, alignment of objectives and content, illustration presentation, and relevance with needs and abilities of the learners, and found out that objectives of the material were clear and attainable. Respondents also agreed with the relevance of objectives and units. Respectively mean scores were calculated for tutors 2.4 and 2.5 and students 2.3 and 2.2. It is fact that all types of material either print, non-print or self-instructional are developed effectively on basis of clarity and relevance of the objectives. And objectives provide the standards and required criteria (Terry, 2016). They also asserted that the logical link of the material makes the quality material, and this material will enhance the learning of students. While focusing on the relationship of quality material and students' learning tutors and students were asked about the quality of self-instructional material to be used in the distance education system. Majority of tutors and students opined that the quality of the content was not good due to no links among topics (Mean score 1.8 of tutors and 1.6 of students) and logically sequence was not good (Mean score 1.8 of tutor and 1.7 of students). Freeman (2014) also described the indicators of quality of self-instructional material such as learners' needs, abilities, logical link, and sequence. Further, Swales (2018) pointed out the elements required for effective writing of material such as activities, feedback or assessment questions, writing style (write as you talk), easy language, attractive presentation, and using daily life examples and illustrations. During this study, a researcher

focused on these aspects required for self-instructional material in the distance learning system. Unfortunately, majority of respondents of this study opined that material was not consonant with social demands (Mean score 1.4 of tutors and 1.6 of students).

Further learning activities, examples or illustrations, clarity of important points, feedback questions, and language were not fully addressed. Respectively Mean score of students was less than 2. Though the majority of tutors and students agreed that material helped to prepare the assignments and exam (mean score of tutors 2.4, 2.6 and mean score of students, 2.4, 2.5), the range of mean score more than 2 (i.e. 2.3 and 2.4) showed that material was aimless, not adequate, and not free from typographical errors and delivery system of material was not proper. Based on the criteria recommended by Gyorke (2018) and majority of respondents of the existing study recommended that material should be easy and interesting. Overall findings of this study will help the writers, course coordinators, reviewers, and editors to make the self-instructional material significant, interactive, attractive, and communicative. As the distant learners mostly rely on this material for their quality learning.

The learner support system is a mechanism to help the learner learn. In a conventional system, classroom transactions, peer team interactions, and library facilities are components of learning. In Open Distance Learning system, multimedia, print, audio, video, radio, TV, teleconferencing, and videoconferencing – instructional package, face-to-face counseling, continuous assessment, and hands-on-experience constitute learner support. The nature of learner support services is depending on the academic needs and problems of the students, arising from some factors such as but not limited to inadequate interaction with counselors, who can facilitate learning; limited access to information and services; financial constraints, physical disability, lack of appropriate environment for study and proper guidance; problems arising out of time–constraint due to social, family or work obligations; late receipt of study material; systematic non-responsiveness and inefficient management services; lack of personal rapport as well as an opportunity due to geographical remoteness; non-familiarity with self-study skills i.e. e-media, e-resource, etc.

The learner support system of any distance education institution varies from institution to institution. In general, the support services broadly address the following needs of the learners such as information support: Learners should be provided with all necessary information before admission of their course so that they can make appropriate decisions about their studies and have access to all resources and support services. This includes information about various programs, admission criteria, eligibility, fees structure, study material, evaluation system, and other support

services provided by the institution during the study; Institutional support: Information about the academic support, who are the academic counselors, where the counseling sessions both theory and practice would be held, provisions of assignments, provision of practical for practical based programs, use of audiovisual aids, teleconferencing, interactive radio counseling facilities, etc.; Learning centers: Where the students will have the access to the library facility, counseling facilities, submission and evaluation of assignment, term-end examinations, and other general support; and Feedback: Provide feedback to course material developers and to the students on assignment responses.

In the context of distance learning applications, traditional methods of assessment and evaluation, multiple-choice, fill-in, short answer, or long explanations, are generally used). However, Dikli (2018) has emphasized the need to use alternative tools as well as traditional measurement tools to increase the effectiveness of activities and to execute process evaluation in terms of the effectiveness of education and student achievement as the communication between teachers and students is limited in the distance education process. Learning management systems (LMS) which are growing in parallel with the developments in distance education applications renew themselves with new add-ons and new modules with each passing day. Learning management systems enable traditional learning activities and they also have modules that enable us to evaluate students in the process (Watson & Watson, 2017). Effective use of these modules (wiki, blog, and workshop) and analysis of students' log records have great importance to contribute to process evaluation (Ingram, 2019). In addition, many criteria such as participation in discussions on time such as online forums, the nature of participation, acting by the forum rules, length of the messages, and supporting with references are reported as the criteria to be taken into account in the process evaluation (Fleming, 2018).

Karal and Cebi (2016) stated that traditional evaluation methods can be used in distance education too, assessment and evaluation activities should not be seen as the only evaluation methods, students' performances in modules such as assignments, blogs, and forums can be thought of as evaluation tools. Quantitative values (frequency of use, response time, etc.) and quality of students' responses should be evaluated by the teacher while evaluation is being made in these modules. Qualitative assessment is perceived as more important than quantitative assessment. This result is similar to the results that Hara et al (2018) and Yorke et al (2016) obtained before. It is thought that security weaknesses in online exams can be solved by giving more importance to the evaluation process. Howland and Moore (2016) state that students dislike forum discussions. On the other hand, the participants' positive opinions on considering forum responses as a criterion in the assessment and evaluation process contrast with Howland and

Moore's (2016) study. This difference is thought to be due to the sample group being different. In distance education, while students are evaluated, in addition to the exams, the log records, analysis of student behavior, participation in the discussions on forums, material and information sharing, sending homework and projects on time and properly, active participation to the synchronous courses should be considered as other criteria.

The use of modular distance learning requires printed materials to be reproduced, delivered, and retrieved to and from the learners as the end-user of the self-learning materials. According to Dangle and Sumaoang (2020), teachers and parents have experienced difficulty in printing and mass production of modules. Some learners cannot finish their modules on time because they mostly spend their study time teaching their siblings with their modules and helping their parents in the field. The teachers think that students' answers in their modules have no validity, and most probably, mastery of the lessons is impossible to attain. Parents lack the knowledge to assist their child/children. According to some teachers, some parents didn't finish their studies. Some teachers have weak cellphone signals. Lastly, teachers have a lot of paper works; papers to check and record.

School Resources within schools are vital to make provision of resources that can be utilized to enhance the academic performance of students. When students will be provided the necessary tools and equipment, textbooks, notes, learning materials, hand-outs, technology, library facilities, and laboratory facilities they will be able to acquire a better understanding regarding academic concepts and how to perform the experiment, the major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is appropriately put into practice, then there would be an improvement in the academic performance of the students (Maina, 2017). Teachers have an imperative role in influencing the academic performance of the students. They are bestowed with the authority to direct all the classroom activities and administer learning. The main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development They should possess adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline, and directing all of the classroom as well as school activities and functions in a well-organized manner.

The academic concepts are made known to the students by the teachers within the classroom. Teachers have the main job duty of completing the subject syllabus. Therefore the classroom environment must be disciplined, and

well-ordered. The efficiency in the management of the classroom introduces well-organized and efficient management of the lesson plans, instructional strategies, teaching-learning processes, and so forth. When there is discipline and effective communication among the individuals, then it would help the students learn better and improve their academic performance.

When a student is healthy, then he will be able to contribute an active role towards learning. On the other hand, factors such as stress, anxiety, fear, trauma, depression, or physical health problems prove to be impediments within the course of their academic achievement. The students need to take pleasure and look towards their school and classroom activities from a positive viewpoint. Consuming a healthy and nutritious diet, getting engaged in extra-curricular activities, staying calm, and taking pleasure in studying are some of the aspects that help in maintaining good psychological and physical health (Srinivas, & Venkatkrishnan, 2016).

The literature and studies reviewed by the researcher have contributed much to the conceptualization of the present study particularly in the pursuit of the studies' objective to assess the learning interaction of the modular distance learning in the new normal among grade 6 pupils. This literature and studies may serve as valuable inputs and support to the findings or results of this study. The most significant contribution of this review of related literature and studies provided an array of related information that guided the researcher in her study particularly in the analysis and interpretation of the data gathered which are focused on the self-learning materials, time frame, and element, learning support system for students, assessment of learning outcomes, and delivery and retrieval of modules.

According to Sumaoang (2020), Due to the COVID-19 epidemic, face-to-face learning interaction of students and instructors inside the school has been halted. This epidemic has opened the way for the introduction of Modular Distance Learning as an immediate reaction to maintain educational continuity. The Philippines is now in the process of transitioning to the new normal form of education, and educators' continual innovations, as well as the active participation of other stakeholders, are the driving forces behind its success. The primary goal of this study is to learn about the challenges, opinions, and recommendations of teachers, parents, and students involved in the implementation of Modular Distance Learning at Balbalayang National High School (BNHS) and Baguio City National High School (BCNHS) during the School Year 2020-2021. These issues, views, and recommendations were discovered using a mixed quantitative and qualitative methodology, with questionnaires administered to 37 individuals at the selected schools using quota and purposive sampling. In the interpretation and coding of data,

deductive theme analysis was employed. The primary problems that surfaced were a lack of school funds for module creation and delivery, kids' struggles with self-study, and parents' lack of expertise to intellectually lead their child/children. Finally, the survey was able to identify the participants' current difficulties in terms of resources, preparation, and communication. The findings of this study might serve as a springboard for future enhancements to existing educational programs and recommendations for the adoption of modular remote learning.

In addition, according to Ambayon (2020), Mythology and folklore have long been used to encourage literacy in human civilizations. The purpose of this study was to validate a mythology and folklore module and assess its efficacy in teaching mythology and folklore. This was done in response to insufficient learning resources in the educational literature, as well as to meet the need for effective instructional tools. The research was conducted using a comparative-experimental design. According to the findings, the created module had good content, relevance, and mechanics, as judged by specialists in the field. Students rated the program as very acceptable, valid, dependable, and useful. This research included a third-year Bachelor of Secondary Education (BSED) major in English students from the 2015-2016 school year. The pupils were separated into two groups: control and experimental. The groups were formed depending on their GPA from the previous semester. The experimental group used the created module, but the control group did not. The exam instruments were the several exercises that were given following each topic and lasted one hour per session. According to the findings, the performance of college students in literature in the experimental group increased from poor to outstanding achievement, whereas the control group improved from poor to fair achievement. As a result, it is suggested that the module be utilized in comparable situations, especially while learning mythology and folklore.

According to Lim (2020), a quasi-experimental design was utilized in this study to assess the impact of modular education on third-year BEED students at Eastern Samar State University (ESSU) who were exposed to both the lecture technique and modular instruction in teaching word problem-solving. Its goal was to find out the answers to the following questions: (1) Is there a statistically significant difference in the mean pretest score? (2) Is there a statistically significant difference in posttest mean scores? (3) Is there a statistically significant difference in the mean gain scores? Based on the pretest and posttest mean scores of both the control and experimental groups, the following conclusions were drawn: (1) there is no significant difference between the pretest mean scores of the subjects; (2) there is a significant difference between the post-test mean scores of the subjects; and (3) there is a significant

difference between the mean gain scores of the two groups of respondents. The experimental group, which was taught utilizing modular instruction, outperformed the control group, which was taught using the standard lecture technique. Based on the data, it is determined that modular education in the teaching of Math, especially word problem solving, is an effective teaching method. Even though learning occurred in both groups utilizing the two ways of teaching, the topics who were taught using modular instruction did considerably better than the subjects who were taught using the traditional lecture method. Meanwhile, according to Yazon (2017), his descriptive-evaluative study was carried out to verify the module in Assessment of Students' Learning. It attempted to assess the module's efficacy using the student respondents' pretest and posttest scores. The 45 randomly selected second Year College of Teacher Education students who used the module in their Assessment of Students' Learning 1 class were the respondents of this study. The modified Questionnaire Checklist was used in validating the developed module along with the following criteria: Specific Objectives, Content, Language Used, and Evaluation Activities. The weighted mean and standard deviation were used to summarize the module's evaluation by students. Throughout the semester, student-respondents were given a pretest and a posttest for each lesson covered in the module. The dependent t-test was used to conclude the mean difference between the matched scores. Each lesson in the module is accompanied by precise objectives that are defined in behavioral terms, quantifiable, practical, and attainable, according to the student-respondents. They acknowledged that the ideas, concepts, and points provided in the module are effectively described and that the module has the necessary learning competencies. In terms of language, the students agreed that the courses are given in grammatically accurate paragraphs/sentences and are complemented by clear and precise instructions for their use. They stated that the module includes a pretest, self-assessment, and posttest. Each lesson and test item addresses the critical competencies to be developed. The results indicated a below-average pretest score and an above-average posttest score for the pupils. When they were examined for a statistically significant difference between their pretest and posttest mean scores, it was shown to be statistically significant. As a result, the module was successful in aiding the learning process.

According to Anzaldo (2021), education in the new normal is a difficult challenge in the Philippines, where efforts are being made to advance education despite the fatal pandemic caused by covid-19. Despite much resistance, the Department of Education (DepEd) and the Commission on Higher Education (CHED) accepted and implemented the flexible model of blended learning. The following are the many modes of learning: Modular (Printed), Modular

(Digitized), Online, Educational TV, Radio-Based Instruction, Home Schooling, and Blended Learning are all examples of modular learning. Online learning is implemented in cities where contemporary life is adopted and students and learners have the luxury of having an internet connection at home, whereas Modular Distance Learning is implemented in rural regions or provinces where internet connection is only available to a select few. The usage of Modules created by teachers with various tasks and learning activities based on the fundamental learning abilities is referred to as modular distance learning.

Meanwhile, according to Avila (2020), this descriptive study calculated the perceptions of 258 freshmen students at the Polytechnic University of the Philippines' Ragay, Camarines Sur Branch on the use of educational technologies in online and distance education, their level of motivation, and their learning strategies for the first semester of the 2020-2021 academic year. It was discovered that students thought remote learning was good and necessary. Their access to the computer and other gadgets, however, is restricted. They thought their university branch's online or distant learning was somewhat successful, and that the university and their topic teachers were moderately helpful in giving assistance and understanding throughout this sort of learning arrangement. Similarly, people are driven to utilize educational technology and believe themselves to have often used various learning techniques in utilizing educational technologies throughout the COVID-19 epidemic. As a result, it is advised that instructors and students train before the start of the semester to increase students' acceptance of this new type of learning environment and assure that they will acquire higher competence relevant to their selected and enrolled degrees.

However, Torrest (2021), his article discusses the educational system's difficult condition during the COVID-19 worldwide epidemic. It describes the numerous difficulties of how education authorities and employees carry out their tasks and obligations in the face of the epidemic. The idea of learning gaps was created to inform educators about how they may contribute to effectively resolving it with the various learning delivery modes being used this school year. Ways to address (bridge and close) learning gaps were explored, as well as a prospective group of individuals who might always be of tremendous support for the most comprehensive and holistic development of Filipino kids during this epidemic era and in the future.

According to Pinar (2021), in his research, The COVID-19 epidemic leads institutions to cancel face-to-face classes, leading to a paradigm shift toward virtual learning. To continue providing education in the middle of the crisis, unconventional learning techniques were promoted. This resulted in the translation of classroom-oriented learning

resources into remote learning-adapted learning resources. The incorporation of alternative learning modalities into a new regular classroom environment is becoming a mainstream topic of discussion in the education industry. Given the new trend in education brought about by the pandemic or other comparable situations, the purpose of this study is to determine students' impressions of the use of synchronous and asynchronous distant learning resources at the Grade 12 level. It also revealed students' preferences for synchronous and asynchronous modes of education delivery. The participants were 317 Grade 12 students enrolled in the Special Health Sciences STEM track at a private medical college in the Philippine province of Cavite. These Grade 12 students participated in synchronous online classrooms as well as asynchronous learning activities. To compare the utilization of synchronous and asynchronous learning modes, a dependent sample t-test was utilized. Students' conceptual comprehension was assessed using summative exams administered in both synchronous and asynchronous modes. Descriptive statistics and thematic analysis were also utilized to provide students' opinions on several areas of remote learning, namely the teaching style, learning materials, instructions, activities, and assessments. The findings indicated that students are very interested in the asynchronous teaching style, which correlates with improved performance in the asynchronous evaluation. As key components of remote learning, students enjoyed asynchronous threaded conversations, the availability of appropriate learning resources, and the teacher's supervision and scaffolding on the learning process (synchronous or asynchronous).

According to Panganiban (2021), one of the educational developments made forth by the epidemic is modular distance learning. The recent adoption of this form of learning delivery has caused a time of adjustment in teaching and learning. This difficulty has been the pressing need for modular classes. It entails planning and arranging for improved learning. English is the predominant medium of instruction in education, with the majority of modules written in the provided language, presenting extra obstacles and expectations for school students. As a result, the purpose of this article is to explore the lived experiences of students in responding to English-written modules using a qualitative design and a phenomenological method. The study's participants were eight Grade 6 students chosen using a purposive sample approach with some inclusion criteria. An in-depth interview was used to collect data, which was then evaluated utilizing a recursive textual analysis supported by Lichtman's 3c's: coding, classifying, and conceptualizing. The study discovered that the delivery modality, curriculum content and standards, educational equipment and resources, the competence of parents to assist, and the learners' readiness to read and learn

independently all have a significant impact on the quality of education in the community during this time of the pandemic.

Lastly, according to Ceria (2021), this research focuses on an innovative initiative that aims to solve the educational process of non-face-to-face learning in schools. The purpose of this research is to evaluate the efficacy of Pandayan Elementary School's school-home learning clinic initiative in the Philippines' province of Bulacan. In this study, a descriptive research design was employed. The statistics are derived from student performance in the first and second quarters of the 2020-2021 academic year. Their performance was statistically analyzed using percentages, mean, and t-test. The study discovered substantial evidence that the school-home learning clinic is successful based on a comparison of the kids' performance before the project (First Quarter) and after the project's administration (Second Quarter). As a result, it was found that a school-home learning clinic (SHLC) is an excellent alternative method of learning for students, particularly during this period of a crisis caused by the COVID-19 epidemic.

Theoretical/Conceptual Framework

We are on the cusp of a completely “new era”, and changes must be made in education to ensure that all learners leave school prepared to face the challenges of redefined world (Thournburg,2000).

The study is anchored on the theoretical support of autonomy and independence from the 1960s and 1970s, by Wedemeyer (1977) and Moore (1973), reflecting the essential component of the independence of the learner. Wedemeyer (1981) identifies essential elements of independent learning as greater student responsibility, widely available instruction, an effective mix of media and methods, adaptation to individual differences, and a wide variety of start, stop, and lean times. Holmberg (1989) calls for foundations of theory construction around the concepts of independence, learning, and teaching:

Meaningful learning, which anchors new learning matter in the cognitive structures, not rote learning, is the center of interest. Teaching is taken to mean facilitation of learning. Individualization of teaching and learning, encouragement of critical thinking, and far-reaching student autonomy are integrated with this view of learning and teaching

(Holmberg, 1989, p. 161). Holmberg summarizes his theoretical approach by stating that: Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psychomotor and affective domains of an individual learner and a supporting organization. Moore's (1990) concept of "transactional distance" encompasses the distance that, he says, exists in all educational relationships. This distance is determined by the amount of dialogue that occurs between the learner and the instructor, and the amount of structure that exists in the design of the course. Greater transactional distance occurs when an educational program has more structure and less student-teacher dialogue, as might be found in some traditional distance education courses. Education offers a continuum of transactions from less distant, where there is greater interaction and less structure, to more distant, where there may be less interaction and more structure. Thus, distance is not determined by geography but by the relationship between dialogue and structure.

Saba and Shearer (Saba & Shearer, 1994) carry the concept of transactional distance by proposing a system dynamics model to examine the relationship between dialogue and structure in the transactional distance. In their study, Saba and Shearer conclude that as learner control and dialogue increase, transactional distance decreases. It is not a location that determines the effect of instruction but the amount of transaction between learner and instructor.

In this study, the pupils' characteristics may influence the learning interaction and pupils' satisfaction on the modular distance learning approach to Grade Six (6) pupils. The pupil's study habits likewise will produce an effect on how reliable this distance learning is.

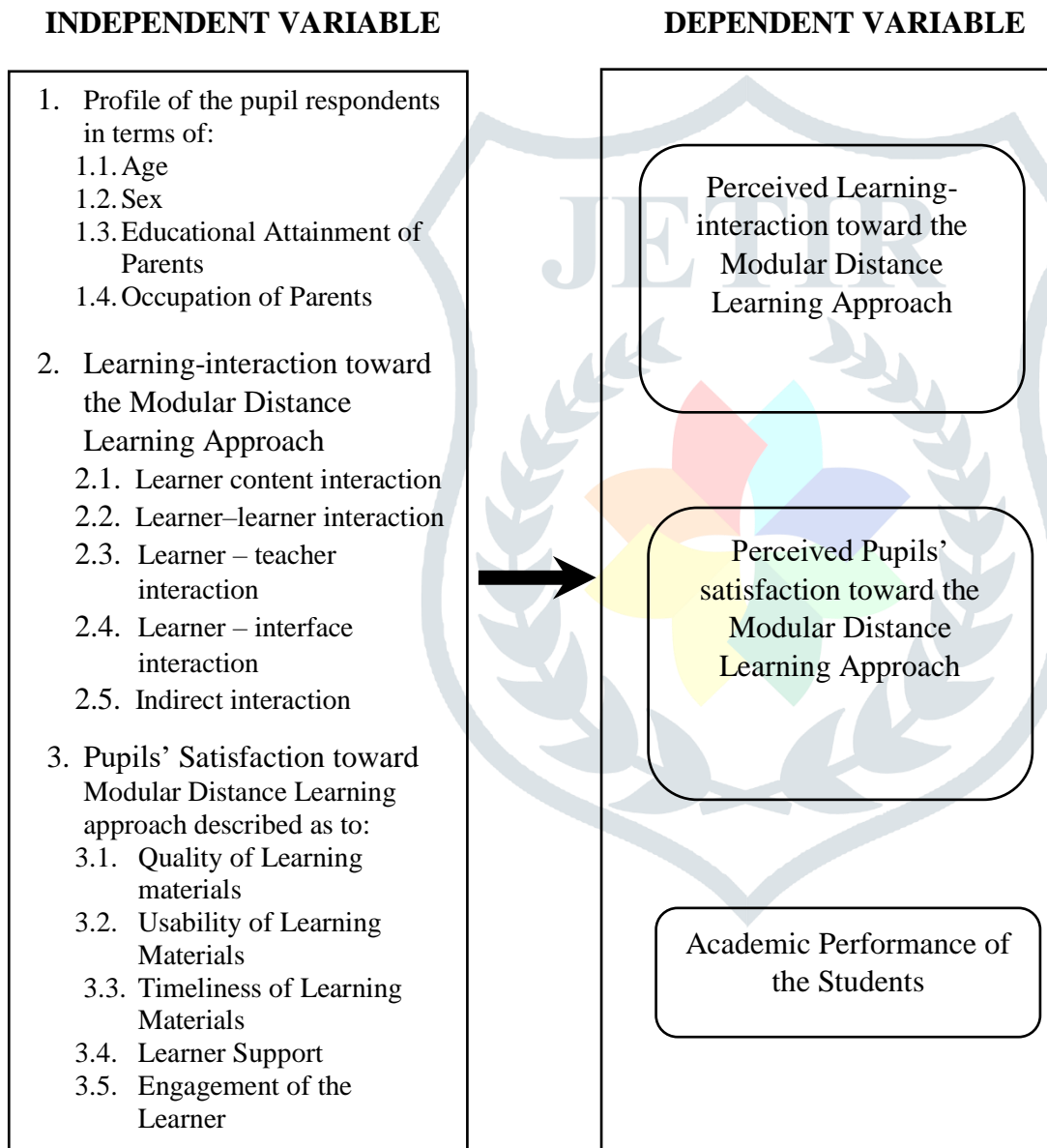


Figure 1. Conceptual Paradigm

Figure 1 shows the concept of the research entitled “Learning Interaction and Pupils Satisfaction Toward the Modular Distance Learning Approach of the Grade Six (6) Pupils in Selected Schools in Zone 2, Division of Zambales”.

The researcher conceptualized that there were correlations between the independent variables identified as Modular Distance Learning Approach to the dependent variables identified as Learning-interaction and pupils’ satisfaction among Grade 6 pupils.

The use of printed survey questionnaires was used to gather data and in the process of collecting data was through the parents.

The expected output was the learning interaction and pupils' satisfaction toward the modular distance learning approach of Grade Six (6) pupils in selected public elementary schools of Zone 2, Division of Zambales.

Hypotheses

1. There is no significant difference in the pupils' perception on the learning interactions toward the Modular Distance Learning approach when grouped according to profile variables.
2. There is no significant difference in the pupils' satisfaction on the Modular Distance Learning approach when grouped according to profile variables.
3. There is no significant relationship between learning interaction and the academic performance of the Grade Six (6) Pupils.
4. There is no significant relationship between pupils' satisfaction on the Modular Learning approach and the academic performance of the Grade Six (6) Pupils.
5. There is no significant relationship between learning interaction and pupils' satisfaction on the Modular Distance Learning approach.

Definition of Terms

For a better understanding of the study, the researcher gave several terms that were defined conceptually and operationally as used in the study.

Distance Learning. It refers to a method of studying in which lectures are broadcast or classes are conducted by correspondence or over the internet, without the student's needing to attend a school or college. Also called distance education.

Engagement of support. It refers to assistant to an arrangement to do something at a fixed time

Engagement of the learner. It refers to a measure that reflects the quantity and quality of a learner's participation in their subjects and every other aspect of their educational program.

Indirect interaction. It refers to any interaction between the customer and the provider, which is not direct, and may or may not involve another provider.

Learning Interaction. Refers to communication between and among peers with or without the teacher present.

Learner content interaction. Refers to an interaction between a student and the content to be learned including reading a textbook and completing activities.

Learner – interface interaction. Refers to an interaction between a student and the digital interface that mediates all interactions in the online instructional context.

Learner – learner interaction. Refers to an interaction between individual students or among students working in small groups.

Learning materials. Refers to one of four elements of integral self-evaluations — in addition to neuroticism, self-efficacy, and self-esteem. It also includes online resources, videos, and other interactive materials that reinforce course content.

Learner support. This refers to what the teacher or instructor can or should do to help learners beyond the formal delivery of content or skills development.

Learner–teacher interaction. It refers to the way teachers and students interact in their classroom relationships.

Modular. This refers to employing or involving a module or modules as the basis of design or construction.

Modular Distance Learning. This refers to features individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever applies to the learner.

Module. Refers to a portion of such a curriculum. It is a relatively autonomous portion since it is based on a limited number of objectives that the learner is expected to achieve, and the school is expected to be able to assess and certify.

Performance Level. The description of the levels of quality attainment within each criterion that are incrementally identified as low, good, better, and best.

Pupils. It refers to children in the Grade Six (6) elementary level presently enrolled in public schools in Zone, Division of Zambales.

Pupils' Satisfaction. It refers to a short-term attitude resulting from an evaluation of pupils' educational experience, services, and facilities.

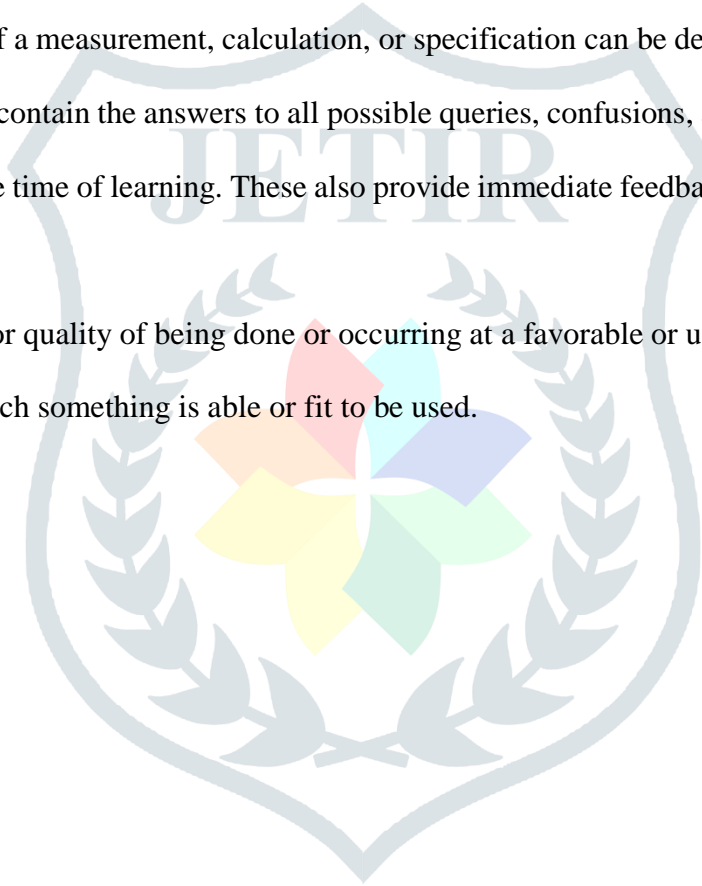
Quality. Refers to a distinctive attribute or characteristic possessed by something.

The degree to which the result of a measurement, calculation, or specification can be depended on to be accurate.

Self-Learning Modules. These contain the answers to all possible queries, confusions, and questions that may come into the mind of the learner at the time of learning. These also provide immediate feedback on the performance of the students.

Timeliness. It refers to the fact or quality of being done or occurring at a favorable or useful time

Usability. It is the degree to which something is able or fit to be used.



The logo is a shield-shaped emblem with a decorative border. Inside the shield, the word 'JETIR' is written in a large, stylized font. Below the text, there are several colorful geometric shapes (triangles and squares) in shades of red, orange, yellow, green, and blue. The entire logo is rendered in a light gray, semi-transparent style.

Chapter 3

RESEARCH METHODOLOGY

Research Design

A descriptive type of research was used in this study. Descriptive research dealt with the relationship between variables, the testing of hypotheses, and the development of generalization, principles, or theories that have validity (Best and Khan). It included all studies that purport the present facts concerning the nature and status of anything – a group of persons, several objects, a class of events, a system of thought, or any other kind of phenomena which one may wish to study (Sanchez, 1998).

In addition, according to Calmorin (1995), descriptive studies are valuable in providing facts on which scientific judgments may be based. They provide essential knowledge about the nature of the objects and persons. It is an organized attempt to analyze, interpret, and report the present status of an institution, group, or area, and this method signifies the gathering present condition. It also plays a large part in the development of instruments for the measurement of many things, instruments that are employed in all types of quantitative research as data-gathering instruments like questionnaire instruments, observation schedules, checklists, and rating scales.

In the conduct of this study, the researcher performed an analysis of the existing modular distance learning from the traditional method of learning in various Grade six (6) classes.

Research Locale

The study was conducted in selected public elementary schools of Zone 2 (Botolan, Iba, Palauig), Division of Zambales.

The municipality of Iba is bounded by the municipalities of Botolan to the South, Palauig to the North, the province of Tarlac of the East, and the South China Sea to the West. Like most of the municipalities in Zambales, Iba is

geographically located by the coast with the Zambales Mountains in the Eastern portion of the municipality. Iba is about 200km. from Northwest of Manila.

The Municipality of Botolan is a 1st class municipality in the province of Zambales, Philippines. It is about 735.3 km² wide and the largest municipality in Zambales.

Palauig is a 3rd class municipality in the province of Zambales, Philippines.

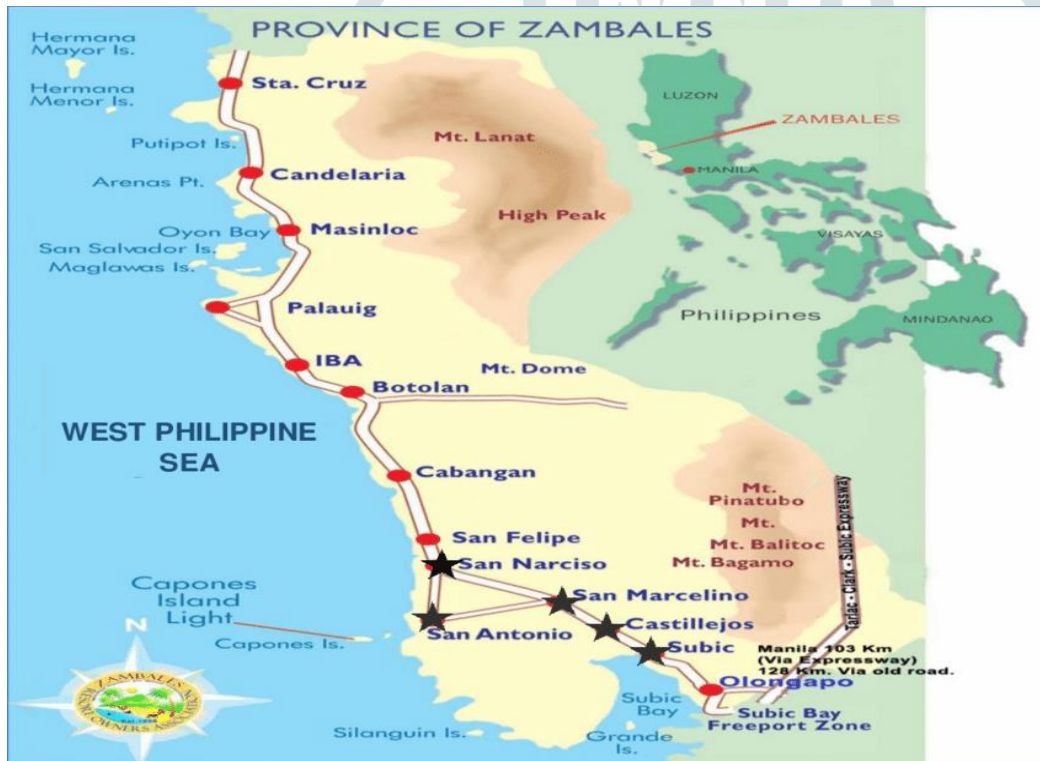


Figure 2. Map of Zambales Showing the Location of Botolan, Iba and Palauig

Respondents of the Study

The respondents were the seven hundred thirty (730) pupils from selected public elementary schools in Zone 2 (Botolan, Iba, Palauig Districts).

Table 1

Distribution of Respondents in Selected Public Elementary Schools in Zone 2, Division of Zambales

IBA DISTRICT	TOTAL POPULATION	SAMPLE POPULATION
Amungan Elem. School	94	32
Iba Elementary School	172	59
Lawak Elementary School	39	13
Libaba Elementary School	40	14
PASMES	142	49
San Agustin Integrated School	81	28
Sta. Barbara Integrated School	90	31
TOTAL	491	226
PALAUIG DISTRICT		

A.P. Decano Memorial Elem. School	51	17
Bato Elementary School	70	24
Bulawen Elem. School	109	37
Liozon Elem. School	72	25
Lipay Elem. School	31	11
Locloc Elem. School	28	10
Palauig Central School	97	33
San Vicente Elem. School	33	11
Zacarias L. Antiller Elem. School	43	15
TOTAL	534	183
BOTOLAN NORTH DISTRICT		
Bancal Integrated School	38	13
Bihawo Elementary School	47	16
Botolan North Integrated School	96	33
Mambog Integrated School	50	17
New Taugtog 2 Elem. School	46	16
New Taugtog 2 Elem. School	57	20
Paitan Elem.School	75	26
Santiago Integrated School	31	11
Loob Bunga 2 Elem. School	51	17
TOTAL	491	168
BOTOLAN SOUTH DISTRICT		
Baquilan Resettlement School 1	65	22
Baquilan Resettlement School 2	34	12
Beneg Elementary School	26	9
Botolan South Central School	107	37
Bucao Integrated School	48	16
Carael Integrated School	33	11
Panan Elementary School	54	19
Porac Elementary School	30	10
San Juan Integrated School	50	17
TOTAL	447	153
OVERALL TOTAL	2,130	730

This study utilized Grade six (6) pupils from selected Public Elementary Schools in Zone 2, Division of Zambales.

The total enumeration was used to determine the number of respondents in surveying the reliability of modular distance learning to its performance level.

Research Instruments

The survey questionnaire was the main instrument used in gathering data. It is composed of three parts. The first part is the demographic profile of the respondents which includes age, sex, educational attainment of parents, and occupation of parents.

The second part aims to obtain how the Grade Six (6) pupils perceive the learning interactions toward the Modular Distance Learning approach in the following aspects: learner – content interaction, learner-learner interaction, learner–teacher interaction, learner–interface interaction, and indirect interaction; and how the pupil’s satisfaction toward the modular distance learning described according to quality of learning materials, the usability of learning materials, learner support and engagement of the learner.

Data Collection

The data needed in this study was gathered from questionnaires assessing the learning interaction and pupils' satisfaction on the modular distance learning approach of Grade 6 pupils.

A pilot test was conducted to test the reliability of the questionnaire. It was participated by fifteen (15) Grade five (5) learners/pupils from San Agustin Integrated School of San Agustin, Iba, Zambales, who were randomly selected.

The computed Cronbach's Alpha of Learning-interaction toward the modular distance approach, indicator 1, Learner Content Interaction was 0.846000724, indicating that the reliability of the ten (10) statements was good; for indicator 2, Learner-Learner Interaction, was 0.81889114, indicating that the reliability of the ten (10) statements was good; for indicator 3, Learner-Teacher Interaction, was 0.882262527 indicating that the reliability of the ten (10) statements was good; for indicator 4, Learner-Interface Interaction, was 0.804177036, indicating that the reliability of the ten (10) statements was good; and for indicator 5, Indirect Interaction, was 0.803212851, indicating that the reliability of ten (10) statements was good. The computed overall Cronbach's Alpha was 0.814361408, indicating that the reliability of the questionnaire was excellent.

The computed Cronbach's Alpha of Pupil's satisfaction toward the modular distance learning, indicator 1, Quality of Learning Materials was 0.76911173, indicating that the reliability of the ten (10) statements was good; for indicator 2, Usability of Learning Materials, was 0.814611035, indicating that the reliability of the ten (10) statements was good; for indicator 3, Timeliness of Learning Materials, was 0.774286301 indicating that the reliability of the ten (10) statements was good; for indicator 4, Learners Support, was 0.845845846 indicating that the reliability of the ten (10) statements was good; and for indicator 5, Engagement of the Learner, was 0.799033198, indicating that the reliability of ten (10) statements was good. The computed overall Cronbach's Alpha was 0.924594353, indicating that the reliability of the questionnaire was excellent.

Validated questionnaires were personally distributed during the period of the research and assisted by friends and co-teachers to ensure the accuracy & honest responses from the respondents within ten (10) school days were allotted in the distribution and retrieval of the instruments. Enclosed with the questionnaire was written consent from parents. Strict Covid 19 Health and Safety Protocols implemented by the Inter-Agency Task Force (IATF) were

observed: Wearing of facemask/face shield, maintaining social distancing protocols of 2 meters (6 ft.), and sanitizing of hands.

After the retrieval of the questionnaires, the gathered data was tallied, tabulated, analyzed, and interpreted according to the needed information which answered the stated problems.

Statistical Treatment of Data

The following statistical tools were used in the analysis, interpretation of data, and hypotheses testing, furthermore, MS Excel and IBM SPSS Statistics Version 25 were utilized in the computations and interpretations of data.

1. Frequency Counts, Percentage, and Rank. These were applied to gain information in the frequency of respondents, percentage, and rank categorized in the different profile variables considered in this study. The formula is as follows.

The formula is as follows.

$$\text{Formula: } \% = \frac{f}{N} \times 100$$

Where: % = percentage

f = Frequency

N = total number of respondents

100 = constant value

2. Weighted arithmetic mean. This was utilized to determine the respondents' average perception on the Learning Interactions and Pupils' Satisfaction on the Modular Distance Learning approach. The following formula was used.

$$\text{Formula: } \text{WAM} = \frac{\sum Fx}{N}$$

Where: WAM = weighted arithmetic mean

Fx = summation of the product of f and x

F = frequency

X = weight of each option

N = number of cases

3. Likert Scale: This was utilized to interpret the averages of the rating for the questions, the following scale was adopted.

3.1 Learning Interactions:

Weight	Mean Scale Value	Descriptive Equivalent
4	3.51-4.00	Strongly Agree (SA)
3	2.51-3.50	Agree (A)
2	1.51-2.50	Neither Disagree nor Agree (NDA/NA)
1	1.00-1.50	Disagree (DA)

3.2 Pupil's Satisfaction:

Weight	Mean Scale Value	Descriptive Equivalent
4	3.51-4.00	Very Satisfied (VS)
3	2.51-3.50	Satisfied (S)
2	1.51-2.50	Slightly Satisfied (SS)
1	1.00-1.50	Not Satisfied (NS)

The Likert Scale shows the class intervals, which include the lower and the upper limits per class, and its corresponding qualitative interpretation.

The data of every item in the questionnaire was computed and interpretation was derived from the summary of tabulation.

4. Analysis of Variance: This was used to determine the significant difference in the perception of pupils on the learning interaction and pupils' satisfaction toward the Modular Distance Learning approach.

5. Pearson – r Interpretation of the Correlation Values: According to Calmorin (2004), to interpret the correlation value obtained, the following classification may be applied.

This was used to determine the significant relationship between the academic performance of Grade Six (6) pupils, learning interaction, and pupils' satisfaction toward the Modular Distance Learning approach.

Interpretation of Correlation Coefficient Value

Correlation Coefficient	Qualitative Description
± 1.000	Perfect Positive or Negative Correlation
± 0.75 to ± 0.99	Very High Positive or Negative Correlation
± 0.50 to ± 0.74	High Positive or Negative Correlation

± 0.25 to ± 0.49

Low Positive or Negative Correlation

± 0.01 to ± 0.24

Very Low Positive or Negative Correlation

Less than ± 0.01

No Correlation



Chapter 4

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretations of data gathered through the research instrument designed to provide a better and clear understanding of the problems stated in Chapter 1.

1. Profile of the Grade Six (6) Pupil - Respondents

Table 2

Frequency and Percentage Distribution on the Pupil – Respondents' Profile Variables

Profile Variables		Distribution			
		Frequency (f)	Percentage (%)		
1.1 Age	14 – 15	36	4.93		
	12 – 13	435	59.59		
	10 - 11	259	35.48		
Total		730	100.00		
1.2 Sex	Male	357	48.90		
	Female	373	51.10		
Total		730	100.00		
1.3 Educational Attainment of Parents	Elementary Level	174	23.84		
	Elementary Graduate	93	12.74		
	High School Level	13	1.78		
	High School Graduate	233	31.92		
	Vocational	9	1.23		
	College Level	54	7.40		
	College Graduate	125	17.12		
	With Masteral Units	29	3.97		
	Master's Degree	0	0.00		
	With Doctoral Units	0	0.00		
Doctoral Degree	0	0.00			
Total		730	100.0		
1.4 Occupation of Parents	Mother		Father		
	Government Employee	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
	Government Employee	56	7.67	54	7.40
	Private Company Employee	29	3.97	25	3.42
	Skilled/Self-Employed Worker	47	6.44	232	31.78
	Overseas Contract Workers	97	13.29	80	10.96
	Unemployed	297	40.68	86	11.78
	Others	204	27.95	253	34.66
Total		730	100.00	730	100.00

Table 2 shows that Grade Six Pupil respondents are mostly between age 12 and 13. The average age for Pupil Respondents is 12. The highest frequency for an age group is at 12 – 13 which interprets for 59.59%, followed by the group of Pupil respondents aged 10 – 11 which interprets for 35.48%. The group with the least number of Pupil respondents is 14 – 15 with a percentage equivalent of 4.93%. The findings tell us that most of the Pupil respondents belong to the age bracket of 12 – 13. that most According to Schmeck (2013), people of a young age have a good

grasping memory necessary for learning but may have low concentration levels that affect their learning. On the other hand, old people may not have a sharp memory like young people but have high concentration levels when it comes to learning. (Personal, Social and Cultural Factors Influencing Learners)

It also shows that majority of the Grade Six (6) Pupil respondents are females with 373 or equivalent to 51.10%, while 357 or equivalent to 48.90% are males. When it comes to gender, ladies pay attention more as compared to gentlemen. Studies also indicate that the brains of girls usually mature faster than that of their boy's age mates and this can be attributed to the high level of concentration by girls in the class as compared to boys. (Personal, Social and Cultural Factors Influencing Learners)

Helena Holmlund & Krister sund, (2006), girls perform increasingly better than boys in school. While it is well known that girls score significantly higher than boys.

The same table indicates that most of the Parents of the Grade Six Pupil respondents are High School Graduate with 233 or 31.92%, followed by Elementary Level with 174 or 23.84% and College Graduate with 125 with 17.12%, the least number of Educational Attainment of their parents is Vocational with 9 and 1.23%. None of the parents is a Master's Degree, with Doctoral Unit and Doctorate Degree. This result is supported by the study of Sui-chu & Williams (1996), A characteristic that may affect the value of parental involvement in students' academic achievement is parental educational level. The literary review on students' academic achievements has reviewed the importance of parents' education. Many studies describe that parents' education level plays an important role in the amount of parent involvement. More findings describe that the higher the education level of the parents, the students more likely will have better academic achievement.

Sandefur, et al., (1999) Jacquelyn, (2005) have pointed out the relationship of parents' education level to their children's academic achievements. A mother's education has more influence than a father's, so a mother's education is more important. Dave and Dave (1971) found that high achievers belong to homes with parents' higher education levels.

The Table also shows the occupation of the parents of the respondents. Majority of the mothers are unemployed and with other occupations not identified in the study with 297, 40.68% and 204, 27.95% respectively, while majority of the fathers are skilled/self-employed workers and other occupations not stated in the study with 232, 31.78% and 253,

34.66% respectively. Some parents are government employees, 56 or 7.67% of them are mothers and 54 or 7.40% are fathers. Some are Overseas Contract Workers with 97 or 13.29% mothers and 80 or 10.96% fathers.

Karshen (2003) says that students whose parents are well educated get higher positions than those whose parents are not educated. Educated parents help their children in schoolwork activities. The failed students belong to those who have lower parents' education levels. Williams (1980) and Teach man (1987) found that more educated parents create an environment that facilitates learning. Okagaki and French (1978) studied that parents' education is a distal indicator indirectly correlated with children's educational achievements. Good and Brophy (1997) say that educated parents show interest in their children's academic performances they meet and co-operate with educational administrators to ensure children's seriousness in their studies. On the other hand, Hawkes (1995) says that student performance does not necessarily depend on parents' professional competency or educational attainments. The literature review indicates a positive and significant relationship between parents' education level and students' academic achievements.

2. Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach

2.1. Learner Content Interaction

Table 3 shows the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner Content Interaction.

The pupil respondents "Agreed" that they have received all the modules for the grading period with a weighted mean of 3.39 and ranked 1st. This helped them establish that there were learning interactions with the Modular Distance Learning Approach. Content and objectives of the module were also observed, manifested on the computed weighted mean values of 3.10 and 3.06, and ranked 2nd and 3rd respectively. The pupil respondents perceived least reflected on the weighted mean value of 2.73 interpreted as "Agree" and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner Content Interaction was 3.01 interpreted as "Agree".

Table 3

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner Content Interaction

Learner Content Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 I am having difficulty in answering my modules.	3.05	Agree (A)	4
2 I was provided with timely and helpful information and guidance at the start of the module.	2.93	Agree (A)	8
3 The aims and learning outcomes of the module were made clear to me.	2.73	Agree (A)	10
4 The learning activities on the module helped me to learn.	3.04	Agree (A)	5
5 The module helped me develop my skills and personal traits.	2.97	Agree (A)	7
6 The terms used in the module are easy to understand.	2.77	Agree (A)	9
7 I have received all the modules for the grading period.	3.39	Agree (A)	1
8 Objectives in the modules match with the assessment given.	3.06	Agree (A)	3
9 The content in the module is up to date.	3.10	Agree (A)	2
10. The content in the module maintains attention and interest.	3.02	Agree (A)	6
Overall Weighted Mean	3.01	Agree (A)	

According to Mañalac (2021), one of the challenges encountered in Modular Distance Learning is the technical element. On the part of the teacher, formulating different modules is a difficult task especially if the teacher has no training on how to create a quality type of learning modules. Sometimes, there is a lack of availability of the printed modules, and teachers are forced to print learning materials to have something to give to their learners. And these materials should meet the standard learning capacity of a student. Given that these learning materials will be mostly evaluated or assessed by learners on their own.

Recent research shows that documented effectiveness of using a mix of handouts combined with video clips and participatory discussions in learning for graduate students in India way back in 1994. The students' feedback suggested that for all the methods, they found the sessions to be interesting and the contents to be well organized. Furthermore, students from all the groups expressed that they were allowed to ask questions. This may be teacher-specific and likely to be changed for a different teacher Ibyatova (2018).

The result concluded that several challenges were encountered by teachers in Modular Distance Learning. Most students cannot study independently. 70% of them cannot easily follow instructions in the modules Dangle and Sumaoang (2020).

Based on the criteria recommended by Gyorke (2018) and majority of respondents of the existing study recommended that material should be easy and interesting. Overall findings of this study will help the writers, course coordinators, reviewers, and editors to make the self-instructional material significant, interactive, attractive, and communicative. As the distant learners mostly rely on this material for their quality learning.

In addition, Dangle and Sumaoang (2020) found out that most of the learners are having difficulty in this new learning modality. 90% of the participants had a hard time answering their modules. Half of them do not have enough time to accomplish all their modules within a week. They often receive at least 8 modules in all subjects and each module has 3-5 activities.

2.2. Learner - Learner Interaction

Table 4 shows the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Learner Interaction.

Table 4

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Learner Interaction

Learner - Learner Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 I share ideas, interpretations, and knowledge on lessons in the module with my classmates.	2.73	Agree (A)	4
2 I join the Class Messaging Group (Facebook, Messenger) for peer discussions.	2.96	Agree (A)	1
3 I often contact my close classmates or friends in the class.	2.72	Agree (A)	5
4 I am satisfied with the way I interact with my classmates.	2.60	Agree (A)	6

5	I asked a group of friends or close friends to help me answer difficult questions and problems.	2.91	Agree (A)	2
6	Group activities give me chances to interact with my classmates.	2.82	Agree (A)	3
7	I do consult my classmates for support in my assignments.	2.52	Agree (A)	8
8	I do get feedback from my classmates.	2.41	Neither Disagree nor Agree (NDA/NA)	10
9	I do comment on other students' thoughts and ideas	2.54	Agree (A)	7
10.	I do communicate with colleagues through emails.	2.46	Neither Disagree nor Agree (NDA/NA)	9
Overall Weighted Mean		2.67	Agree (A)	

Pupil Respondents shows that social media allows youngsters to network with people from around the globe, exposing them to cultures and ideas that they may not otherwise come across that is why they are motivated to use Facebook, Messenger, and other social media which can be used for peer discussions, this was manifested on the computed value of 2.96 and ranked 1st. The pupil respondents perceived least on getting feedback from their classmates reflected on the weighted mean value of 2.41 interpreted as “Neither Disagree nor Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Learner Interaction was 2.67 interpreted as “Agree”.

On the part of the learners, the focus and concentration are not hundred percent served on their studies since there is not enough supervision at home. Students tend to avert their attention instead of focusing on and prioritizing their homeschooling first. They are often distracted and sometimes have no interest in answering their modules especially if they didn't understand the content of the lesson written there. In this case, there is a possibility that the academic performance of the learners will be affected.

2.3. Learner - Teacher Interaction

Table 5 shows the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Teacher Interaction.

Teaching is said to be the noblest among all other professions. Therefore, a teacher possesses almost all the good qualities when it comes to carrying out their teaching and learning duties. The qualities and characteristics of a good teacher will help a lot in surpassing the challenges brought by this global health crisis. Students' perceptions of teacher

support have a direct effect on their interest and motivation (Wentzel, 1998), this was manifested on the computed value of 3.48 and ranked 1st, while perceived least manifested on the computed weighted mean value of 3.01 interpreted as “Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Teacher Interaction was 3.25 interpreted as “Agree”.

Table 5

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Teacher Interaction

Learner - Teacher Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 My teachers are approachable.	3.48	Agree (A)	1
2 My teachers have time to guide me on difficult lessons when needed.	3.30	Agree (A)	3
3 I have easy access to communicating with my teacher.	3.26	Agree (A)	6
4 My teachers are open and available for 1-1 discussions.	3.13	Agree (A)	9
5 My teachers clarify, give samples, corrections, and suggestions in answering the difficult lessons in the modules.	3.36	Agree (A)	2
6 My teachers help out with my practical work.	3.01	Agree (A)	10
7 I communicate with my teachers all the time when I need help.	3.27	Agree (A)	5
8 My teachers help with academic counseling.	3.14	Agree (A)	8
9 My teachers help me with personal emotional guidance.	3.22	Agree (A)	7
10. I do reply to my teachers in our Group chat.	3.29	Agree (A)	4
Overall Weighted Mean	3.25	Agree (A)	

Srinivas, & Venkatkrishnan (2016) stated that teachers are bestowed with the authority to direct all the classroom activities and administer learning. The main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development. They should possess adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline, and directing all the classroom as well as school activities and functions in a well-organized manner.

According to Marzano (2003), the practices of effective teachers determined that “an effective teacher-student relationship may be the keystone that allows the other aspects to work well” (p. 91). The relationships that teachers develop with their students have an important role in a student’s academic growth.

In addition, Meyer & Turner (2002) discussed their findings illustrate the importance of students’ and teachers’ emotions during instructional interactions. They determined that “through studying student-teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching” (p.107). Their results provide support for further study of the inclusion of interpersonal relationships in the instructional setting and to what degree those relationships affect the students’ learning environment. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008).

2.4. Learner - Interface Interaction

Table 6 shows the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Interface Interaction.

Software's features range from note-taking and annotating tools to utilities that facilitate collaboration and sharing of student-generated content. These features empower students to take an active role in their learning process and encourage productive participation in class. Such immersive activities have tremendous potential to support communication among students and between students and instructors and to enhance interactive learning experiences cited by Satowards (2007). this was manifested on the computed value of 3.05 and ranked 1st, while perceived least manifested on the computed weighted mean value of 2.36 interpreted as “Neither Disagree nor Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Interface Interaction was 2.68 interpreted as “Agree”.

Table 6

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Interface Interaction

Learner - Interface Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 I feel the need of having a personal electronic gadget to make learning easy and reliable.	3.05	Agree (A)	1

2	I have an android gadget/s to help me answer my modules.	2.81	Agree (A)	3
3	I have a reliable and fast internet connection at home.	2.42	Neither Disagree nor Agree (NDA/NA)	9
4	I have access to DepEd Commons for learning resources aligned with the contents of the module.	2.64	Agree (A)	6
5	I have the skills and knowledge to join the virtual class discussions to share my thoughts thru the Facebook Messenger Video interface	2.68	Agree (A)	5
6	I have my Office 365 learner account to accept/view files about the modules.	2.47	Neither Disagree nor Agree (NDA/NA)	8
7	I have improved my cognitive skills (think, read, learn, remember, reason, and pay attention) through computer applications.	3.04	Agree (A)	2
8	I have adequate funds/budget for an internet connection.	2.36	Neither Disagree nor Agree (NDA/NA)	10
9	I have the skills and knowledge to navigate the Google Search Engine.	2.72	Agree (A)	4
10.	I depend most on technology to give answers to my modules.	2.57	Agree (A)	7
Overall Weighted Mean		2.68	Agree (A)	

Hillman, Willis, and Gunawardena (1994) added another type: learner-interface interaction, which describes the interaction between the learner and the tools needed to perform the required task. While interaction is of vital importance in distance learning Thurmond and Wamback (2004),

Mobile learning or m-learning enforces learner-centered educational paradigms that, in turn, empower students to develop their skills and knowledge and direct them toward meeting their educational objectives (Sharples, Taylor, & Vavoula, 2007). M-learning facilitates the active participation of learners in constructing their own learning experience (Dela Pena-Bandalaria, 2007).

2.5. Indirect Interaction

Table 7

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Indirect Interaction

	Indirect Interaction	Weighted Mean	Descriptive Equivalent	Rank
1	The module is easy to use for independent learning.	2.98	Agree (A)	7
2	I can answer the questions and do the activities in the modules on my own.	2.80	Agree (A)	9

3	I am learning better in modular learning compared to face to the face learning atmosphere.	2.31	Neither Disagree nor Agree (NDA/NA)	10
4	I have enough time given by my teachers to answer all my modules.	3.05	Agree (A)	5
5	I can manage my time in answering the modules while doing my chores and obligations at home.	2.91	Agree (A)	8
6	I received timely feedback from my teachers on my learning modules.	3.22	Agree (A)	2
7	I have supportive parents/family members guiding me with my modules.	3.33	Agree (A)	1
8	I enjoy answering/learning my modules when guided by any family member.	3.13	Agree (A)	3
9	My studies have helped me develop my self-confidence.	3.10	Agree (A)	4
10.	I have received sufficient advice and guidance about my module.	3.05	Agree (A)	6
Overall Weighted Mean		2.99	Agree (A)	

Table 7 shows the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Indirect Interaction.

Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child. (FlipScience, 2020). According to the Department of Education (DepEd), parents and guardians perform various roles in Modular Learning such as Module-ator, Bundy-clock, and Home Innovator. As a Module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school. As a Bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Lastly, as home innovators, they must provide their children with a productive learning environment to help them focus more on Learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction. The use of modules encourages independent study, but pupils must be supported by their parents/family members in guiding with their modules, this was manifested on the computed value of 3.33 and ranked 1st, and less agreed that pupils are learning better in modular learning compared to face to face learning atmosphere. perceived least manifested on the computed weighted mean value of 2.31 interpreted as “Neither Disagree nor Agree” and ranked 10th, this result contradicts the study of Riasat A. (2010), the study's main goal was to investigate the effect of modular teaching on student achievement. The study's findings favored the modular

teaching strategy; hence, it is proposed that this technique be extensively employed in traditional classrooms at various levels of education.

The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Indirect Interaction was 2.99 interpreted as “Agree”.

Table 8
Summary Table on the Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach

Indicators	Overall Weighted Mean	Descriptive Rating	Rank
1. Learner Content Interaction	3.01	Agree (A)	2
2. Learner – Learner Interaction	2.67	Agree (A)	5
3. Learner – Teacher Interaction	3.25	Agree (A)	1
4. Learner - Interface Interaction	2.68	Agree (A)	4
5. Indirect Interaction	2.99	Agree (A)	3
Grand Mean	2.92	Agree (A)	

In conclusion, student interaction is a complicated issue that needs more research to increase our

understanding as it applies to distance education. By interviewing and observing the students who have taken distance education courses, this phenomenological study not only reminds us of the complex nature of this issue but also presents us an interactive relationship of the related factors and themes toward lying the interactive behaviors of students. To follow the factors and themes further, we can investigate how exactly all the factors and themes play a role in the interaction process and thus design a better distance education model to encourage student interactions and build an online learning community. At the same time, we can also use the factors and themes as the foundation to investigate its relationships with the components in an institutional setting or the social setting and thus see the bigger picture of this phenomenon. In sum, there are many possibilities for us to continue researching this issue and appreciate the importance and complexities it brings to distance education. (p. 271) Lui, Sonny (2008).

3. Pupils’ Satisfaction toward the Modular Distance Learning

3.1 Quality of Learning Materials (How do I evaluate the modules issued to be used as my learning resource material?)

Table 9
Pupils’ Satisfaction toward the Modular Distance Learning in terms of Quality of Learning Materials

Quality of Learning Materials	Weighted Mean	Descriptive Equivalent	Rank
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1	I don't see any errors in the modules provided by the DepEd.	2.79	Satisfied (S)	10
2	The learning activities in the modules helped me to learn.	2.99	Satisfied (S)	6
3	The lessons and activities are age-appropriate and do not contain inappropriate language, pictures, images, and situations given.	3.03	Satisfied (S)	5
4	The font size and text spacing used in the modules are readable and acceptable.	3.13	Satisfied (S)	2
5	The modules provide answer keys to evaluate my self-learning.	2.98	Satisfied (S)	8
6	The way the module materials were presented helped to maintain my interest.	3.04	Satisfied (S)	4
7	The instructions on how to complete the assessed tasks were easy to follow	3.12	Satisfied (S)	3
8	I have a clear idea about my next module.	2.89	Satisfied (S)	9
9	I am satisfied with the quality of the module.	2.99	Satisfied (S)	7
10.	The modules use high-quality printing paper.	3.19	Satisfied (S)	1
Overall Weighted Mean		3.01	Satisfied (S)	

Presented in Table 10 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Quality of Learning Materials.

The Pupil respondents are satisfied with the high-quality printing paper of the modules manifested on the computed weighted mean value of 3.19 and ranked 1st, while perceived least – that they don't see any errors in the modules provided by the DepEd., this result justified by **Metro Manila (CNN Philippines, October 8)** news.

If there are errors and glitches, these were unavoidable because of the short amount of time to redevelop. The content of the modules had to be redeveloped after education officials released a simplified curriculum for the pandemic school year. DepEd apologized for errors and glitches because there was a lot to prepare in a limited period. **Metro Manila (CNN Philippines, October 8)**

Pupils' respondents are satisfied with the quality of learning materials as shown, with a computed overall weighted mean of 3.01.

3.2 Usability of the Learning Materials (How do the modules motivate me to learn and study at home?)

Presented in Table 10 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Usability of Learning Materials.

The Pupil respondents are satisfied with the learning activities that encourage exploration of the topic, manifested on the computed weighted mean value of 3.23 and ranked 1st, while perceived least – those modules are intellectually stimulating with a computed weighted mean of 2.81 described as satisfied and ranked 10th.

Pupils' respondents are satisfied with the usability of learning materials as shown, with a computed overall weighted mean of 3.05.

Table 10

Pupils' Satisfaction toward the Modular Distance Learning in terms of Usability of the Learning Materials

Usability of the Learning Materials	Weighted Mean	Descriptive Equivalent	Rank
1 I was provided with helpful information & guidance on the first pages of the module.	3.15	Satisfied (S)	3
2 The modules are intellectually stimulating.	2.81	Satisfied (S)	10
3 The modules bridge my gap in learning during this pandemic.	3.10	Satisfied (S)	4
4 The modules use practical and easy-to-understand samples and situations.	2.97	Satisfied (S)	9
5 The modules help me develop my critical thinking skills thru good questioning and interesting tasks.	2.99	Satisfied (S)	7
6 The design of the modules is appropriate for use.	3.07	Satisfied (S)	5
7 The level of the module is appropriate to the stated purpose.	2.97	Satisfied (S)	8
8 The learning activities aid effective learning.	3.00	Satisfied (S)	6
9 The learning activities encourage exploration of the topic	3.23	Satisfied (S)	1
10. The modules have key answers for correction and review purposes.	3.20	Satisfied (S)	2
Overall Weighted Mean	3.05	Satisfied (S)	

Tan-Espinar and Ballado (2017) validated that module has boosted the students' independent learning. They further underscored that a module must be acceptable, and contents are valid. Reyes and De Guia (2017) also

underscored that a module must obtain high acceptability rating as evidence of content validity and relevance. Hence, it may include but not limited to highly acceptable content, clarity, appeal, and originality because module is suitable as strategy in teaching literature to students according to Ambayon (2020).

3.3. Timeliness of Learning Materials (How do I assess the modules I use?)

Presented in Table 11 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Timeliness of Learning Materials.

The Pupil respondents are satisfied with the distribution of modules on time, manifested on the computed weighted mean value of 3.52 and ranked 1st, while perceived least that Modular distance learning is a better and more convenient approach than Face to Face Learning Modality. with a computed weighted mean of 2.72 described as satisfied and ranked 10th.

Pupils' respondents are satisfied with the timeliness of learning materials as shown, with a computed overall weighted mean of 3.17.

Table 11

Pupils' Satisfaction toward the Modular Distance Learning in terms of Timeliness of Learning Materials

Timeliness of Learning Materials	Weighted Mean	Descriptive Equivalent	Rank
1 The modules are distributed on time.	3.52	Very Satisfied (VS)	1
2 I was provided with timely guidance on any assessment test based on Modules	3.32	Satisfied (S)	3
3 I have adjusted from Face-to-Face learning to Modular distance learning	3.21	Satisfied (S)	4
4 The activities in the modules are attainable.	2.95	Satisfied (S)	9
5 Modular distance learning is a better and more convenient approach than Face to Face learning Modality.	2.72	Satisfied (S)	10
6 There is enough time or days given to answer the Modules.	3.06	Satisfied (S)	8
7 The given date for the submission of the Modules is justifiable.	3.10	Satisfied (S)	7
8 The daily schedule for learning the Module is possible.	3.17	Satisfied (S)	6
9 Teachers allowed extended time in answering the Modules that ask For Multiple performance tasks.	3.39	Satisfied (S)	2

10.	Module's requirements vary from easy to difficult activities and performance tasks	3.20	Satisfied (S)	5
Overall Weighted Mean		3.17	Satisfied (S)	

Bangert (2006) identified four factors related to student satisfaction in online courses, including student and faculty interaction and communication, amount of time on task, active and engaged learning, and cooperation among classmates. Ice et al. (2007) study compared students' perceptions of a sense of community and teacher presence with asynchronous audio feedback in online courses x. They contrasted their results based upon students who received text-based feedback rather than audio feedback. Students reported higher satisfaction with embedded asynchronous audio feedback rather than text-only feedback. Students found that audio feedback was more effective because the nuance of the communication was clearer, their professors seemed to care more about them, and they were three times more likely to apply the content or suggested changes of this type of feedback.

3.4. Learners Support (Where do I look up in times of my learning needs while using the modules?)

Presented in Table 12 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Learners Support.

The Pupil respondents are satisfied that parents encourage learners to do the activities on their own, manifested on the computed weighted mean value of 3.34 and ranked 1st, while perceived least in having a personal paid tutor to help them in their lessons, with a computed weighted mean of 1.06 described as not satisfied and ranked 10th. Most of the parents are not convinced in paying a personal tutor to help their children in their lessons.

Pupils' respondents are satisfied with the learner's support as shown, with a computed overall weighted mean of 2.91.

Table 12

Pupils' Satisfaction toward the Modular Distance Learning in terms of Learners Support

	Learners Support	Weighted Mean	Descriptive Equivalent	Rank
1	The school has been offering various resources that I need while learning at home.	3.09	Satisfied (S)	6
2	My parents/guardians have been supportive during the modular distance learning.	3.31	Satisfied (S)	2
3	My older siblings and relatives have been supportive of my learning.	3.24	Satisfied (S)	3

4	I have a personal paid tutor to help me in my lessons.	1.06	Not Satisfied (NS)	10
5	I asked for online assistance from my advisers and teachers.	2.67	Satisfied (S)	9
6	My parents encourage me to do the activities on my own.	3.34	Satisfied (S)	1
7	My school has been offering me the resources to learn from home.	3.04	Satisfied (S)	8
8	My teacher checks to make sure we understand what he/she is teaching us.	3.10	Satisfied (S)	5
9	My teacher helps me when I need it or don't understand something.	3.09	Satisfied (S)	6
10.	My teacher has an open response to every query about my lesson.	3.16	Satisfied (S)	4
Overall Weighted Mean		2.91	Satisfied (S)	

Presented in Table 12 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Learners Support.

The Pupil respondents are satisfied that parents encourage learners to do the activities on their own, manifested on the computed weighted mean value of 3.34 and ranked 1st, while perceived least in having a personal paid tutor to help them in their lessons, with a computed weighted mean of 1.06 described as not satisfied and ranked 10th. Most of the parents are not convinced in paying a personal tutor to help their children in their lessons.

Pupils' respondents are satisfied with the learner's support as shown, with a computed overall weighted mean of 2.91. In addition, parent involvement typically involves parents' behaviors in the home and school settings meant to support their children's educational progress. Parent involvement also characterizes parents' values and attitudes regarding education and the aspirations they hold for their children. Although values and attitudes may not directly influence academic outcomes, they may enhance academic achievement indirectly by promoting children's motivation and persistence in challenging educational tasks.

According to Anzaldo (2021), Modular Distance Learning should be blended with Online Distance Learning if possible so the parents and pupils can gain better assistance from teachers.

3.5. Engagement of the Learner (What do I usually do to catch updates on our lessons?)

Presented in Table 13 is the mean Satisfaction of the Pupil Respondents toward the Modular Distance Learning in terms of Engagement of the Learner.

The Pupil respondents are satisfied that learners ask their parents/guardians in checking for updates and announcements of my advisers and teachers, manifested on the computed weighted mean value of 3.26 and ranked 1st, while perceived least in discussing ideas with their classmates using the messenger, with a computed weighted mean of 2.69 described as satisfied and ranked 10th.

Table 13

Pupils' Satisfaction toward the Modular Distance Learning in terms of Engagement of the Learner

Engagement of the Learner	Weighted Mean	Descriptive Equivalent	Rank
1 I participate in the virtual class discussion.	3.05	Satisfied (S)	5
2 I communicate with my classmates and teachers on difficult content in the modules.	2.93	Satisfied (S)	6
3 I wait for the adviser's announcements thru messaging in the group chat.	3.15	Satisfied (S)	3
4 I remind my close friends to relay to me some important updates	2.88	Satisfied (S)	7
5 I ask my parents/guardians in checking for updates and announcements of my advisers and teachers.	3.26	Satisfied (S)	1
6 I am excited about every virtual class discussion.	2.84	Satisfied (S)	8
7 I enjoy spending time on enrichment or activities in the modules (ex. MAPEH)	3.07	Satisfied (S)	4
8 I am working well with the current school self-learning modality.	2.82	Satisfied (S)	9
9 I stay focused to complete the task given in the modules.	3.18	Satisfied (S)	2
10. I discuss ideas with my classmates using the messenger.	2.69	Satisfied (S)	10
Overall Weighted Mean	2.99	Satisfied (S)	

Pupils' respondents are satisfied with the engagement of the learners as shown, with a computed overall weighted mean of 2.99.

By offering a variety of topics that are relevant to current issues, the learners become more invested in the course discussions and assignments, as well as their colleagues.

Table 14

Summary Table on the Pupils' Satisfaction toward the Modular Distance Learning

Indicators	Overall Weighted Mean	Descriptive Rating	Rank
1. Quality of Learning Materials	3.01	Satisfied (S)	3
2. Usability of the Learning Materials	3.05	Satisfied (S)	2
3. Timeliness of Learning Materials	3.17	Satisfied (S)	1
4. Learners Support	2.91	Satisfied (S)	5
5. Engagement of the Learner	2.99	Satisfied (S)	4
Grand Mean	3.03	Satisfied (S)	

As Mandernach et al. (2011) stated in their study, students are motivated to do well in their courses, involved or invested in their desire to learn, and willing to exert the effort expected by their instructors, they are more likely to be engaged in their education.

According to them, there are several effective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence. Jaggars and Xu (2016) found that the quality of interaction within the course parameters positively correlated to student grades in online courses. By evaluating the level of student engagement and considering these affective aspects, instructors can more effectively plan lessons and activities that will encourage students to be more active participants in their learning and coursework as what Mandernach et al. (2011) stated in their studies.

4. Academic Performance of the Grade Six (6) pupils during the First (1st) and Second (2nd) Grading period

Table 15

Pupil's Academic Performance during the First and Second Grading Period

Subjects		First Grading	Second Grading
		Average	
1.	English	86.21	87.37
2.	Filipino	86.06	87.72
3.	Mathematics	85.55	87.11
4.	Science	86.71	87.62
5.	Araling Panlipunan	86.14	85.74
6.	Edukasyon sa Pagpapakatao	88.79	90.36
7.	Edukasyong Pantahanan at Pangkalusugan	88.59	90.26
8.	MAPEH	87.52	89.14
Overall Average		86.95	88.16
General Average (1st and 2nd Grading = 87.56 interpreted as Very Satisfactory)			

The average academic performance of the Grade VI pupils during the First (1st) and Second (2nd) Grading periods is shown in Table 15.

The overall average academic performance of the Grade Six (6) pupils during the First (1st) Grading Period is 86.59 and during the Second (2nd) Grading Period is 88.16. It appears that the general average grade of Grade Six (6) pupils in all subjects for the First and Second Grading Period were 87.56% interpreted as Very Satisfactory. The mean scores reflect a better performance on the part of the learners in all their subjects after parents and teachers have gone through the intervention.

The students performed better in the posttest than in the pretest. Hence, the module in Assessment in Student Learning 1 was effective. The main characteristics of alternative assessments are a great benefit to the distant students. Ongoing assessment activities, as well as self-based assessment tools, remove the time pressure on the learner.

5. Test of Difference on the Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when Grouped According to Profile Variables

5.1 Learner Content Interaction

Table 16 presents the significant difference in the mean rating on Pupils' Perception of the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner Content Interaction.

The computed p – values for Age is 0.526, Sex is 0.123, Educational Attainment is 0.328, Occupation of Father is 0.128 are all greater than 0.05 Alpha Level of Significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning

Approach in terms of Learner Content Interaction when Grouped according to Age, Sex, Educational Attainment and Occupation of Father. Therefore, the null hypothesis is accepted.

On the other hand, the computed P – value for Occupation of Mother is 0.014 is less than 0.05 Alpha Level of Significance, the result indicates that there is a significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when Grouped according to Occupation of Mother. Therefore, the null hypothesis is rejected.

Table 16

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner Content Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.238	2	0.119	0.643	0.526	Accept Ho Not Significant
	Within Groups	134.476	727	0.185			
	Total	134.713	729				
Sex	Between Groups	0.439	1	0.439	2.380	0.123	Accept Ho Not Significant
	Within Groups	134.275	728	0.184			
	Total	134.713	729				
Educational Attainment of Parents	Between Groups	1.489	7	0.213	1.153	0.328	Accept Ho Not Significant
	Within Groups	133.224	722	0.185			
	Total	134.713	729				
Occupation of Father	Between Groups	1.580	5	0.316	1.719	0.128	Accept Ho Not Significant
	Within Groups	133.133	724	0.184			
	Total	134.713	729				
Occupation of Mother	Between Groups	2.610	5	0.522	2.861	0.014	Reject Ho Significant

	Within Groups	132.103	724	0.182			
	Total	134.713	729				
Accept Ho if P – Value > 0.05 alpha level of significance							
Reject Ho if P – Value < 0.05 alpha level of significance							

According to Usaini & Abubakar (2015), parents' occupation has a big influence on the students especially on their achievement, because of the confidence that they can take towards the occupation of their parents. In addition, Walter (2018) also proved that the high level of occupation of the parents is the best indicator leading to the performance of the achievement of the students often attributed to their progress.

5.2 Learner - Learner Interaction

Table 17 presents the significant difference in the mean rating on Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Learner Interaction.

The computed p – values for Age is 0.201 and Sex is 0.072, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Learner Interaction when Grouped according to Age and Sex. Therefore, the null hypothesis is accepted.

Table 17

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Learner Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.400	2	0.700	1.608	0.201	Accept Ho Not Significant
	Within Groups	316.484	727	0.435			
	Total	317.884	729				
Sex	Between Groups	1.409	1	1.409	3.241	0.072	Accept Ho Not Significant
	Within Groups	316.475	728	0.435			
	Total	317.884	729				
Educational Attainment of Parents	Between Groups	10.765	7	1.538	3.615	0.001	Reject Ho Significant
	Within Groups	307.120	722	0.425			
	Total	317.884	729				
	Between Groups	6.737	5	1.347	3.135	0.008	Reject Ho

Occupation of Father	Within Groups	311.148	724	0.430			Significant
	Total	317.884	729				
Occupation of Mother	Between Groups	12.379	5	2.476	5.867	0.000	Reject Ho Significant
	Within Groups	305.505	724	0.422			
	Total	317.884	729				
Accept Ho if P – Value > 0.05 alpha level of significance							
Reject Ho if P – Value < 0.05 alpha level of significance							

On the other hand, the computed p – value for Educational Attainment is 0.001, Occupation of Father is 0.008, and Occupation of Mother is 0.000, are all less than 0.05 level of significance, the results indicate that there is a significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

According to Harju – Luukkainen et.al. (2020), Family-related factors, like parents' educational level, values, and expectations have a significant impact on a child's early skills and later educational outcomes. Further, parents provide their child, alongside other learning environments, a broad mathematical and early literacy input.

5.3 Learner - Teacher Interaction

Table 18 presents the significant difference in the mean rating on Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner - Teacher Interaction.

The computed p – values for Age is 0.427, Sex is 0.993, Educational Attainment is 0.777, Occupation of Father is 0.693, and Occupation of Mother is 0.335, are all greater than 0.05 level of significance, these results indicate that there is no significant difference on mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Teacher Interaction when Grouped according to Age, Sex, Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is accepted.

Table 18

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Teacher Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.584	2	0.292	0.853	0.427	Accept Ho Not Significant
	Within Groups	248.788	727	0.342			
	Total	249.372	729				
Sex	Between Groups	0.000	1	0.000	0.000	0.993	Accept Ho Not Significant
	Within Groups	249.372	728	0.343			
	Total	249.372	729				
Educational Attainment of Parents	Between Groups	1.383	7	0.198	0.575	0.777	Accept Ho Not Significant
	Within Groups	247.989	722	0.343			
	Total	249.372	729				
Occupation of Father	Between Groups	1.044	5	0.209	0.609	0.693	Accept Ho Not Significant
	Within Groups	248.328	724	0.343			
	Total	249.372	729				
Occupation of Mother	Between Groups	1.955	5	0.391	1.144	0.335	Accept Ho Not Significant
	Within Groups	247.417	724	0.342			
	Total	249.372	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

According to R. Nair and R. Patil (2012), there is a lack of close interaction between students. But the study did not manage the relationship between students and instructors in online participation. This study attempts to explain the importance of the two forms of interaction. The first interaction allows students to communicate with their instructors through SMS services or course messages to obtain timely information from their instructors as well as to help them exchange ideas and share information in the particular subject area. In addition, interactions allow students to discuss their topics through discussion forums or course messages.

R. Nair and R. Patil (2012), suggested that interaction through discussion forums and course messages can close the gap of the feeling of isolation during student interaction about the use of application technology. The challenge of this solution is that students lack close interaction with their instructors

In addition, T. Wang and C. Hsu (2010) and R.-A. Lee and B. Dashew (2011) also suggested that the instructor can provide a variety of activities within the lessons. This suggestion has its consequence on expectations of student performance. The challenge of this suggestion may result in the lack of feedback from the instructors.

5.4 Learner - Interface Interaction

Table 19 presents the significant difference in the mean rating on Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner - Interface Interaction.

The computed p – values for Age is 0.297 and Sex is 0.075, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Interface Interaction when Grouped according to Age and Sex. Therefore, the null hypothesis is accepted.

On the other hand, the computed p – value for Educational Attainment is 0.002, Occupation of Father is 0.007, and Occupation of Mother is 0.001, are all less than 0.05 level of significance, the results indicate that there is a significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when grouped according to Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

Table 19

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Interface Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.096	2	0.548	1.216	0.297	Accept Ho Not Significant
	Within Groups	327.595	727	0.451			
	Total	328.691	729				
Sex	Between Groups	1.431	1	1.431	3.182	0.075	Accept Ho Not Significant
	Within Groups	327.261	728	0.450			
	Total	328.691	729				
Educational Attainment of Parents	Between Groups	10.200	7	1.457	3.303	0.002	Reject Ho Significant
	Within Groups	318.491	722	0.441			
	Total	328.691	729				
Occupation of Father	Between Groups	7.224	5	1.445	3.254	0.007	Reject Ho Significant
	Within Groups	321.467	724	0.444			
	Total	328.691	729				
Occupation of Mother	Between Groups	8.872	5	1.774	4.017	0.001	Reject Ho Significant
	Within Groups	319.819	724	0.442			
	Total	328.691	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

According to Wei et al. (2015), Chinese parents with higher educational attainment were more involved in their children's school than parents with lower educational attainment. In addition, Camacho-Thompson et al. (2016) also found that low-income parents are typically less involved with their children than affluent parents.

5.5 Indirect Interaction

Table 20 presents the significant difference in the mean rating on Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Indirect Interaction.

The computed p – values for Age is 0.368, Sex is 0.0243, and Educational Attainment is 0.011, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating of Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Indirect Interaction when Grouped according to Age, Sex and Educational Attainment. Therefore, the null hypothesis is accepted.

On the other hand, the computed p – value for, Occupation of Father is 0.011 and Occupation of Mother is 0.000, are all less than 0.05 level of significance, the results indicate that there is a significant difference in the mean rating of Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when Grouped according to Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

According to Memon, Joubish & Khurram (2010), parents' occupation status and academic performance have a significant relationship, it is proved that higher income of parents can give better performance on students' performance.

In addition, Gulada, Chillon, Ruiz & Pavon (2011), stated that highly educated parents with high or low occupation levels had better outcomes compared to their peers whose parents had low educational and occupation levels.

Table 20

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach

**in terms of Indirect Interaction when Grouped
According to Profile Variables**

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.396	2	0.198	1.002	0.368	Accept Ho Not Significant
	Within Groups	143.825	727	0.198			
	Total	144.221	729				
Sex	Between Groups	0.270	1	0.270	1.366	0.243	Accept Ho Not Significant
	Within Groups	143.951	728	0.198			
	Total	144.221	729				
Educational Attainment of Parents	Between Groups	2.697	7	0.385	1.966	0.057	Accept Ho Not Significant
	Within Groups	141.524	722	0.196			
	Total	144.221	729				
Occupation of Father	Between Groups	2.903	5	0.581	2.975	0.011	Reject Ho Significant
	Within Groups	141.318	724	0.195			
	Total	144.221	729				
Occupation of Mother	Between Groups	5.398	5	1.080	5.630	0.000	Reject Ho Significant
	Within Groups	138.823	724	0.192			
	Total	144.221	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

Das & Sinha (2017) also proved that family socio-economic status of parent's state the father's education, occupation, and income affects children's performance and Aigha et. Al. (2017) found a positive connection between the educational and

occupational levels of fathers and mothers.

6. Test of Difference on the Pupils' Satisfaction on the Modular Distance Learning when Grouped According to Profile Variables

6.1 Quality of Learning Materials

Table 21 shows an analysis of Variance to test differences on the Pupils' Satisfaction with Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Profile Variables.

Table 21

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.016	2	0.508	1.064	0.346	Accept Ho Not Significant
	Within Groups	347.163	727	0.478			
	Total	348.179	729				
Sex	Between Groups	0.287	1	0.287	0.600	0.439	Accept Ho Not Significant
	Within Groups	347.892	728	0.478			
	Total	348.179	729				
Educational Attainment of Parents	Between Groups	2.117	7	0.302	0.631	0.731	Accept Ho Not Significant
	Within Groups	346.062	722	0.479			
	Total	348.179	729				
Occupation of Father	Between Groups	4.906	5	0.981	2.070	0.067	Accept Ho Not Significant
	Within Groups	343.273	724	0.474			
	Total	348.179	729				
Occupation of Mother	Between Groups	13.551	5	2.710	5.864	0.000	Reject Ho Significant
	Within Groups	334.628	724	0.462			
	Total	348.179	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Age p – value of 0.346, Sex Age p – value of 0.439, Educational Attainment p – value of 0.731, and Occupation of Father p – value of 0.067, which are all higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Occupation of Mother's p – value of 0.000, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

Coleman's report (1966) shows that families may play even more important roles in student's academic achievement than schools and communities. Since then, the line of empirical research on family background and children's achievement has found that the family social economic statuses may affect children's academic achievements more than the impact of schools.

6.2 Usability of Learning Materials

Table 22 shows an analysis of Variance to test differences on the Pupils' Satisfaction on Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Profile Variables.

There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Age p – value of 0.335, Sex Age p – value of 0.983,

Educational Attainment p – value of 0.414, and Occupation of Father p – value of 0.304, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Occupation of Mother p – value of 0.001, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

Table 22

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.761	2	0.380	1.095	0.335	Accept Ho Not Significant
	Within Groups	252.560	727	0.347			
	Total	253.321	729				
Sex	Between Groups	0.000	1	0.000	0.000	0.983	Accept Ho Not Significant
	Within Groups	253.320	728	0.348			
	Total	253.321	729				
Educational Attainment of Parents	Between Groups	2.484	7	0.355	1.021	0.414	Accept Ho Not Significant
	Within Groups	250.836	722	.0347			
	Total	253.321	729				
Occupation of Father	Between Groups	2.094	5	0.419	1.207	0.304	Accept Ho Not Significant
	Within Groups	251.226	724	0.347			
	Total	253.321	729				
Occupation of Mother	Between Groups	7.477	5	1.495	4.404	0.001	Reject Ho Significant
	Within Groups	245.844	724	0.340			
	Total	253.321	729				
Accept Ho if P – Value > 0.05 alpha level of significance							
Reject Ho if P – Value < 0.05 alpha level of significance							

The research of Zhao and Hong (2012) showed that parents who have more abundant social network capital can have better communication with teachers and other parents, which indirectly improves children's academic performance.

In addition, Zhonglu Li & Zeqi Qiu (2018) proved that the higher the social-economic status of the family, the higher the degree of parental participation in the education of the children.

6.3 Timeliness of Learning Materials

Table 23 shows an analysis of Variance to test differences on the Pupils' Satisfaction on Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Profile Variables.

There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Age p – value of 0.114, Sex p – value of 0.068, and Educational Attainment p – value of 0.696, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

Table 23

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.210	2	0.605	2.179	0.114	Accept Ho Not Significant
	Within Groups	201.907	727	0.278			
	Total	203.117	729				
Sex	Between Groups	0.925	1	0.925	3.330	0.068	Accept Ho Not Significant
	Within Groups	202.192	728	0.278			
	Total	203.117	729				
Educational Attainment of Parents	Between Groups	1.316	7	0.188	0.672	0.696	Accept Ho Not Significant
	Within Groups	201.802	722	0.280			
	Total	203.117	729				
Occupation of Father	Between Groups	3.230	5	0.646	2.340	0.040	Reject Ho Significant
	Within Groups	199.887	724	0.276			
	Total	203.117	729				
Occupation of Mother	Between Groups	5.843	5	1.169	4.289	0.001	Reject Ho Significant
	Within Groups	197.274	724	0.272			
	Total	203.117	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Occupation of Father p – value of 0.040 and Occupation of Mother p – value of 0.001, which are lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

Compared to families with insufficient cultural capital, parents with rich cultural capital are more aware of the rules of schools, invest more cultural resources, pay more attention to cultivate the children's educational aspiration and interest, help children with school curriculum, and enable them to perform in academics outstandingly

6.4 Learner Support

Table 24 shows an analysis of Variance to test differences on the Pupils' Satisfaction on Modular Distance Learning in terms of Learner Support when Grouped According to Profile Variables.

There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Learner Support when Grouped According to Age p – value of 0.338, Sex p – value of 0.565, Educational Attainment p – value of 0.432, and Occupation of Father p – value of 0.235, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Learner Support when Grouped According to the Occupation of Mother p – value of 0.025, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

Table 24

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Learner Support when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.640	2	0.320	1.085	0.338	Accept Ho Not Significant
	Within Groups	214.500	727	0.295			
	Total	215.140	729				
Sex	Between Groups	0.098	1	0.098	0.332	0.565	Accept Ho Not Significant
	Within Groups	215.042	728	0.295			
	Total	215.140	729				
Educational Attainment of Parents	Between Groups	2.060	7	0.294	0.997	0.432	Accept Ho Not Significant
	Within Groups	213.081	722	0.295			
	Total	215.140	729				
Occupation of Father	Between Groups	2.011	5	0.402	1.366	0.235	Accept Ho Not Significant
	Within Groups	213.130	724	0.294			
	Total	215.140	729				
Occupation of Mother	Between Groups	3.780	5	0.756	2.590	0.025	Reject Ho Significant
	Within Groups	211.360	724	0.292			
	Total	215.140	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

Based on the study of Li (2016), family social economic status has become increasingly important in determining personal education achievement.

Engagement of Support

Table 25 shows an analysis of Variance to test differences on the Pupils' Satisfaction on Modular Distance Learning in terms of Engagement of Support when Grouped According to Profile Variables.

There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Engagement of Support when Grouped According to Age p – value of 0.897, Sex p – value of 0.796, Educational Attainment p – value of 0.888, and Occupation of Father p – value of 0.160, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Engagement of Support when Grouped According to the Occupation of Mother p – value of 0.021, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

Table 25

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Engagement of Support when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.125	2	0.062	0.109	0.897	Accept Ho Not Significant
	Within Groups	415.931	727	0.572			
	Total	416.056	729				
Sex	Between Groups	0.038	1	0.038	0.067	0.796	Accept Ho Not Significant
	Within Groups	416.017	728	0.571			
	Total	416.056	729				
Educational Attainment of Parents	Between Groups	1.699	7	0.243	0.423	0.888	Accept Ho Not Significant
	Within Groups	414.357	722	0.574			
	Total	416.056	729				
Occupation of Father	Between Groups	4.520	5	0.904	1.591	0.160	Accept Ho Not Significant
	Within Groups	411.535	724	0.568			
	Total	416.056	729				
Occupation of Mother	Between Groups	7.559	5	1.512	2.680	0.021	Reject Ho Significant
	Within Groups	408.496	724	0.564			
	Total	416.056	729				
Accept Ho if P – Value > 0.05 alpha level of significance Reject Ho if P – Value < 0.05 alpha level of significance							

The result is in contrast with the study of Laura Lara and Mahia Saracosti (2019) which stated that parental involvement in school has been demonstrated to be a key factor for children's academic outcomes.. Parental involvement can encourage children's and adolescents' achievement in many ways. One way that parents can contribute positively to their children's education is to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them.

7. Test of Relationship between Learning Interaction and Academic Performance of the Pupils

Table 26 presents the summary of tests of a significant relationship between Learning Interaction and Academic Performance of the Grade Six (6) Pupils.

The computed Pearson r value of -0.003 for Learner Content Interaction, 0.064 for Learner – Learner Interaction, -0.041 for Learner – Interface Interaction, denotes No Correlation. The computed P – value for Learner Content Interaction is 0.935, Learner – Learner Interaction, is 0.082, and Learner – Interface Interaction is 0.268, which is greater than 0.01 Alpha Level of Significance. Therefore, The Null Hypothesis is Accepted, hence there is no Significant Relationship between Learning Interaction in terms of Learner Content Interaction, Learner – Learner Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

On the other hand, the computed Pearson r-value of 0.406 for Learner - Teacher Interaction and 0.227 for Indirect Interaction, denotes Low Positive Correlation. The computed P – value for Learner - Teacher Interaction and Indirect Interaction is 0.000 similarly, which is greater than 0.01 Alpha Level of Significance. Therefore, The Null Hypothesis is Rejected, hence there is a Significant Relationship between Learning Interaction in terms of Learner - Teacher Interaction, Indirect Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

Table 26

Pearson Product Moment Coefficient of Correlation to determine the Relationship Between Learning Interaction and Academic Performance of the Pupils

Sources of Correlations	Academic Performance of the Pupils	Decision/Interpretation
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Learner Content Interaction	Pearson Correlation	-0.003	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	.935	
	N	730	
Learner – Learner Interaction	Pearson Correlation	0.064	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	0.082	
	N	730	
Learner – Teacher Interaction	Pearson Correlation	0.406**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Learner – Interface Interaction	Pearson Correlation	-0.041	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	0.268	
	N	730	
Indirect Interaction	Pearson Correlation	0.227**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
**Correlation is significant at the 0.01 level (2 – tailed) ± 0.25 to ± 0.49 - Low Positive or Negative Correlation ± 0.01 to ± 0.24 - No Correlation			

As what M. Kang and T. Im (2013) stated in his study, factors related to instructional interaction had more predictive power on learners' perceived learning achievement than factors related to social interaction. He added that factors related to instructional interaction and presence instructor had more predictive power on learners' perceived satisfaction than factors related to social interaction.

8. Test of Relationship between Pupils' Satisfaction on Modular Distance Learning Approach and Academic Performance of the Pupils

Table 27 presents the summary of tests of a significant relationship between Pupils' Satisfaction on Modular Distance Learning Approach and Academic Performance of the Pupils.

The computed Pearson r-value of 0.473 for Quality of Learning Materials, 0.343 for Usability of Learning Materials, 0.469 for Timeliness of Learning Materials, 0.492 for Learners Support, and 0.390 for Engagement of the Learner, which denotes Low Positive Correlation.

The computed P – value for Quality of Learning Materials, Usability of Learning Materials, Timeliness of Learning Materials, Learners Support and Engagement of the Learner is 0.000 similarly, which is less than 0.01 Alpha

Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a Significant Relationship between Pupils' Satisfaction on the Modular Distance Learning Approach and the Academic Performance of the Pupils. The relationship between student satisfaction and academic performance is important in contemporary higher education, attracting much attention by teaching practitioners and academics because it may reinforce powerful synergies at work in students' educational experience.

Table 27

Pearson Product Moment Coefficient of Correlation to determine the Relationship Between Pupils' Satisfaction on Modular Distance Learning Approach and Academic Performance

Sources of Correlations		Academic Performance of the Pupils	Decision/Interpretation
Quality of Learning Materials	Pearson Correlation	0.473**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Usability of Learning Materials	Pearson Correlation	0.343**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Timeliness of Learning Materials	Pearson Correlation	0.469**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Learners Support	Pearson Correlation	0.492**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Engagement of the Learner	Pearson Correlation	0.390	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000**	
	N	730	
**Correlation is significant at the 0.01 level (2 – tailed) ± 0.25 to ± 0.49 - Low Positive or Negative Correlation			

Biner et al. (2002) demonstrated that a higher level of relative performance (telecourse performance vs. prior academic performance) was associated with student satisfaction with the technological aspects of courses, student

satisfaction with the promptness of material exchange with the instructor, and overall student satisfaction (Lucey, 2013).

Dhaqane and Afrah (2016) reveals that satisfaction promotes both academic achievement and retention of the student. The findings of the study were supported by their study examined the relationship between academic performance and satisfaction and stress of female students, their study found that getting an academic degree is not all of the success, but attaining satisfaction is the actual meaning of success.

9. Test of Relationship between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach

Table 28 presents the Pearson Product Moment Correlation Coefficient or Pearson r for short, to determine the Relationship between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach.

Table 28

Pearson Product Moment Coefficient of Correlation to determine the Relationship Between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach

Sources of Correlations		Learning Interaction	Pupils' Satisfaction on Modular Distance Learning Approach
Learning Interaction	Pearson Correlation	1	0.744**
	Sig. (2 – tailed)		0.000
	N	730	730
Pupils' Satisfaction on Modular Distance Learning Approach	Pearson Correlation	0.744**	1
	Sig. (2 – tailed)	0.000	
	N	730	730
**Correlation is significant at the 0.01 level (2 – tailed) ± 0.50 to ± 0.74 - High Positive or Negative Correlation			

The computed Pearson r-value of 0.774 denotes High Positive Correlation between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach.

The computed P – value of 0.000 is less than 0.01 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a Significant Relationship between Learning Interaction and Pupils' Satisfaction on the Modular Distance Learning Approach.

Richardson and Swan (2003) concluded in his study that students with high overall perceptions of social presence scored high in terms of perceived learning and perceived satisfaction with the instructor.

10. Proposed Model – M E R G E Model

According to the Department of Education (DM-CI-2020-00162), Distance Learning may be implemented through the different learning delivery modalities namely: Modular Distance Learning (MDL) either digital or printed, Online Distance Learning (ODL), TV-Video/Radio-based Instruction (TV-Video/RBI) and Blended Distance Learning (BDL).

Combination of Modular and Online Distance Learning Approach

The proposed model shown in Figure 3, is effective teaching-learning in this pandemic period, aside from teachers' and parents' roles, technology likewise dictates its success. Providing technical support and provision to our learners is a great challenge to education officials and advocates in truly addressing the existing learning gaps for the holistic development of every Filipino learner today and beyond. Collaboration and virtual community could be established in the online learning context. Online learning, assisted with information technologies such as laptops, tablets, iPads, and mobile phones, has been widely used and well accepted in higher educational institutes. Online learning could bring numerous benefits to learners, e.g., diverting students' attention to important knowledge and enabling them to engage in collaborative learning activities. Collaborative learning was strongly and positively correlated with peer discussions and engagement rates. Formation of virtual communities could benefit online learning outcomes.

The success of education services relies on the collaboration of various sectors, the school and its people, the home and the community, local and national governments, and the private sectors.

Objectives of the proposed model:

1. Ensure the readiness of the school (physical, ICT Infra, Teachers, non-teaching staff, other stakeholders)
2. Determine the most appropriate teaching-learning modalities to develop the Most Essential Learning Competencies among Learners.
3. Provide transition guidance and assistance to teachers on the preferred modalities.
4. Orient learners of the teaching-learning modalities.
5. Ensure a safe, healthy, and conducive learning environment.
6. Strengthen and revitalize partnerships with stakeholders.

7. Ensure the adherence to policies and guidelines on the Implementation

TEACHING-LEARNING MODALITIES

1. Modular learning

It makes use of instructional materials/modules in different learning areas in which learners can work independently in a venue other than a regular classroom under the teacher's assistance and parents/guardian guidance. This depends on the course structure/organization.

2. Online Learning

Online learning is fundamentally teaching, and learning takes place using internet technology or technology support. This will help the teacher to present a more interactive discussion using any software available.

- a. Remote Learning – Synchronous – class is conducted in real-time.
- b. Blended Learning – it requires gathering the class in person in a physical school and maintaining a supervised learning environment outside school via an online platform with the support of technology.

The Teachers' assistance and parents' guidance will help the students be engaged on their studies which leads to learning improvement and satisfaction.

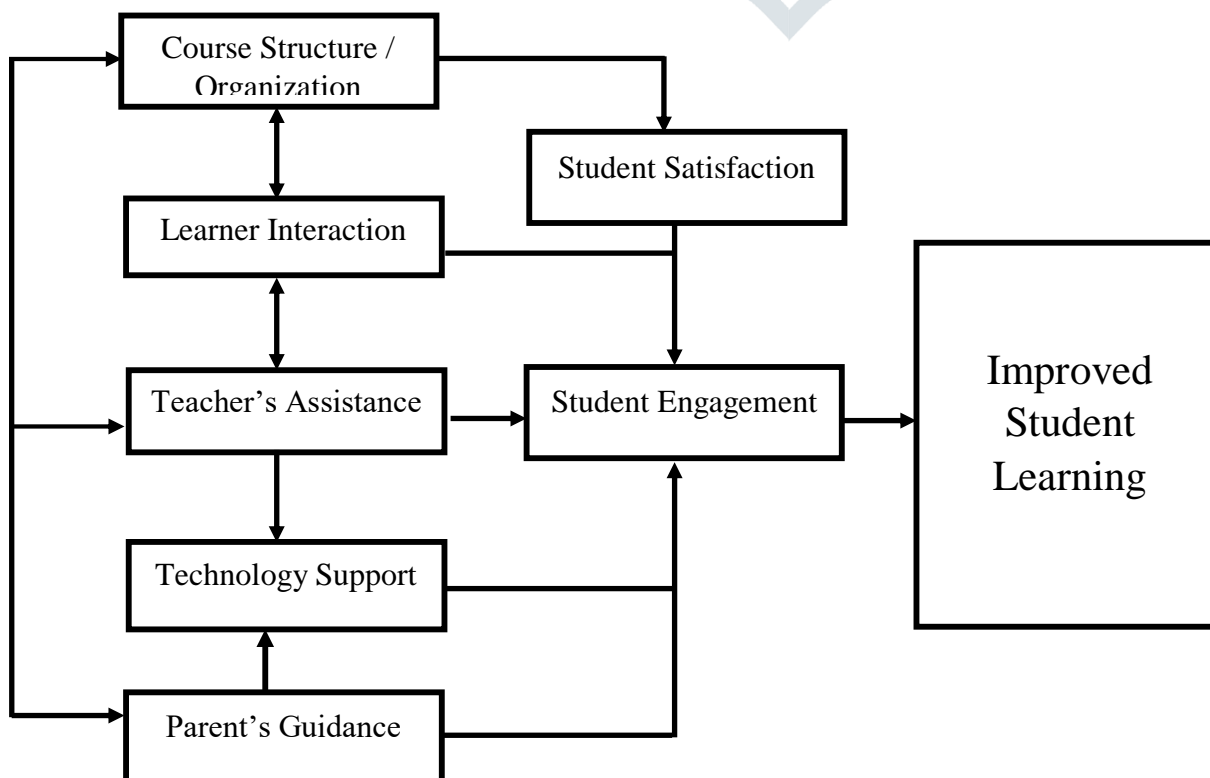


Figure 3. Proposed Model - M E R G E Model

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary of findings, conclusions derived from the findings, and recommendations as well.

Summary of Findings

1. Profile of Pupil – Respondents

1.1 Age: Most of the Pupil respondents belong to the age bracket of 12 – 13. The average age is 12.

1.2 Sex: Majority of the Pupil respondents are females with 373 or 51.10% while 357 or 48.90 are males.

1.3 Educational Attainment: Most of the Parents of the Grade Six Pupil respondents are High School Graduate with 233 or 31.92%, followed by Elementary Level with 174 or 23.84% and College Graduate with 125 with 17.12%, the least number of Educational Attainment of their parents is Vocational with 9 and 1.23%. None of the parents is a Master's Degree, with Doctoral Units and Doctorate Degree.

1.4 Occupation of Parents: Majority of the mothers are unemployed and with other occupations not identified in the study with 297, 40.68% and 204, 27.95% respectively, while majority of the fathers are skilled/self-employed workers and other occupations not stated in the study with 232, 31.78% and 253, 34.66% respectively. Some parents are government employees, 56 or 7.67% of them are mothers and 54 or 7.40% are fathers. Some are Overseas Contract Workers with 97 or 13.29% mothers and 80 or 10.96% fathers.

2. Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach

2.1 Learner Content Interaction: The indicator with the highest weighted mean was Pupils agreed that they received all the modules for the grading period, this was manifested on the computed value of 3.06 and ranked 1st, even though one of the major challenges experienced by the teachers, would be the distance of the houses of these learners, the kind of road that they have to pass through and the threat of the Covid-

19 pandemic. Content and objectives of the module were also observed, manifested on the computed weighted mean values of 3.10 and 3.06, and ranked 2nd and 3rd respectively. The pupil respondents perceived least reflected on the weighted mean value of 2.73 interpreted as “Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner Content Interaction was 3.01 interpreted as “Agree”.

2.2 Learner - Learner Interaction: Pupil respondents agreed in joining the Class Messaging Groups using Facebook, Messenger, and other Social Media for peer discussions, this was manifested on the computed value of 2.96 and ranked 1st. The pupil respondents perceived least on getting feedback from their classmates reflected on the weighted mean value of 2.41 interpreted as “Neither Disagree nor Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Learner Interaction was 2.67 interpreted as “Agree”.

2.3 Learner - Teacher Interaction: Pupil respondents agreed that their teachers are approachable, this was manifested on the computed value of 3.48 and ranked 1st, while perceived least that their teacher helps out with their practical work, manifested on the computed weighted mean value of 3.01 interpreted as “Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Teacher Interaction was 3.25 interpreted as “Agree”.

2.4 Learner - Interface Interaction: The Pupils felt the need of having a personal electronic gadget to make learning easy and reliable. this was manifested on the computed value of 3.05 and ranked 1st, but pupils less agreed that they have adequate funds/budget for internet connection, perceived least manifested on the computed weighted mean value of 2.36 interpreted as “Neither Disagree nor Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Learner – Interface Interaction was 2.68 interpreted as “Agree”.

2.5 Indirect Interaction: The use of modules encourages independent study, but pupils must be supported by their parents/family members in guiding with their modules, this was manifested on the computed value of 3.33 and ranked 1st, and less agreed that pupils are learning better in modular learning compared to face to face learning atmosphere. perceived least manifested on the computed weighted mean value of 2.31 interpreted as “Neither Disagree nor Agree” and ranked 10th. The computed overall weighted mean on the perception of Grade 6 Pupils on the Learning Interactions towards Modular Distance Learning Approach in terms of Indirect Interaction was 2.99 interpreted as “Agree”.

3. Pupils’ Satisfaction toward the Modular Distance Learning

3.1 Quality of Learning Materials: The Pupil respondents are satisfied with the high-quality printing paper of the modules manifested on the computed weighted mean value of 3.19 and ranked 1st, while perceived least – that they don’t see any errors in the modules provided by the DepEd. **Pupils’ respondents are satisfied with the quality of learning materials as shown, with a** computed overall weighted mean of 3.01.

3.2 Usability of the Learning Materials: The Pupil respondents are satisfied with the learning activities encourage exploration of the topic, manifested on the computed weighted mean value of 3.23 and ranked 1st, while perceived least –those modules are intellectually stimulating with a computed weighted mean of 2.81 described as satisfied and ranked 10th. Pupils’ respondents are satisfied with the usability of learning materials as shown, with a computed overall weighted mean of 3.05.

3.3 Timeliness of Learning Materials: The Pupil respondents are satisfied with the distribution of modules on time, manifested on the computed weighted mean value of 3.52 and ranked 1st, while perceived least that Modular distance learning is a better and more convenient approach than Face to Face Learning Modality. with a computed weighted mean of 2.72 described as satisfied and ranked 10th. Pupils’ respondents are satisfied with the timeliness of learning materials as shown, with a computed overall weighted mean of 3.17.

3.4 Learners Support: The Pupil respondents are satisfied that parents encourage learners to do the activities on their own, manifested on the computed weighted mean value of 3.34 and ranked 1st, while perceived least in having a personal paid tutor to help them in their lessons, with a computed weighted

mean of 1.06 described as not satisfied and ranked 10th. Most of the parents are not convinced in paying a personal tutor to help their children in their lessons. Pupils' respondents are satisfied with the learner's support as shown, with a computed overall weighted mean of 2.91.

3.5 Engagement of the Learner: The Pupil respondents are satisfied that learners ask their parents/guardians in checking for updates and announcements of my advisers and teachers, manifested on the computed weighted mean value of 3.26 and ranked 1st, while perceived least in discussing ideas with their classmates using the messenger, with a computed weighted mean of 2.69 described as satisfied and ranked 10th. Pupils' respondents are satisfied with the engagement of the learners as shown, with a computed overall weighted mean of 2.99.

4. Academic Performance of the Grade VI pupils during the First (1st) and Second (2nd) Grading period

The overall average academic performance of the Grade VI pupils during the First (1st) Grading Period is 86.59 and during the Second (2nd) Grading Period is 88.16. It appears that the general average grade of Grade VI pupils in all subjects for the First and Second Grading Period was 87.56% interpreted as Very Satisfactory. The mean scores reflect a better performance on the part of the learners in all their subjects after parents and teachers have toward one the intervention.

5. Test of Difference on the Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when Grouped According to Profile Variables

5.1 Learner - Content Interaction: The computed p – values for Age is 0.526, Sex is 0.123, Educational Attainment is 0.328, Occupation of Father is 0.128 are all greater than 0.05 Alpha Level of Significance, these results indicate that there is no significant difference on mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner Content Interaction when Grouped according to Age, Sex, Educational Attainment and Occupation of Father. Therefore, the null hypothesis is accepted.

On the other hand, the computed p-value for Occupation of Mother is 0.014 is less than 0.05 Alpha Level of Significance, the result indicates that there is a significant difference in mean rating Pupils' Perception

on the Learning Interactions towards the Modular Distance Learning Approach when Grouped according to Occupation of Mother. Therefore, the null hypothesis is rejected.

5.2 Learner - Learner Interaction: The computed p – values for Age is 0.201 and Sex is 0.072, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Learner Interaction when Grouped according to Age and Sex. Therefore, the null hypothesis is accepted.

On the other hand, the computed p-value for Educational Attainment is 0.001, Occupation of Father is 0.008, and Occupation of Mother is 0.000, are all less than 0.05 level of significance, the results indicate that there is a significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

5.3 Learner - Teacher Interaction: The computed p – values for Age is 0.427, Sex is 0.993, Educational Attainment is 0.777, Occupation of Father is 0.693, and Occupation of Mother is 0.335, are all greater than 0.05 level of significance, these results indicate that there is no significant difference on mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Teacher Interaction when Grouped according to Age, Sex, Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is accepted.

5.4 Learner - Interface Interaction: The computed p – values for Age is 0.297 and Sex is 0.075, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner – Interface Interaction when Grouped according to Age and Sex. Therefore, the null hypothesis is accepted.

On the other hand, the computed p-value for Educational Attainment is 0.002, Occupation of Father is 0.007, and Occupation of Mother is 0.001, are all less than 0.05 level of significance, the results indicate that there is a significant difference in mean rating Pupils' Perception on the Learning Interactions towards

the Modular Distance Learning Approach when grouped according to Educational Attainment, Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

5.5 Indirect Interaction: The computed p – values for Age is 0.368, Sex is 0.0243 and Educational Attainment is 0.011, are all greater than 0.05 level of significance, these results indicate that there is no significant difference in mean rating Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Indirect Interaction when Grouped according to Age, Sex and Educational Attainment. Therefore, the null hypothesis is accepted.

On the other hand, the computed p – value for, Occupation of Father is 0.011 and Occupation of Mother is 0.000, are all less than 0.05 level of significance, the results indicate that there is a significant difference in the mean rating of Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach when Grouped according to Occupation of Father and Mother. Therefore, the null hypothesis is rejected.

6. Test of Difference on the Pupils' Satisfaction on the Modular Distance Learning when Grouped According to Profile Variables

6.1 Quality of Learning Materials: There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Age p – value of 0.346, Sex Age p – value of 0.439, Educational Attainment p – value of 0.731 and Occupation of Father p – value of 0.067, which are all higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction with the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Occupation of Mother's p – value of 0.000, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

6.2 Usability of Learning Materials: There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Age p – value of 0.335, Sex Age p – value of 0.983, Educational Attainment p – value of 0.414 and Occupation

of Father p – value of 0.304, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction with the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Occupation of Mother p – value of 0.001, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

6.3 Timeliness of Learning Materials: There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Age p – value of 0.114, Sex Age p – value of 0.068, and Educational Attainment p – value of 0.696, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Occupation of Father p – value of 0.040 and Occupation of Mother p – value of 0.001, which are lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

6.4 Learner Support: There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Learner Support when Grouped According to Age p – value of 0.338, Sex Age p – value of 0.565, Educational Attainment p – value of 0.432 and Occupation of Father p – value of 0.235, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction with the Modular Distance Learning in terms of Learner Support when Grouped According to the Occupation of Mother p – value of 0.025, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

6.5 Engagement of Support: There is no significant difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Engagement of Support when Grouped According to Age p – value of 0.897, Sex Age p – value of 0.796, Educational Attainment p – value of 0.888 and Occupation of Father p – value

of 0.160, which are higher than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Accepted, hence no significant difference.

On the other hand, there is a significant difference in the Pupils' Satisfaction with the Modular Distance Learning in terms of Engagement of Support when Grouped According to the Occupation of Mother p – value of 0.021, which is lower than 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a significant difference.

7. Test of Relationship between Learning Interaction and Academic Performance of the Pupils

The computed Pearson r value of -0.003 for Learner Content Interaction, 0.064 for Learner – Learner Interaction, -0.041 for Learner – Interface Interaction, denotes No Correlation. The computed P – value for Learner Content Interaction is 0.935, Learner – Learner Interaction, is 0.082, and Learner – Interface Interaction is 0.268, which is greater than 0.01 Alpha Level of Significance. Therefore, The Null Hypothesis is Accepted, hence there is no Significant Relationship between Learning Interaction in terms of Learner Content Interaction, Learner – Learner Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

On the other hand, the computed Pearson r-value of 0.406 for Learner - Teacher Interaction and 0.227 for Indirect Interaction, denotes Low Positive Correlation. The computed P – value for Learner - Teacher Interaction and Indirect Interaction is 0.000 similarly, which is greater than 0.01 Alpha Level of Significance. Therefore, The Null Hypothesis is Rejected, hence there is no Significant Relationship between Learning Interaction in terms of Learner - Teacher Interaction, Indirect Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

8. Test of Relationship between Pupils' Satisfaction on Modular Distance Learning Approach and Academic Performance of the Pupils

The computed Pearson r-value of 0.473 for Quality of Learning Materials, 0.343 for Usability of Learning Materials, 0.469 for Timeliness of Learning Materials, 0.492 for Learners Support, and 0.390 for Engagement of the Learner, which denotes Low Positive Correlation.

The computed P – value for Quality of Learning Materials, Usability of Learning Materials, Timeliness of Learning Materials, Learners Support and Engagement of the Learner is 0.000 similarly, which is less than 0.01

Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a Significant Relationship between Pupils' Satisfaction with the Modular Distance Learning Approach and the Academic Performance of the Pupils.

9. Test of Relationship between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach

The computed Pearson r-value of 0.774 denotes High Positive Correlation between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach.

The computed P – value of 0.000 is less than 0.01 Alpha Level of Significance. Therefore, the Null Hypothesis is Rejected, hence there is a Significance Relationship between Learning Interaction and Pupils' Satisfaction with Modular Distance Learning Approach.

10. Developed Model – MERGE Model

Combination of Modular and Online Distance Learning Approach.

Conclusions

Considering the findings above, the researcher concluded that:

1. Majority of the Grade Six (6) Pupil respondents were female, between 12 – 13 years of age, most of their parents are High School Graduates but none of them is a Master's Degree, with Doctoral Unit and Doctoral Degree. Majority of their mothers are Unemployed; their fathers are skilled/self-employed workers.
2. Pupil respondents "Agreed" on the Learning Interactions toward the Modular Distance Learning Approach.
3. Pupil respondents are "Satisfied" on the Modular Distance Learning Approach in terms of Quality, Usability, and Timeliness of Learning Materials, Learners Support, and Engagement of the Learner.
4. The general average grade of Grade Six (6) pupils in all subjects for the First and Second Grading Period was 87.56% interpreted as Very Satisfactory.
5. There is a Significant Difference in the Pupils' Perception of Learning Interactions towards the Modular Learning Approach in terms of Learner Content Interaction when Grouped according to the Occupation of Mother.

There is a Significant Difference on the Pupils' Perception on the Learning Interactions towards Modular Learning Approach in terms of Learner –Learner and Learner - Interface Interaction when Grouped according to Educational Attainment of Parents, Occupation of Father and Mother.

There is a Significant Difference in the Pupils' Perception of Learning Interactions towards Modular Learning Approach in terms of Indirect Interaction when Grouped according to the Occupation of Father and Mother.

6. There is a Significant Difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials, Usability of Learning Materials, Learners Support and Engagement of the Learner when Grouped According to Occupation of Mother.

There is a Significant Difference in the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Occupation of Father and Mother.

7. There is no Significant Relationship between Learning Interaction in terms of Learner Content Interaction, Learner – Learner Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

There is a Significant Relationship between Learning Interaction in terms of Learner - Teacher Interaction, Indirect Interaction, Learner – Interface Interaction, and Academic Performance of the Grade Six (6) Pupils.

8. There is a Significant Relationship between Pupils' Satisfaction with the Modular Distance Learning Approach and the Academic Performance of the Pupils.

9. There is a Significant Relationship between Learning Interaction and Pupils' Satisfaction on Modular Distance Learning Approach.

10. Developed model – a combination of Modular and Online Distance Learning Approach which combines Modular and Online Learning which learners can work independently in a venue other than a regular classroom under the teacher assistance and parents/guardian guidance and this will help the teacher to present a more interactive discussion using any software available.

Recommendations

Based on the conclusions, the researcher offered the following recommendations.

1. Conduct general orientation for parents and learners on the awareness of the existing Distance Learning Approach.

2. School Administrators and educational planners are recommended to devise a program for the acquisition of technology to improve the learners' interaction on the Distance Learning Approach.
3. Teachers are encouraged to combine creative learning material with microlearning principles to deliver the most important content of the materials and refer learners to quality online resources, like YouTube videos, audio, video, and games without wasting valuable time.
4. It is also recommended that teachers should conduct a pre – test, and post – test to determine the weaknesses of their learners as the basis for improving their instructional materials.
5. School administrators shall conduct training for teachers that will integrate new computer skills, to incorporate video and audio materials in their course materials.
6. In order not to pay tutors to help the learners in their lessons, teachers are encouraged to strategize their instructional approach to assist the students with their learning difficulties.
7. Teachers are encouraged to employ theoretical models to evaluate learners' satisfaction and academic achievements.
8. Teachers are encouraged to use a variety of assessments, create a welcoming learning environment to make students feel comfortable and important.
9. School administrators will set workshops and training sessions to teachers and students to make them more familiar to take the most advantage of the learning management system.
10. Teachers will adopt the proposed Model – MERGE Model to increase Learners' Interaction and participation in class with the teachers' assistance and parents' guidance is highly recommended.



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APPENDICES

Appendix A



Republic of the Philippines
 President Ramon Magsaysay State University
 (Formerly Ramon Magsaysay Technological University)
 Iba, Zambales, Philippines
 GRADUATE SCHOOL



SURVEY QUESTIONNAIRE ON LEARNING INTERACTION AND PUPILS' SATISFACTION ON MODULAR DISTANCE LEARNING AMONG GRADE 6 PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES

Name of Respondent: (Optional) _____

PART I: RESPONDENT'S PROFILE

1.1. AGE

() 14 – 15

() 12 – 13

() 10 - 11

1.2. SEX

() Male () Female

1.3 EDUCATIONAL ATTAINMENT OF PARENTS:

() Elementary Level () College Graduate

() Elementary Graduate () With Masteral units

() High School Level () Masters Degree

() High School Graduate () With Doctoral units

() Vocational () Doctoral Degree

() College Level

1.4 OCCUPATION OF PARENTS:	Mother	Father
Government Employee	()	()
Private Company Employee	()	()
Skilled/ Self-Employed Worker	()	()
Overseas Contract Workers	()	()
Unemployed	()	()
Others (Specify)_____	()	()

PART II: LEARNING INTERACTION AND PUPILS' SATISFACTION ON MODULAR DISTANCE LEARNING

Direction: The following statements indicate the learning interaction and pupil's satisfaction, and the academic performance during the first and second grading period on modular distance learning. Please check (/) your best response in each item.

The following scale will be used:

Learning Interaction:

Weight	Mean Scale Value	Descriptive Equivalent
4	3.51-4.00	Strongly Agree (SA)
3	2.51-3.50	Agree (A)
2	1.51-2.50	Neither Disagree nor Agree (NDA/NA)
1	1.00-1.50	Disagree (DA)

2. LEARNING INTERACTION TOWARD THE MODULAR DISTANCE APPROACH

2.1 Learner Content Interaction

- How do you reflect on the module as your learning material while understanding distance learning at home?

Learner Content Interaction	4	3	2	1
1. I am having difficulty in answering my modules.				
2. I was provided with timely and helpful information, and guidance at the start of the module.				
3. The aims and learning outcomes of the module were made clear to me.				
4. The learning activities on the module helped me to learn				
5. The module helped me develop my skills and personal traits.				
6. The terms used in the module are easy to understand.				
7. I have received all the modules for the grading period.				
8. Objectives in the modules match with the assessment given.				
9. The content in the module is up to date.				
10. The content in the module maintains attention and interest.				

2.2 Learner – Learner Interaction

- While on distance learning, what do you do to understand or comprehend some difficult questions, lessons or problems on modules?

Learner – Learner Interaction	4	3	2	1
1. I share ideas, interpretations and knowledge on lessons in the module with my classmates.				
2. I join the Class Messaging Group (Facebook Messenger) for peer discussions.				
3. I often contact my closed classmates or friends in the class.				
4. I am satisfied with the way I interact with my classmates.				
5. I asked a group of friends or close friends to help me answer difficult questions and problems.				
6. Group activities give me chances to interact with my classmates.				
7. I do consult my classmates for support in my assignments.				
8. I do get feedback from my classmates.				
9. I do comment on other students' thoughts and ideas				
10. I do communicate with colleagues through emails.				

2.3 Learner – Teacher Interaction

- How do you reflect on the guidance or assistance that your teacher/s offer in order to understand the lessons in modules better?

Learner – Teacher Interaction	4	3	2	1
1. My teachers are approachable.				
2. My teachers have time to guide me on difficult lessons when needed.				
3. I have an easy access on communicating with my teacher.				
4. My teachers are open and available for 1-1 discussion.				
5. My teachers clarify, give samples, corrections and suggestions in answering the difficult lessons in the modules..				
6. My teachers help out with my practical work.				
7. I communicate with my teachers all the time when I need help.				
8. My teachers help with academic counseling.				
9. My teachers help me with personal emotional guidance.				
10. I do reply to my teachers in our Group chat.				

2.4 Learner - Interface Interaction

- What are the technology or other learning resources, gadgets and means do I have to make modular distance learning possible?

Learner - Interface Interaction	4	3	2	1
1. I feel the need of having a personal electronic gadget to make learning easy and reliable.				
2. I have an android gadget/s to help me answer my modules.				
3. I have a reliable and fast internet connection at home.				

4. I have an access to DepEd Commons for learning resources aligned with the modules contents .				
5. I have the skills and knowledge in joining the virtual class discussions to share my thoughts thru Facebook Messenger Video interface				
6. I have my personal Office 365 learner account to accept/ view files about the modules.				
7. I have improved my cognitive skills (think, read, learn, remember, reason, and pay attention) through the computer applications.				
8. I have adequate funds/budget for internet connection.				
9. I have the skills and knowledge to navigate the Google Search Engine.				
10. I depend most on technology to give answers to my modules.				

2.5 Indirect Interaction

- How do I feel in complying with my academic requirements such as completing the activities and learning tasks in my self-learning modules?

Indirect Interaction	4	3	2	1
1. The module is easy to use for independent learning.				
2. I can answer the questions and do the activities in the modules by my own.				
3. I am learning better in modular learning compared to face to face learning atmosphere.				
4. I have enough time given by my teachers to answer all my modules.				
5. I can manage my time in answering the modules while doing my chores and obligations at home.				
6. I received timely feedback of my teachers on my learning modules.				
7. I have supportive parents/family members in guiding me with my modules.				
8. I enjoy answering/learning my modules when guided by any family member.				
9. My studies have helped me develop my self-confidence.				
10. I have received sufficient advice and guidance in relation to my module.				

Pupil's Satisfaction:

Weight	Mean Scale Value	Descriptive Equivalent
4	3.51-4.00	Very Satisfied (VS)
3	2.51-3.50	Satisfied (S)
2	1.51-2.50	Slightly Satisfied (SS)
1	1.00-1.50	Not Satisfied (NS)

3. PUPIL'S SATISFACTION TOWARD THE MODULAR DISTANCE LEARNING

3.1 Quality of Learning Materials

- How do I evaluate the modules issued to be used as my learning resource material?

Quality of Learning Materials	4	3	2	1
1. I don't see any errors in the modules provided by the DepEd.				

2. The learning activities in the modules helped me to learn.				
3. The lessons and activities are age-appropriate and do not contain inappropriate language, pictures, images and situations given.				
4. The font size and text spacing used in the modules are readable and acceptable.				
5. The modules provide answer keys to evaluate my self-learning.				
6. The way the module materials were presented helped to maintain my interest.				
7. The instructions on how to complete the assessed tasks were easy to follow				
8. I have a clear idea about my next module.				
9. I am satisfied with the quality of the module.				
10. The modules use high quality printing paper.				

3.2 Usability of the Learning Materials

- How do the modules motivate me to learn and study at home?

Usability of the Learning Modules	4	3	2	1
1. I was provided with helpful information & guidance at the first pages of the module.				
2. The modules are intellectually stimulating.				
3. The modules bridge my gap in learning during this pandemic.				
4. The modules use practical and easy to understand samples and situations.				
5. The modules help me develop my critical thinking skills thru good questioning and interesting tasks.				
6. The design of the modules is appropriate for use.				
7. The level of the module is appropriate to the stated purpose.				
8. The learning activities aid effective learning.				
9. The learning activities encourage exploration of the topic				
10. The modules have key answers for correction and review purpose.				

3.3 Timeliness of Learning Materials

- How do I assess the modules I use?

Timeliness of the Learning Materials	4	3	2	1
1. The modules are distributed on time.				
2. I was provided with timely guidance on any assessment test based on modules.				
3. I have adjusted from face to face learning to modular distance learning.				
4. The activities in the modules are attainable.				
5. Modular distance learning is better and more convenient approach than face to face learning modality.				
6. There is enough time or days given to answer the modules.				
7. The given date for the submission of the modules is justifiable.				
8. The daily time schedule for learning the module is possible.				
9. Teachers allowed extended time in answering the modules that ask for multiple performance tasks.				
10. Modules requirements vary from easy to difficult activities and performance tasks.				

3.4 Learners Support

- Where do I look up in times of my learning needs while using the modules?

Learner support	4	3	2	1
1. The school has been offering various resources that I need while learning at home.				

2. My parents/guardians have been supportive during the modular distance learning.				
3. My older siblings or relatives have been supportive in my learning.				
4. I have a personal paid tutor to help me in my lessons.				
5. I asked an online assistance from my advisers and teachers.				
6. My parents encourage me to do the activities on my own.				
7. My school has been offering me the resources to learn from home.				
8. My teacher checks to make sure we understand what he/she is teaching us.				
9. My teacher helps me when I need it or don't understand something.				
10. My teacher has an open response to every queries about my lesson.				

3.5 Engagement of the Learner

- What I usually do to catch updates on our lessons?

Engagement of the Learner	4	3	2	1
1. I participate in the virtual class discussion.				
2. I communicate with my classmates and teachers on difficult contents in the modules.				
3. I wait for the adviser's announcements thru messaging in the group chat.				
4. I remind my close friends to relay to me some important updates				
5. I ask my parents/guardians in checking for updates and announcements of my advisers and teachers.				
6. I am excited in every virtual class discussion.				
7. I enjoy spending time on enrichment or activities in the modules (ex. MAPEH)				
8. I am working well with the current school self-learning modality.				
9. I stay focused to complete the task given in the modules.				
10. I discuss ideas with my classmates using the messenger.				

4. The Pupil's Academic Performance during the First and Second Grading Period:

Direction: Please rewrite your quarterly grade per subject in the appropriate column
Based on the report card issued by your adviser.

Subject	First Quarter Grade	Second Quarter Grade
English		
Filipino		
Mathematics		
Science		
Araling Panlipunan		
Edukasyon sa Pagpapakatao		

Edukasyong Pantahanan at Pangkalusugan		
MAPEH		

MERCY GRACE I. ENRIQUEZ
Researcher



Appendix B

PARENT'S CONSENT

July 5, 2021

Dear Parent,

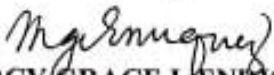
I am currently enrolled in the Doctor of Education, Major in Educational Management at President Ramon Magsaysay State University PRMSU) in Iba, Zambales and I am in the process of conducting research for my dissertation. The study is entitled "Learning Interaction and Pupils' Satisfaction on the Modular Distance Learning Approach Among Grade Six (6) Pupils in Selected Public Elementary Schools of Zone 2 Division of Zambales". This study has been approved by the Graduate School Director, Dr. Marie Fe D. De Guzman, and the Department of Education Schools Division Superintendent Dr. Romeo M. Alip.

I am requesting your written consent to allow your son or daughter/guardian to participate in this study. The questionnaire/data collection will be scheduled based on the your availability and in compliance with Covid 19 Health & Safety Protocol implemented by the IATF.

The individual results of this study will remain absolutely confidential and anonymous to all parties, including myself, and child's academic institution. The pooled data results will be utilized for this research only. Neither the school nor the individual participants will incur any costs.

Your approval to allow your son, daughter, to participate, along with your consent to participate in the study will be greatly appreciated. Please sign and return them with the questionnaire given. Please feel free to contact me if you have any questions or require additional information at 09452955976 or email me at mercy.enriquez002@deped.gov.ph.

Sincerely,



MERCY GRACE I. ENRIQUEZ

Researcher

Date: July 7, 2021

I, the parent or guardian of ELISSE JADE FRANCA, a minor
10 years of age, permit my son/daughter for his/her participation in a program
of research entitled "Learning Interaction and Pupils' Satisfaction on the
Modular Distance Learning Approach Among Grade Six (6) Pupils in Selected
Public Elementary Schools of Zone 2 Division of Zambales and being conducted
by Mercy Grace I. Enriquez.

Estancia

Signature of Parent or Guardian

(ELISSE) ELSIE FRANCA

Print Your Name here

Date: 07/08/21

I, the parent or guardian of Andrea Jean D. Sandaga, a minor
_____ years of age, permit my son/daughter for his/her participation in a program
of research entitled "Learning Interaction and Pupils' Satisfaction on the
Modular Distance Learning Approach Among Grade Six (6) Pupils in Selected
Public Elementary Schools of Zone 2 Division of Zambales and being conducted
by Mercy Grace I. Enriquez.

Villarino

Signature of Parent or Guardian

Jonatine d. Villarino

Print Your Name here

Date: July 09, 2021

I, the parent or guardian of Marion Joy S. Morales, a minor 11 years of age, permit my son/daughter for his/her participation in a program of research entitled "Learning Interaction and Pupils' Satisfaction on the Modular Distance Learning Approach Among Grade Six (6) Pupils in Selected Public Elementary Schools of Zone 2 Division of Zambales and being conducted by Mercy Grace I. Enriquez.

MARISSA S. MORALES

Signature of Parent or Guardian

MARISSA S. MORALES

Print Your Name here

Date: 7/05/2021

I, the parent or guardian of REYNA ANNE LOPEL, a minor _____ years of age, permit my son/daughter for his/her participation in a program of research entitled "Learning Interaction and Pupils' Satisfaction on the Modular Distance Learning Approach Among Grade Six (6) Pupils in Selected Public Elementary Schools of Zone 2 Division of Zambales and being conducted by Mercy Grace I. Enriquez.

Edalyn

Signature of Parent or Guardian

EDALYN LOPEL

Print Your Name here

Appendix C

CRONBACH'S ALPHA TEST


Cronbach's Alpha Test of Reliability
N=15

A. LEARNING INTERACTION UNDER THE MODULAR DISTANCE APPROACH

Indicator	Number of Items	Cronbach's Alpha	Internal Consistency
Learner Content Interaction	10	0.846000724	Good
Learner-Learner Interaction	10	0.81889114	Good
Learner-Teacher Interaction	10	0.882262527	Good
Learner-Interface Interaction	10	0.804177036	Good
Indirect Interaction	10	0.803212851	Good
Overall	50	0.814361408	Good

B. PUPIL'S SATISFACTION TOWARD THE MODULAR DISTANCE LEARNING

Indicator	Number of Items	Cronbach's Alpha	Internal Consistency
Quality of Learning Materials	10	0.76911173	Good
Usability of Learning Materials	10	0.814611035	Good
Timeliness of Learning Materials	10	0.774286301	Good
Learners Support	10	0.845845846	Good
Engagement of the Learner	10	0.799033198	Good
Overall	50	0.924594353	Excellent


ENGR. MELOJEAN C. MARAVE
Statistician

QUESTIONNAIRE VALIDATION FORM



PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
Iba, Zambales



DR. ELIZABETH N. FARIN



PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
Iba, Zambales



PRMSU-GS Form FD-A1

QUESTIONNAIRE VALIDATION FORM

Name: DR. ELIZABETH N. FARIN Date Accomplished: May 21, 2021
Agency/Institution: PRMSU
Position/Designation: _____



PRESIDENT RAMON MAGSAYSAY STATE UNIVERSITY
Iba, Zambales



PRMSU-GS Form FD-A1

QUESTIONNAIRE VALIDATION FORM

Name: DR. ESMEN M. CABAL Date Accomplished: May 21, 2021

Agency/Institution: PRMSU

Position/Designation: _____

Title/Research Study: Learning Interaction and Pupils' Satisfaction On Modular Distance Learning Among Grade 6 Pupils in Public Elementary Schools of Zone 2, Division of Zambales

Researcher: MERCY GRACE I. ENRIQUEZ

Direction: Read very carefully the attached instrument (questionnaire) and please determine its validity by accomplishing this form.

Indicator & Pointer	Strongly Agree	Agree	Fairly Agree	Disagree	Strongly Disagree
a. The direction and instructions are clear.					
b. The instructions are adequate and sufficient.					
c. The items represent the main concept.					
d. All items are clearly stated.					
e. The items are easily understandable.					
f. The two/three/four/five are appropriate for the instrument.					
g. All items are grammatically correct.					
h. The instrument is neatly structured and framed.					

Esmen M. Cabal
ESMEN M. CABAL EdD
Validator

Noted:

Domingo C. Edaño
DOMINGO C. EDAÑO EdD
Adviser

Appendix E

REQUEST LETTER



Republic of the Philippines
President Ramon Magsaysay State University

Iba, Zambales

Email: rmtupresident@yahoo.com/ Telefax: (047)811-1683

GRADUATE SCHOOL



May 6, 2021

 Sir/ Madam:


Greetings of Peace!

The undersigned is currently conducting a study entitled, **“LEARNING INTERACTION AND PUPILS’ SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES”**, in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.


In this regard, may I request permission from your good office to float my questionnaire to the parents of Grade 6 pupils in public elementary schools of Zone 2, Zambales. Rest assured that the data gathered will be used solely for this study and will be treated with utmost confidentiality.

Thank you very much in anticipation of your valuable assistance and favorable action on this request.

Very truly yours,


MERCY GRACE I. ENRIQUEZ
 Researcher

Noted:


DOMINGO C. EDAÑO EdD
 Dissertation Adviser

Recommending Approval:


MARIE FE D. DE GUZMAN EdD
 Director, Graduate School

Appendix F

APPROVAL SHEET
SCHOOLS DIVISION SUPERINTENDENT
DR. ROMEO M. ALIP, CESO V



DEPED, ZAMBALES
 RELEASED
 MAY 27 2021

Republic of the Philippines
Department of Education
 REGION III
 SCHOOLS DIVISION OF ZAMBALES

1st Indorsement
 May 10, 2021

Respectfully returned to MERCY GRACE I. ENRIQUEZ, Researcher, President Ramon Magsaysay State University, Iba, Zambales, approving the herein request to distribute questionnaires to the Grade 6 pupils of public elementary schools, Zone 2, Schools Division of Zambales, indicated in the basic letter, re: "Learning Interaction and Pupils' Satisfaction on the Modular Distance Learning Among Grade Six (6) Pupils in Public Elementary Schools of Zone 2, Division of Zambales", provided that:

1. it shall be well coordinated with concerned school head;
2. no government resources and stationeries shall be used in the conduct of the research;
3. no classes will be disrupted in the issuance and retrieval of questionnaires;
4. information gathered be used solely for research purposes;
5. ethical considerations shall be adhered to; and
6. findings of the study be furnished this Office for information.

For guidance and compliance.


ROMEO M. ALIP PhD, CESO V
 Schools Division Superintendent



Address: Zone VI, Iba, Zambales
 Telephone No: (047) 602 1391
 Email Address: zambales@deped.gov.ph



Appendix G

APPROVAL SHEET
ZONE 2 DISTRICT SUPERVISORS



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 3, 2021

BLESILDA D. FONTANILLA EdD
Public Schools District Supervisor
DepEd – Palauig
Palauig, Zambales

Madam:


Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.


In this regard, may I request permission from your good office to float my questionnaire to the parents of Grade 6 pupils in public elementary schools of Zone 2, Schools Division of Zambales. Rest assured that the data gathered will be used solely for this study and will be treated with utmost confidentiality.

Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
Researcher

Approved:


BLESILDA D. FONTANILLA EdD
Public Schools District Supervisor



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com/ Telefax: (047)811-1683
GRADUATE SCHOOL



June 1, 2021

MILMA M. MENDONES EdD
Public Schools District Supervisor
DepEd – Iba
Iba, Zambales

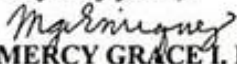
Madam:

Greetings of Peace!

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,

MERCY GRACE I. ENRIQUEZ
Researcher

Approved:


MILMA M. MENDONES EdD
Public Schools District Supervisor



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtunresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 1, 2021

EMILY D. MAYOR
Public Schools District Supervisor
DepEd – Botolan
Botolan, Zambales

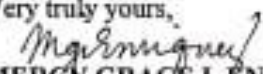
Madam:

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,

MERCY GRACE L. ENRIQUEZ
Researcher

Approved:


EMILY D. MAYOR
Public Schools District Supervisor

Appendix H

APPROVAL SHEET
THE SCHOOL HEADS/PRINCIPALS



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

ARNEL F. ROSAL
Principal II
Paulo Abastillas Sr. Memorial Elem. School
Iba District
Zambales

Sir:

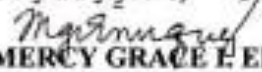
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE E. ENRIQUEZ
Researcher

Approved:


ARNEL F. ROSAL
Principal II



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

ALBERT F. ALVIOR
 Principal I
 Amungan Elementary School
 Amungan, Iba, Zambales

Sir:

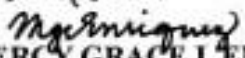
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
 Researcher


 ALBERT F. ALVIOR
 6/10/2021

Approved:

ALBERT F. ALVIOR
 Principal I



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: mtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

ISAGANI C. CANONIZADO EdD

Principal IV
Iba Elementary School
Iba, Zambales

Sir:

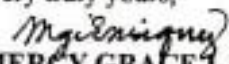
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
Researcher

Approved:


ISAGANI C. CANONIZADO EdD
Principal IV



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

ERNESTO S. FLORDELIZ

Head Teacher III
Lawak Elementary School
Lawak, Amungan
Iba, Zambales

Sir:

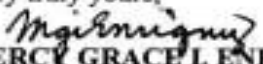
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L ENRIQUEZ
Researcher

Approved:


ERNESTO S. FLORDELIZ
Head Teacher III



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com/ Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

IRENEO R. ALMINANZA
Principal II
San Agustin Integrated School
San Agustin, Iba, Zambales

Sir:

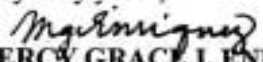
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE I. ENRIQUEZ
Researcher

Approved:


IRENEO R. ALMINANZA
Principal II



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

EDGAR E. SAGUN

Principal III
Sta. Barbara Integrated School
Sta. Barbara, Iba, Zambales

Sir:

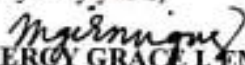
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
Researcher

Approved:


EDGAR E. SAGUN
Principal III



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 10, 2021

MARYLOU M. LEOMO
Head Teacher III
Libaba Elementary School
Zone 1 -Libaba
Iba, Zambales

Madam:

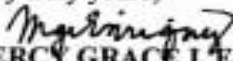
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
Researcher

Approved:

MARYLOU M. LEOMO
Head Teacher III

06-11-21
Received




Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com | Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

LIZA D. SANTOS

Principal I

Zacarias L. Antiller Elementary School

Palauig, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,

M. Enriquez
MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

LIZA D. SANTOS
 Principal I

Received
for *Enriquez*



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rrmsupresident@yahoo.com Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

CRISELDA S. ALVES
Principal I
San Vicente Elem. School
Palauig, Zambales

Madam:

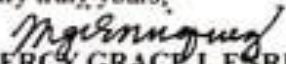
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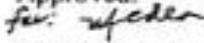
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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
Researcher

Approved:


CRISELDA S. ALVES
Principal I



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmstapresident@psalib.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

ARMANDO E. ECLARINAL JR.

Principal IV
 Palauig Central School
 Palauig, Zambales

Sir:

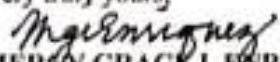
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Very truly yours,


MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

ARMANDO E. ECLARINAL JR.
 Principal I

Received by:


 Efigenia M. Fontillan
 SPED- LF / PCS
 06-09-2021
 2:20 PM



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtugpresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

ROLLY A. CASTILLO
Principal II
Locloc Elementary School
Palauig, Zambales

Sir:

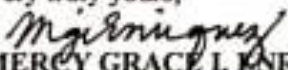
Greetings of Peace!

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE I. ENRIQUEZ
Researcher

Approved:

ROLLY A. CASTILLO
Principal II

Received 
6/9/21



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rotupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

JULIE C. ALVES
Principal I
Lipay Elementary School
Palauig, Zambales

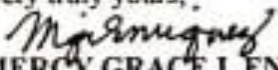
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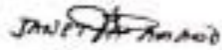
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Very truly yours,

MERCY GRACE I. ENRIQUEZ
Researcher

Approved:

JULIE C. ALVES
Principal I

Received: 
MT-1
06-09-21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 22, 2021

MARIO V. APASTOL

Principal II
 Liozon Elementary School
 Liozon, Palauig, Zambales

Sir:

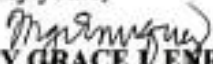
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Very truly yours,


MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:


MARIO V. APASTOL
 Principal II





Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rntupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

SONNY S. CHIONG
 Principal III
 Bato Elementary School
 Palauig, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

SONNY S. CHIONG
 Principal III

Mercy Grace I. Enriquez
 June 10, 2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rntupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales

Email: rmtupresident@yahoo.com / Telefax: (047)811-1683

GRADUATE SCHOOL



June 9, 2021

MILDRED T. DUMAPLIN

Principal II
 Paitan Elementary School
 Botolan – North
 Botolan, Zambales

Madam:

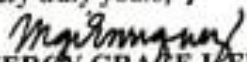
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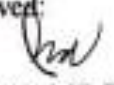
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Very truly yours, .


MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:


MILDRED T. DUMAPLIN
 Principal II

6/11/21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

SONNY S. CHIONG
 Principal III
 Bato Elementary School
 Palauig, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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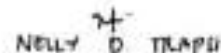
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Very truly yours,

MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

SONNY S. CHIONG
 Principal III


 Nelly D. TRAPU
 June 10, 2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

JENNIFER B. TABLIGAN

Principal II
 New Taugtog Elementary School
 Botolan – North
 Botolan, Zambales

Madam:

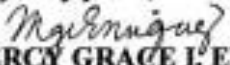
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
Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,


MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

JENNIFER B. TABLIGAN
 Principal II

Received: 
 ANGELINE B. CABADING
 Teacher I
 06-11-2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

DAVID R. ONG
 Head Teacher II
 New Taugtog Elementary School I
 Botolan – North
 Botolan, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,

Mercy Grace L. Enriquez
MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

David R. Ong
DAVID R. ONG
 Head Teacher II

Received
 6/11/21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

CHARLES C. FERNAN

Principal I

Loob Bunga 2 Elementary School

Botolan – North

Botolan, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.

Very truly yours,

Mercy Grace L. Enriquez
MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

CHARLES C. FERNAN

Principal I

Charmaing Duante
CHARMAING DUANTE
 # 11/ 06/11/2021



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: mtupresident@yahoo.com / Telefix: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

JOHNNY D. REGLOS

Principal I
Danabunga Elementary School
Botolan – North
Botolan, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

MERCY GRACE L. ENRIQUEZ

Researcher

Received:
M. Enríquez 6/11/2021

Approved:

JOHNNY D. REGLOS

Principal I



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: mtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

JENNIFER A. ABUNDO

Principal II
 Botolan North Integrated School/School
 Botolan, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

M. Lenriquez
MERCY GRACE LENRIQUEZ
 Researcher

Approved:

JENNIFER A. ABUNDO

Principal II

Received:
JACQUES A. RIVERA
 JUNE 11, 2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 8, 2021

GRACE G. ABAD
 Principal II
 Bancal Integrated School
 Kotolan - North
 Kotolan, Zambales

Sir/Madam:

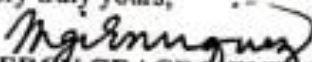
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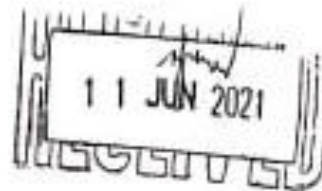
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Very truly yours,


 MERCY GRACE ENRIQUEZ
 Researcher



Approved:

GRACE G. ABAD
 Principal II



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 9, 2021

CRISTINA A. PANGILINAN

Principal I
Mambog Integrated School
Botolan - North
Botolan, Zambales

Bihawd

Madam:

Greetings of Peace!

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Very truly yours,

M. Enriquez
MERCY GRACE L ENRIQUEZ
Researcher

Approved:

C. Pangilinan
CRISTINA A. PANGILINAN
Principal I

Received
6/11/21



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL





Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

JENNIFER B. TABLIGAN
Principal II
San Juan Integrated School
Botolan – South
Botolan, Zambales

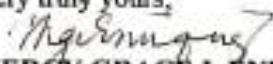
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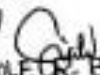
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Very truly yours,

MERCY GRACE I. ENRIQUEZ
Researcher

Approved:

JENNIFER B. TABLIGAN
Principal II

Received by 
NICOLE R. BULATAO 4/6/21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtunpresident@yahoo.com/ Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

AARON B. CAMUS
 Head Teacher III
 Beneg Elementary School
 Botolan – South
 Botolan, Zambales

Sir:

Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

M. Enriquez
MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

Aaron B. Camus
AARON B. CAMUS
 Head Teacher III
Aaron B. Camus
 06-11-2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

GINA F. ROSENDO
 Principal IV
 Botolan South Central School
 Botolan – South
 Botolan, Zambales

Madam:

Greetings of Peace!

The undersigned is currently conducting a study entitled, “*LEARNING INTERACTION AND PUPILS’ SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES*”, in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

Mercy Grace L. Enriquez
MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

GINA F. ROSENDO
 Principal IV

Received by:
[Signature]
 CLIM - RSCS
 6/14/21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

MARVELYN P. DAGANTA
 Head Teacher III
 Carael Integrated School
 Botolan – South
 Botolan, Zambales

Madam:

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The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

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Very truly yours,

M. Enriquez
MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

MARVELYN P. DAGANTA
 Head Teacher III

Received
[Signature]
 06-10-2021



Republic of the Philippines
President Ramon Magsaysay State University
Iba, Zambales
Email: rmtupresident@yahoo.com/ Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

EDWIN F. DELOS REYES
Principal II
Panan Elementary School
Botolan South

Sir:

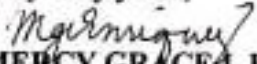
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Very truly yours,


MERCY GRACE A. ENRIQUEZ
Researcher

Approved:


EDWIN F. DELOS REYES
Principal II





Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtugpresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

MARIE FLO M. AYSIP

Principal I
 Bucao Integrated School
 Botolan – South
 Botolan, Zambales

Madam:

Greetings of Peace!

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Very truly yours,

M. Enriquez
MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

MARIE FLO M. AYSIP
 Principal I

Received
ANGELITO D. GONZALES
 June 10, 2021



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

JENNIFER B. TABLIGAN
 Principal II
 San Juan Integrated School
 Botolan – South
 Botolan, Zambales

Madam:

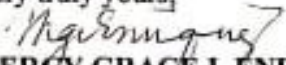
Greetings of Peace!

The undersigned is currently conducting a study entitled, "**LEARNING INTERACTION AND PUPILS' SATISFACTION ON THE MODULAR DISTANCE LEARNING AMONG GRADE SIX (6) PUPILS IN PUBLIC ELEMENTARY SCHOOLS OF ZONE 2, DIVISION OF ZAMBALES**", in partial fulfillment of the requirements for the Degree of Doctor of Education Major in Educational Management.

In this regard, may I request permission from your good office to float my questionnaire to the parents of Grade 6 pupils in public elementary schools of Zone 2, Schools Division of Zambales. Rest assured that the data gathered will be used solely for this study and will be treated with utmost confidentiality.

Thank you very much in anticipation of your valuable assistance and favorable action on this request. God bless.


Very truly yours,


MERCY GRACE L. ENRIQUEZ

Researcher

Approved:

JENNIFER B. TABLIGAN
 Principal II

Received by 
 NICOLE R. BULATNO 4/14/21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtupresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

RITA G. RABACA

Principal I

Baquilan Resettlement School I

Botolan – South

Botolan, Zambales

Madam:

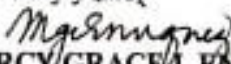
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
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Very truly yours,


MERCY GRACE L. ENRIQUEZ
 Researcher

Approved:

RITA G. RABACA
 Principal I

Received by:

 Florence G. Lumingkit
 06-10-21



Republic of the Philippines
President Ramon Magsaysay State University
 Iba, Zambales
 Email: rmtugpresident@yahoo.com / Telefax: (047)811-1683
GRADUATE SCHOOL



June 7, 2021

INOCENCIA D. DULLAS

Principal I

Baquilan Resettlement School 2

Botolan – South

Botolan, Zambales

Madam:

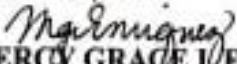
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Very truly yours,


MERCY GRACE I. ENRIQUEZ
 Researcher

Approved:

INOCENCIA D. DULLAS
 Principal I

Received: 06/10/2021

12:13 pm



Appendix I

DATA MATRIX

Table 1

**Distribution of Respondents in Selected Public Elementary Schools
in Zone 2, Division of Zambales**

IBA DISTRICT	TOTAL POPULATION	SAMPLE POPULATION
Amungan Elem. School	94	32
Iba Elementary School	172	59
Lawak Elementary School	39	13
Libaba Elementary School	40	14
PASMES	142	49
San Agustin Integrated School	81	28
Sta. Barbara Integrated School	90	31
TOTAL	491	226
PALAUIG DISTRICT		
A.P. Decano Memorial Elem. School	51	17
Bato Elementary School	70	24
Bulawen Elem. School	109	37
Liozon Elem. School	72	25
Lipay Elem. School	31	11
Locloc Elem. School	28	10
Palauig Central School	97	33
San Vicente Elem. School	33	11
Zacarias L. Antiller Elem. School	43	15
TOTAL	534	183
BOTOLAN NORTH DISTRICT		
Bancal Integrated School	38	13
Bihawo Elementary School	47	16
Botolan North Integrated School	96	33
Mambog Integrated School	50	17
New Taugtug 2 Elem. School	46	16
New Taugtug 2 Elem. School	57	20
Paitan Elem.School	75	26
Santiago Integrated School	31	11
Loob Bunga 2 Elem. School	51	17
TOTAL	491	168
BOTOLAN SOUTH DISTRICT		
Baquilan Resettlement School 1	65	22
Baquilan Resettlement School 2	34	12
Beneg Elementary School	26	9
Botolan South Central School	107	37
Bucao Integrated School	48	16
Carael Integrated School	33	11
Panan Elementary School	54	19
Porac Elementary School	30	10
San Juan Integrated School	50	17
TOTAL	447	153
OVERALL TOTAL	2,130	730

Table 2

**Frequency and Percentage Distribution on the Pupil – Respondents’
Profile Variables**

Profile Variables		Distribution	
		Frequency (f)	Percentage (%)
1.1 Age	14 – 15	36	4.93
	12 – 13	435	59.59
	10 - 11	259	35.48
Total		730	100.00
1.2 Sex	Male	357	48.90
	Female	373	51.10
Total		730	100.00
1.3 Educational Attainment of Parents	Elementary Level	174	23.84
	Elementary Graduate	93	12.74
	High School Level	13	1.78
	High School Graduate	233	31.92
	Vocational	9	1.23
	College Level	54	7.40
	College Graduate	125	17.12
	With Masteral Units	29	3.97
	Master's Degree	0	0.00
	With Doctoral Units	0	0.00
	Doctoral Degree	0	0.00
Total		730	100.00

1.4 Occupation of Parents		Mother		Father	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
	Government Employee	56	7.67	54	7.40
	Private Company Employee	29	3.97	25	3.42
	Skilled/Self – Employed Worker	47	6.44	232	31.78
	Overseas Contract Workers	97	13.29	80	10.96
	Unemployed	297	40.68	86	11.78
	Others	204	27.95	253	34.66
Total		730	100.00	730	100.00

Table 3

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner Content Interaction

Learner Content Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 I am having difficulty in answering my . modules.	3.05	Agree (A)	4

2	I was provided with timely and helpful information, and guidance at the start of the module.	2.93	Agree (A)	8
3	The aims and learning outcomes of the module were made clear to me.	2.73	Agree (A)	10
4	The learning activities on the module helped me to learn.	3.04	Agree (A)	5
5	The module helped me develop my skills and personal traits.	2.97	Agree (A)	7
6	The terms used in the module are easy to understand.	2.77	Agree (A)	9
7	I have received all the modules for the grading period.	3.39	Agree (A)	1
8	Objectives in the modules match with the assessment given.	3.06	Agree (A)	3
9	The content in the module is up to date.	3.10	Agree (A)	2
10.	The content in the module maintains attention and interest.	3.02	Agree (A)	6
Overall Weighted Mean		3.01	Agree (A)	

Table 4

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Learner Interaction

	Learner - Learner Interaction	Weighted Mean	Descriptive Equivalent	Rank
1	I share ideas, interpretations and knowledge on lessons in the module with my classmates.	2.73	Agree (A)	4
2	I join the Class Messaging Group (Facebook, Messenger) for peer discussions.	2.96	Agree (A)	1
3	I often contact my closed classmates or friends in the class.	2.72	Agree (A)	5
4	I am satisfied with the way I interact with my classmates.	2.60	Agree (A)	6
5	I asked a group of friends or close friends to help me answer difficult questions and problems.	2.91	Agree (A)	2
6	Group activities give me chances to interact with my classmates.	2.82	Agree (A)	3
7	I do consult my classmates for support in my assignments.	2.52	Agree (A)	8
8	I do get feedback from my classmates.	2.41	Neither Disagree nor Agree (NDA/NA)	10
9	I do comment on other students' thoughts and ideas	2.54	Agree (A)	7
10.	I do communicate with colleagues through emails.	2.46	Neither Disagree nor Agree (NDA/NA)	9

Overall Weighted Mean	2.67	Agree (A)	
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Table 5

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Teacher Interaction

Learner - Teacher Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 My teachers are approachable.	3.48	Agree (A)	1
2 My teachers have time to guide me on difficult lessons when needed.	3.30	Agree (A)	3
3 I have an easy access on communicating with my teacher.	3.26	Agree (A)	6
4 My teachers are open and available for 1-1 discussion.	3.13	Agree (A)	9
5 My teachers clarify, give samples, corrections and suggestions in answering the difficult lessons in the modules..	3.36	Agree (A)	2
6 My teachers help out with my practical work.	3.01	Agree (A)	10
7 I communicate with my teachers all the time when I need help.	3.27	Agree (A)	5
8 My teachers help with academic counseling.	3.14	Agree (A)	8
9 My teachers help me with personal emotional guidance.	3.22	Agree (A)	7
10. I do reply to my teachers in our Group chat.	3.29	Agree (A)	4
Overall Weighted Mean	3.25	Agree (A)	

Table 6

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Interface Interaction

Learner - Interface Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 I feel the need of having a personal electronic gadget to make learning easy and reliable.	3.05	Agree (A)	1
2 I have an android gadget/s to help me answer my modules.	2.81	Agree (A)	3
3 I have a reliable and fast internet connection at home.	2.42	Neither Disagree nor Agree (NDA/NA)	9
4 I have an access to DepEd Commons for learning resources aligned with the modules contents .	2.64	Agree (A)	6
5 I have the skills and knowledge in joining the virtual class discussions to share my thoughts thru Facebook Messenger Video interface	2.68	Agree (A)	5
6 I have my personal Office 365 learner account to accept/ view files about the modules.	2.47	Neither Disagree nor Agree (NDA/NA)	8
7 I have improved my cognitive skills (think, read, learn, remember, reason, and pay attention) through the computer applications.	3.04	Agree (A)	2
8 I have adequate funds/budget for internet connection.	2.36	Neither Disagree nor Agree (NDA/NA)	10
9 I have the skills and knowledge to navigate the Google Search Engine.	2.72	Agree (A)	4
10. I depend most on technology to give answers to my modules.	2.57	Agree (A)	7
Overall Weighted Mean	2.68	Agree (A)	

Table 7

Perception of Grade 6 Pupils on the Learning Interactions toward the Modular Distance Learning Approach in terms of Indirect Interaction

Indirect Interaction	Weighted Mean	Descriptive Equivalent	Rank
1 The module is easy to use for independent learning.	2.98	Agree (A)	7
2 I can answer the questions and do the activities in the modules by my own.	2.80	Agree (A)	9
3 I am learning better in modular learning compared to face-to-face learning atmosphere.	2.31	Neither Disagree nor Agree (NDA/NA)	10
4 I have enough time given by my teachers to answer all my modules.	3.05	Agree (A)	5
5 I can manage my time in answering the modules while doing my chores and obligations at home.	2.91	Agree (A)	8
6 I received timely feedback of my teachers on my learning modules.	3.22	Agree (A)	2
7 I have supportive parents/family members in guiding me with my modules.	3.33	Agree (A)	1
8 I enjoy answering/learning my modules when guided by any family member.	3.13	Agree (A)	3
9 My studies have helped me develop my self-confidence.	3.10	Agree (A)	4
10. I have received sufficient advice and guidance in relation to my module.	3.05	Agree (A)	6
Overall Weighted Mean	2.99	Agree (A)	

Table 8

**Summary Table on the Perception of Grade 6 Pupils on the Learning Interactions
toward the Modular Distance Learning Approach**

Indicators	Overall Weighted Mean	Descriptive Rating	Rank
1. Learner Content Interaction	3.01	Agree (A)	2
2. Learner – Learner Interaction	2.67	Agree (A)	5
3. Learner – Teacher Interaction	3.25	Agree (A)	1
4. Learner - Interface Interaction	2.68	Agree (A)	4
5. Indirect Interaction	2.99	Agree (A)	3
Grand Mean	2.92	Agree (A)	

Table 9

**Pupils' Satisfaction toward the Modular Distance Learning in terms of
Quality of Learning Materials**

Quality of Learning Materials	Weighted Mean	Descriptive Equivalent	Rank
1 I don't see any errors in the modules provided by the DepEd.	2.79	Satisfied (S)	10
2 The learning activities in the modules helped me to learn.	2.99	Satisfied (S)	6
3 The lessons and activities are age-appropriate and do not contain inappropriate language, pictures, images and situations given.	3.03	Satisfied (S)	5
4 The font size and text spacing used in the modules are readable and acceptable.	3.13	Satisfied (S)	2
5 The modules provide answer keys to evaluate my self-learning.	2.98	Satisfied (S)	8
6 The way the module materials were presented helped to maintain my interest.	3.04	Satisfied (S)	4
7 The instructions on how to complete the assessed tasks were easy to follow	3.12	Satisfied (S)	3
8 I have a clear idea about my next module.	2.89	Satisfied (S)	9
9 I am satisfied with the quality of the module.	2.99	Satisfied (S)	7
10. The modules use high quality printing paper.	3.19	Satisfied (S)	1
Overall Weighted Mean	3.01	Satisfied (S)	

Table 10**Pupils' Satisfaction toward the Modular Distance Learning in terms of Usability of the Learning Materials**

Usability of the Learning Materials	Weighted Mean	Descriptive Equivalent	Rank
1 I was provided with helpful information & guidance at the first pages of the module.	3.15	Satisfied (S)	3
2 The modules are intellectually stimulating.	2.81	Satisfied (S)	10
3 The modules bridge my gap in learning during this pandemic.	3.10	Satisfied (S)	4
4 The modules use practical and easy to understand samples and situations.	2.97	Satisfied (S)	9
5 The modules help me develop my critical thinking skills thru good questioning and interesting tasks.	2.99	Satisfied (S)	7
6 The design of the modules is appropriate for use.	3.07	Satisfied (S)	5
7 The level of the module is appropriate to the stated purpose.	2.97	Satisfied (S)	8
8 The learning activities aid effective learning.	3.00	Satisfied (S)	6
9 The learning activities encourage exploration of the topic	3.23	Satisfied (S)	1
10. The modules have key answers for correction and review purpose.	3.20	Satisfied (S)	2
Overall Weighted Mean	3.05	Satisfied (S)	

Table 11**Pupils' Satisfaction toward the Modular Distance Learning in terms of Timeliness of Learning Materials**

Timeliness of Learning Materials		Weighted Mean	Descriptive Equivalent	Rank
1	The modules are distributed on time.	3.52	Very Satisfied (VS)	1
2	I was provided with timely guidance on any assessment test based on Modules	3.32	Satisfied (S)	3
3	I have adjusted from Face to Face learning to Modular distance learning	3.21	Satisfied (S)	4
4	The activities in the modules are attainable.	2.95	Satisfied (S)	9
5	Modular distance learning is better and More convenient approach than Face to Face learning Modality.	2.72	Satisfied (S)	10
6	There is enough time or days given to answer the Modules.	3.06	Satisfied (S)	8
7	The given date For the submission of the Modules is justifiable.	3.10	Satisfied (S)	7
8	The daily time schedule For learning the Module is possible.	3.17	Satisfied (S)	6
9	Teachers allowed extended time in answering the Modules that ask For Multiple performance tasks.	3.39	Satisfied (S)	2
10.	Modules requirements vary from easy to difficulty activities and performance tasks	3.20	Satisfied (S)	5
Overall Weighted Mean		3.17	Satisfied (S)	

Table 12

**Pupils' Satisfaction toward the Modular Distance Learning
in terms of Learners Support**

Learners Support	Weighted Mean	Descriptive Equivalent	Rank
1 The school has been offering various resources that I need while learning at home.	3.09	Satisfied (S)	6
2 My parents/guardians have been supportive during the modular distance learning.	3.31	Satisfied (S)	2
3 My older siblings or relatives have been supportive in my learning.	3.24	Satisfied (S)	3
4 I have a personal paid tutor to help me in my lessons.	1.06	Not Satisfied (NS)	10
5 I asked an online assistance from my advisers and teachers.	2.67	Satisfied (S)	9
6 My parents encourage me to do the activities on my own.	3.34	Satisfied (S)	1
7 My school has been offering me the resources to learn from home.	3.04	Satisfied (S)	8
8 My teacher checks to make sure we understand what he/she is teaching us.	3.10	Satisfied (S)	5
9 My teacher helps me when I need it or don't understand something.	3.09	Satisfied (S)	6
10. My teacher has an open response to every queries about my lesson.	3.16	Satisfied (S)	4
Overall Weighted Mean	2.91	Satisfied (S)	

Table 13

**Pupils' Satisfaction toward the Modular Distance Learning in
terms of Engagement of the Learner**

Engagement of the Learner	Weighted Mean	Descriptive Equivalent	Rank
1 I participate in the virtual class discussion.	3.05	Satisfied (S)	5
2 I communicate with my classmates and teachers on difficult contents in the modules.	2.93	Satisfied (S)	6
3 I wait for the adviser's announcements thru messaging in the group chat.	3.15	Satisfied (S)	3
4 I remind my close friends to relay to me some important updates	2.88	Satisfied (S)	7
5 I ask my parents/guardians in checking for updates and announcements of my advisers and teachers.	3.26	Satisfied (S)	1
6 I am excited in every virtual class discussion.	2.84	Satisfied (S)	8
7 I enjoy spending time on enrichment or activities in the modules (ex. MAPEH)	3.07	Satisfied (S)	4
8 I am working well with the current school self-learning modality.	2.82	Satisfied (S)	9
9 I stay focused to complete the task given in the modules.	3.18	Satisfied (S)	2
10. I discuss ideas with my classmates using the messenger.	2.69	Satisfied (S)	10
Overall Weighted Mean	2.99	Satisfied (S)	

Table 14

**Summary Table on the Pupils' Satisfaction toward the
Modular Distance Learning**

Indicators	Overall Weighted Mean	Descriptive Rating	Rank
1. Quality of Learning Materials	3.01	Satisfied (S)	3
2. Usability of the Learning Materials	3.05	Satisfied (S)	2
3. Timeliness of Learning Materials	3.17	Satisfied (S)	1
4. Learners Support	2.91	Satisfied (S)	5
5. Engagement of the Learner	2.99	Satisfied (S)	4
Grand Mean	3.03	Satisfied (S)	

Table 15

**Pupil's Academic Performance during the First
and Second Grading Period**

Subjects		First Grading	Second Grading
		Average	
1.	English	86.21	87.37
2.	Filipino	86.06	87.72
3.	Mathematics	85.55	87.11
4.	Science	86.71	87.62
5.	Araling Panlipunan	86.14	85.74
6.	Edukasyon sa Pagpapakatao	88.79	90.36
7.	Edukasyong Pantahanan at Pangkalusugan	88.59	90.26
8.	MAPEH	87.52	89.14
Overall Average		86.95	88.16
General Average (1st and 2nd Grading = 87.56 interpreted as Very Satisfactory			

Table 16

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions towards the Modular Distance Learning Approach in terms of Learner Content Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.238	2	0.119	0.643	0.526	Accept Ho Not Significant
	Within Groups	134.476	727	0.185			
	Total	134.713	729				
Sex	Between Groups	0.439	1	0.439	2.380	0.123	Accept Ho Not Significant
	Within Groups	134.275	728	0.184			
	Total	134.713	729				
Educational Attainment of Parents	Between Groups	1.489	7	0.213	1.153	0.328	Accept Ho Not Significant
	Within Groups	133.224	722	0.185			
	Total	134.713	729				
Occupation of Father	Between Groups	1.580	5	0.316	1.719	0.128	Accept Ho Not Significant
	Within Groups	133.133	724	0.184			
	Total	134.713	729				
Occupation of Mother	Between Groups	2.610	5	0.522	2.861	0.014	Reject Ho Significant
	Within Groups	132.103	724	0.182			
	Total	134.713	729				

Table 17

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Learner Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.400	2	0.700	1.608	0.201	Accept Ho Not Significant
	Within Groups	316.484	727	0.435			
	Total	317.884	729				
Sex	Between Groups	1.409	1	1.409	3.241	0.072	Accept Ho Not Significant
	Within Groups	316.475	728	0.435			
	Total	317.884	729				
Educational Attainment of Parents	Between Groups	10.765	7	1.538	3.615	0.001	Reject Ho Significant
	Within Groups	307.120	722	0.425			
	Total	317.884	729				
Occupation of Father	Between Groups	6.737	5	1.347	3.135	0.008	Reject Ho Significant
	Within Groups	311.148	724	0.430			
	Total	317.884	729				
Occupation of Mother	Between Groups	12.379	5	2.476	5.867	0.000	Reject Ho Significant
	Within Groups	305.505	724	0.422			
	Total	317.884	729				

Table 18

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Teacher Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.584	2	0.292	0.853	0.427	Accept Ho Not Significant
	Within Groups	248.788	727	0.342			
	Total	249.372	729				
Sex	Between Groups	0.000	1	0.000	0.000	0.993	Accept Ho Not Significant
	Within Groups	249.372	728	0.343			
	Total	249.372	729				
Educational Attainment of Parents	Between Groups	1.383	7	0.198	0.575	0.777	Accept Ho Not Significant
	Within Groups	247.989	722	0.343			
	Total	249.372	729				
Occupation of Father	Between Groups	1.044	5	0.209	0.609	0.693	Accept Ho Not Significant
	Within Groups	248.328	724	0.343			
	Total	249.372	729				
Occupation of Mother	Between Groups	1.955	5	0.391	1.144	0.335	Accept Ho Not Significant
	Within Groups	247.417	724	0.342			
	Total	249.372	729				

Table 19

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Learner - Interface Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.096	2	0.548	1.216	0.297	Accept Ho Not Significant
	Within Groups	327.595	727	0.451			
	Total	328.691	729				
Sex	Between Groups	1.431	1	1.431	3.182	0.075	Accept Ho Not Significant
	Within Groups	327.261	728	0.450			
	Total	328.691	729				
Educational Attainment of Parents	Between Groups	10.200	7	1.457	3.303	0.002	Reject Ho Significant
	Within Groups	318.491	722	0.441			
	Total	328.691	729				
Occupation of Father	Between Groups	7.224	5	1.445	3.254	0.007	Reject Ho Significant
	Within Groups	321.467	724	0.444			
	Total	328.691	729				
Occupation of Mother	Between Groups	8.872	5	1.774	4.017	0.001	Reject Ho Significant
	Within Groups	319.819	724	0.442			
	Total	328.691	729				

Table 20

Analysis of Variance to Test the Difference on the Pupils' Perception on the Learning Interactions toward the Modular Distance Learning Approach in terms of Indirect Interaction when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.396	2	0.198	1.002	0.368	Accept Ho Not Significant
	Within Groups	143.825	727	0.198			
	Total	144.221	729				
Sex	Between Groups	0.270	1	0.270	1.366	0.243	Accept Ho Not Significant
	Within Groups	143.951	728	0.198			
	Total	144.221	729				
Educational Attainment of Parents	Between Groups	2.697	7	0.385	1.966	0.057	Accept Ho Not Significant
	Within Groups	141.524	722	0.196			
	Total	144.221	729				
Occupation of Father	Between Groups	2.903	5	0.581	2.975	0.011	Reject Ho Significant
	Within Groups	141.318	724	0.195			
	Total	144.221	729				
Occupation of Mother	Between Groups	5.398	5	1.080	5.630	0.000	Reject Ho Significant
	Within Groups	138.823	724	0.192			
	Total	144.221	729				

Table 21

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Quality of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.016	2	0.508	1.064	0.346	Accept Ho Not Significant
	Within Groups	347.163	727	0.478			
	Total	348.179	729				
Sex	Between Groups	0.287	1	0.287	0.600	0.439	Accept Ho Not Significant
	Within Groups	347.892	728	0.478			
	Total	348.179	729				
Educational Attainment of Parents	Between Groups	2.117	7	0.302	0.631	0.731	Accept Ho Not Significant
	Within Groups	346.062	722	0.479			
	Total	348.179	729				
Occupation of Father	Between Groups	4.906	5	0.981	2.070	0.067	Accept Ho Not Significant
	Within Groups	343.273	724	0.474			
	Total	348.179	729				
Occupation of Mother	Between Groups	13.551	5	2.710	5.864	0.000	Reject Ho Significant
	Within Groups	334.628	724	0.462			
	Total	348.179	729				

Table 22

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Usability of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.761	2	0.380	1.095	0.335	Accept Ho Not Significant
	Within Groups	252.560	727	0.347			
	Total	253.321	729				
Sex	Between Groups	0.000	1	0.000	0.000	0.983	Accept Ho Not Significant
	Within Groups	253.320	728	0.348			
	Total	253.321	729				
Educational Attainment of Parents	Between Groups	2.484	7	0.355	1.021	0.414	Accept Ho Not Significant
	Within Groups	250.836	722	.0347			
	Total	253.321	729				
Occupation of Father	Between Groups	2.094	5	0.419	1.207	0.304	Accept Ho Not Significant
	Within Groups	251.226	724	0.347			
	Total	253.321	729				
Occupation of Mother	Between Groups	7.477	5	1.495	4.404	0.001	Reject Ho Significant
	Within Groups	245.844	724	0.340			
	Total	253.321	729				

Table 23

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Timeliness of Learning Materials when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	1.210	2	0.605	2.179	0.114	Accept Ho Not Significant
	Within Groups	201.907	727	0.278			
	Total	203.117	729				
Sex	Between Groups	0.925	1	0.925	3.330	0.068	Accept Ho Not Significant
	Within Groups	202.192	728	0.278			
	Total	203.117	729				
Educational Attainment of Parents	Between Groups	1.316	7	0.188	0.672	0.696	Accept Ho Not Significant
	Within Groups	201.802	722	0.280			
	Total	203.117	729				
Occupation of Father	Between Groups	3.230	5	0.646	2.340	0.040	Reject Ho Significant
	Within Groups	199.887	724	0.276			
	Total	203.117	729				
Occupation of Mother	Between Groups	5.843	5	1.169	4.289	0.001	Reject Ho Significant
	Within Groups	197.274	724	0.272			
	Total	203.117	729				

Table 24

**Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the
Modular Distance Learning in terms of Learner Support
when Grouped According to Profile Variables**

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.640	2	0.320	1.085	0.338	Accept Ho Not Significant
	Within Groups	214.500	727	0.295			
	Total	215.140	729				
Sex	Between Groups	0.098	1	0.098	0.332	0.565	Accept Ho Not Significant
	Within Groups	215.042	728	0.295			
	Total	215.140	729				
Educational Attainment of Parents	Between Groups	2.060	7	0.294	0.997	0.432	Accept Ho Not Significant
	Within Groups	213.081	722	0.295			
	Total	215.140	729				
Occupation of Father	Between Groups	2.011	5	0.402	1.366	0.235	Accept Ho Not Significant
	Within Groups	213.130	724	0.294			
	Total	215.140	729				
Occupation of Mother	Between Groups	3.780	5	0.756	2.590	0.025	Reject Ho Significant
	Within Groups	211.360	724	0.292			
	Total	215.140	729				

Table 25

Analysis of Variance to Test the Difference on the Pupils' Satisfaction on the Modular Distance Learning in terms of Engagement of Support when Grouped According to Profile Variables

Sources of Variation		SS	df	MS	F	Sig.	Decision/ Interpretation
Age	Between Groups	0.125	2	0.062	0.109	0.897	Accept Ho Not Significant
	Within Groups	415.931	727	0.572			
	Total	416.056	729				
Sex	Between Groups	0.038	1	0.038	0.067	0.796	Accept Ho Not Significant
	Within Groups	416.017	728	0.571			
	Total	416.056	729				
Educational Attainment of Parents	Between Groups	1.699	7	0.243	0.423	0.888	Accept Ho Not Significant
	Within Groups	414.357	722	0.574			
	Total	416.056	729				
Occupation of Father	Between Groups	4.520	5	0.904	1.591	0.160	Accept Ho Not Significant
	Within Groups	411.535	724	0.568			
	Total	416.056	729				
Occupation of Mother	Between Groups	7.559	5	1.512	2.680	0.021	Reject Ho Significant
	Within Groups	408.496	724	0.564			
	Total	416.056	729				

Table 26

**Pearson Product Moment Coefficient of Correlation to determine the Relationship
Between Learning Interaction and Academic Performance of the Pupils**

Sources of Correlations		Academic Performance of the Pupils	Decision/Interpretation
Learner Content Interaction	Pearson Correlation	-0.003	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	.935	
	N	730	
Learner – Learner Interaction	Pearson Correlation	0.064	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	0.082	
	N	730	
Learner – Teacher Interaction	Pearson Correlation	0.406**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Learner – Interface Interaction	Pearson Correlation	-0.041	No Correlation Accept Ho Hypothesis
	Sig. (2 – tailed)	0.268	
	N	730	
Indirect Interaction	Pearson Correlation	0.227**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
**Correlation is significant at the 0.01 level (2 – tailed)			

Table 27

**Pearson Product Moment Coefficient of Correlation to determine the Relationship
Between Pupils' Satisfaction on Modular Distance Learning Approach
and Academic Performance**

Sources of Correlations		Academic Performance of the Pupils	Decision/Interpretation
Quality of Learning Materials	Pearson Correlation	0.473**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Usability of Learning Materials	Pearson Correlation	0.343**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Timeliness of Learning Materials	Pearson Correlation	0.469**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Learners Support	Pearson Correlation	0.492**	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000	
	N	730	
Engagement of the Learner	Pearson Correlation	0.390	Low Positive Correlation Reject Ho Hypothesis
	Sig. (2 – tailed)	0.000**	
	N	730	
**Correlation is significant at the 0.01 level (2 – tailed)			

Table 28

**Pearson Product Moment Coefficient of Correlation to determine the Relationship
Between Learning Interaction and Pupils' Satisfaction
on Modular Distance Learning Approach**

Sources of Correlations		Learning Interaction	Pupils' Satisfaction on Modular Distance Learning Approach
Learning Interaction	Pearson Correlation	1	0.744**
	Sig. (2 – tailed)		0.000
	N	730	730
Pupils' Satisfaction on Modular Distance Learning Approach	Pearson Correlation	0.744**	1
	Sig. (2 – tailed)	0.000	
	N	730	730
**Correlation is significant at the 0.01 level (2 – tailed)			

Appendix J

CHECKING & VALIDATION OF QUESTIONNAIRES

With Dr. Domingo C. Edano, Dr. Esmen M. Cabal , Dr. Marie Fe D. De Guzman,
Dr. Elizabeth N. Farin, & Dr. Emma C. Ventura



Appendix K

DISTRIBUTION AND RETRIEVAL OF QUESTIONNAIRES

Zone 2 School Respondents

Iba District



Iba Elementary School
Dr. Isagani Canonizado
Principal IV

Libaba Elementary School

Leni P. Morales
Grade 6 Teacher

Elizabeth G. Adoremos
OIC/Teacher III





Amungan Elementary School
May Ann De F.Vera
SPET 1



Sta. Barbara Elementary School
Edgar E. Sagun
Principal III

Elizabeth S. Marave
Teacher III



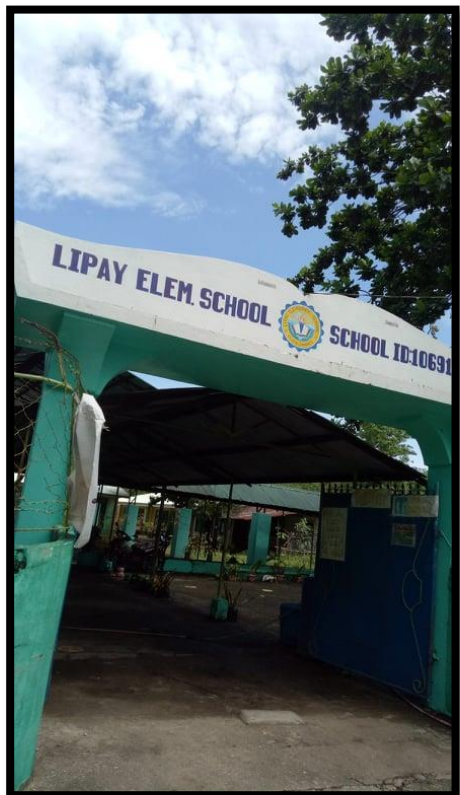
San Agustin
Integrated School
Ireneo R. Alminanza
Principal II

Leonard M. Miclat
Teacher I

Palauig District



A.P. Decano Memorial
Elementary School



Lipay Elementary School

Janet A. Amado – MT1

Irene G. Anonas – MT1



San Vicente Elementary School
Criselda S. Alves
Principal II



Zacarias L. Antiller Elementary School
Dr. Blesilda Fontanilla EdD
District Supervisor

Liza D. Santos
Principal 1



Botolan District



Bihawo Elementary School
Cristina A. Pangilinan
Principal I



Beneg Elementary School
Aaron B. Camus
Head Teacher III

Marilyn T. Mangohig
Master Teacher 1



Bancal Integrated School
Gloria C. Adoremos
MT 1



Loob Bunga II Elementary School
Charlotte Ann R. Guevarra
Teacher III



Baquilan Resettlement School II

Baquilan Resettlement School I



New Taugtog Elementary School II
Ivy Angeline Cabading
Teacher III

New Taugtog Elementary School I
David R. Ong
Head Teacher II





Botolan North Central School
Ricci A. Reyes
Teacher II



Santiago Elementary School
Eleanor A. Deliquina
Head Teacher II





Carael Integrated School

Jayson J. Nalicat

Master Teacher 1



Danabunga Elementary School

Johnny D. Reglos

Principal I



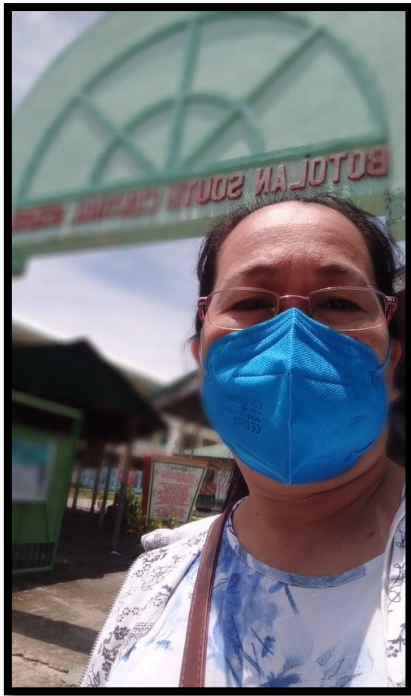
Bucao Integrated School
Marie Flo M. Aysip
Principal 1



Panan Elementary School
Edwin F. De Los Reyes
Principal II

Carmen D. Dayo
Master Teacher 1





Botolan South Central School

Gina F. Rosendo

Principal IV



Mambog Integrated School

Johnson E. Cabangon

Principal II

Angelica C. Dumangas

Teacher 1



Appendix K**CURRICULUM VITAE****PERSONAL INFORMATION:**

Name: Mercy Grace I. Enriquez
 Address: San Agustin, Iba, Zambales
 Mobile: 09452955976
 E-mail Address: mercy.enriquez002@deped.gov.ph
 Date of Birth: October 16, 1967
 Nationality: Filipino
 Marital Status: married

**EDUCATIONAL BACKGROUND:**

Elementary	1980 – 1981	SAINT JOSEPH INSTITUTION Candon City, Ilocos Sur
Secondary	1984 – 1985	SAINT JOSEPH INSTITUTION Candon City, Ilocos Sur
College	1990 – 1991	UNIVERSITY OF BAGUIO (Bachelor of Science in Biology)
Graduate School	2015-2016	RAMON MAGSAYSAY TECHNOLOGICAL UNIVERSITY (Master of Arts, Major in Educational Administration)

WORK EXPERIENCE:

Private School Teacher	2000-2009	LUCIO ABRIGO MEMORIAL LEARNING CENTER San Agustin, Iba, Zambales
Teacher I	2009 – 2013	SAN AGUSTIN ELEMENTARY SCHOOL San Agustin, Iba, Zambales
Teacher II	2013 – 2017	SAN AGUSTIN INTEGRATED SCHOOL San Agustin, Iba, Zambales
Teacher III	2017 up to present	SAN AGUSTIN INTEGRATED SCHOOL San Agustin, Iba, Zambales