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FACULTY, STUDENTS, AND PARENTS SATISFACTION WITH FLEXIBLE LEARNING IMPLEMENTATION IN A STATE-FUNDED UNIVERSITY

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ABSTRACT

Learner satisfaction and experience have a big impact on how well and how widely distant learning is accepted in higher education institutions. This study used a quantitative research methodology with the use of adapted standardized questionnaires from several sources to find out how satisfied 173 faculty members, 548 students, and 321 parents were with the deployment of flexible learning modes throughout the pandemic years. The frequency count, percent, and mean statistical techniques were used to total the scores, tabulate them, and conduct further analysis and interpretation. The faculty, students, and parents were generally satisfied in terms of the online learning modality. The faculty perceived the online teaching process as efficient, effective, and beneficial for both students and faculty. The students believed that the online learning was "satisfactory" in acquiring knowledge, while the parents believed that the online learning aided their children's learning. On the other hand, the faculty and students were satisfied with modular learning, while the parents were dissatisfied. The faculty found modular learning to be one of the ways to aid teaching during the pandemic. The students believed that the distribution and retrieval of modules were organized, the time allotment was acceptable, and safety and health protocols were ensured. The parents found that distribution and retrieval of modules are not well organized, and the orientation as to the use of modules during distribution is not clearly explained. A training workshop may be conducted for the faculty to repackage and revise the modules to ensure that enough and adequate time is allotted to each activity or assessment, to

ensure that the learning activities and assessments adhere to complexity, timeliness, relevance, and alignment to the learning outcomes, and to structure and plan the course online, upload pictures, images, and videos on the chosen platform, attach links, use Google Forms, and engage in other computer-aided games and activities. The guidelines and procedures for the distribution and retrieval of the modules may be disseminated to parents and other stakeholders through brochures and flyers. Moreover, the administration may allot funds to provide internet connectivity to students who choose online learning modes, such as free cell cards, or form partnerships with LGUs and NTC to create a free wifi connection at a specific location in each barangay.

Keywords: flexible learning implementation, online learning, modular learning, satisfaction, state-funded university

1.0 Introduction

Learner satisfaction and experiences are crucial elements that contribute to the quality and acceptance of e-learning in higher education institutions (Sampson et al., as cited in Rajabalee & Santally, 2020). Different factors influence learner satisfaction, such as their digital literacy levels, their social and professional engagements, the learner support system, including appropriate academic guidance, and the course learning design (Allen et al., 2002). According to Moore (2009), factors such as the use of learning strategies, learning difficulties, peer-tutor support, the ability to apply knowledge, and the achievement of learning outcomes indicate those elements that impact the overall satisfaction of students with learning. The study of Elshami et al. (2021) revealed that study load and workload, enhancing engagement, and technical issues (SWEET) were the themes that emerged from the thematic analysis affecting student and faculty satisfaction. Adopting a hybrid synchronous/asynchronous approach, incorporating various applications to engage students, and providing timely feedback are all critical to increasing student satisfaction, while institutional support and organizational policy may improve faculty satisfaction.

Two learning modalities under the JRMSU Flexible Learning System (FLS) were adopted for Academic Year 2020–2021 in order to ensure that Jose Rizal Memorial State University (JRMSU), a state-funded university, continues to sustain its instruction delivery to its students during the pandemic. These modalities are the online learning modality and the modular learning modality. Learning and assessment tasks are carried out online in the online learning mode (OLM). Therefore, a reliable internet connection, a computer or smartphone, and a headset are necessities for students. In OLM, teachers and students communicate via a learning management system (LMS). In addition to many other things, the LMS enables teachers to post and grade assignments, interact with students, and post and grade exams. The day and time that all students must log in and actively participate in an online discussion can be set by teachers. Students may need to physically visit the JRMSU campus on a set date and time to turn in assessment outputs or carry out laboratory experiments and other learning activities that can only be properly performed on campus (teachers will notify students of the date and time via Facebook Messenger and SMS) (JRMSU FLS Learning Continuity Plan, 2020).

The Modular Learning Modality (MLM), on the other hand, gathers all of the learning materials for a course into a Learning Package (LP). In essence, an LP comprises all the material a pupil needs to learn. Along with the guidelines and requirements, it also includes the assessment activities. Each learning package comes with a learning guide that students are supposed to follow. If a learner does not have a reliable internet connection at home, they are advised to use the MLM option. However, those who choose this mode of instruction must have a smartphone, a means of accessing the internet, and at least a 32GB flash drive or OTG to store the course materials. Students may be invited to visit a specific location, typically at the municipal or city hall, on a predetermined day and time to acquire additional learning

resources or to turn in their assessment outputs (teaching staff will notify students of the date and time via Facebook Messenger and SMS) (JRMSU FLS Learning Continuity Plan, 2020).

Students were happy with the online learning environment, according to Awamleh's 2019 study, which found that overall satisfaction was high (83.4). Where interaction had a major impact on self-study, the quality of the instruction also received the highest level of pleasure. To assist children in learning and achieving their academic objectives, parents and teachers have a joint responsibility. For pupils of all ages, parental involvement has a number of advantages. Delgado (2017, referenced in Olivo, 2021) contends that a student's family's level of involvement in their education is the best predictor of their achievement. There are differences in children's academic achievement between the parental involvement profiles, indicating that children whose parents have a low level of involvement have lower academic achievement, according to Lara and Saracostti's 2019 analysis of the associations between parental involvement in school and children's academic achievement.

According to the literature, there have been many studies on how satisfied students and faculty are with a particular flexible learning modality, but none have evaluated how satisfied faculty, students, and parents are with online learning and modular learning, particularly at a state-funded university in the Philippines. The satisfaction scores of these three stakeholder groups will provide a triangulation of the data and add to the body of literature. Because of this, the current study looks into how satisfied staff, students, and parents are with the deployment of flexible learning systems in state colleges and universities in an effort to close this research gap. This study will focus on two of the university's research and development objectives: to do research that will have a positive impact on culture, society, politics, and the economy; and to foster a culture of research through effective mentoring and assistance. The findings will also serve as the basis for revising the format and guidelines for creating flexible learning packages at the university. The FLS Team will be able to use the study's findings to ensure the continued effectiveness of the delivery of flexible learning modalities and to improve them as necessary, particularly the guidelines and forms used in their implementation.

2.0 Objectives of the Study

The goal of this study was to find out how satisfied parents, teachers, and with the way flexible learning was implemented across the five campuses of Jose Rizal Memorial State University in the 2021–2022 academic year. It specifically responds to the following questions:

1. What is the profile of the respondents in terms of:
   - 1.1 learning modality
   - 1.2 location of residence
   - 1.3 technology support; and
   - 1.4 internet access?
2. What is the level of faculty satisfaction on the following flexible learning modalities:
   - 2.1 online learning modality
     - 2.1.1 Student
     - 2.1.2 Instructor
     - 2.1.3 Institution
   - 2.2 modular learning modality
     - 2.2.1 Student
     - 2.2.2 Instructor
     - 2.2.3 Institution
3. What is the level of students' satisfaction on the following flexible learning modalities:
   - 3.1 online learning modality
     - 3.1.1 instructor
     - 3.1.2 technology

3.1.3 setup
3.1.4 interaction
3.1.5 outcome
3.2 modular learning modality
3.2.1 distribution of modules
3.2.2 retrieval of modules
3.2.3 time allotment
3.2.4 learning activities
3.2.5 assessments
3.2.6 safety and health protocols?
4. What is the level of parent' satisfaction on the following flexible learning modalities:
4.1 online learning modality;
4.1.1 school-level technology support
4.1.2 school-level instructional support
4.1.3 online instructional course program
4.1.4 social interactions
4.1.5 overall educational program; and
4.2 modular learning modality
4.2.1 distribution of modules
4.2.2 retrieval of modules
4.2.3 time allotment
4.2.4 learning activities
4.2.5 assessments
4.2.6 safety and health protocols?

3.0 Theoretical/ Conceptual Framework

Customer satisfaction (CSAT) is a frequently used KPI that measures how satisfied consumers are with the goods and/or services provided by your business. It is a psychological state that is determined by the expectations of the client. Knowing what to expect from your customers will help you significantly improve brand loyalty. The expectation value notion, which was applied in the study of Mill, is one of the theories that best explains consumer happiness (Barsky, 1992). (2002). The expectancy-value theory states that consumers frequently form opinions about a product, its advantages, and the expected results of utilizing the product. People will learn to act in ways that they anticipate will produce favorable results (Tokman, 1932). Their perception of an object's qualities and how strongly they believe these perceptions influence their entire attitude. It is also commonly acknowledged that attribute relevance has an effect on how consumers make decisions (Heeler et al., 1979).

The expectancy-value theory was founded by Dr. Martin Fishbein to clarify and forecast a person's attitude toward things and behaviors. The premise behind expectation is that most people won't decide to perform a task or keep working on one if they expect to fail. Value describes the various assumptions students may have regarding the motives behind their participation in a task. Belief, value, and expectations are the three fundamental elements of the expectancy-value theory. Individuals first create a belief about an object or activity in response to information about it. If the belief already exists, fresh knowledge could change it. Individuals then assign a value to each characteristic that underlies a belief. Finally, based on the calculation of beliefs and values, an expectation is either established or adjusted (Hurst, 2021).

Oliver (1999, quoted in Strong et al. (2012)) defined student satisfaction as the difference between what was expected and what was really got from the service provider, as well as the overall individual subjective appraisal and experience of a service. Researchers must build knowledge of the elements that influence student satisfaction in courses due to the complexity of a student's educational experience. A growing amount of research indicates a connection between student engagement and academic success and satisfaction (Meyer, 2014). Learning effectiveness, accessibility, and institutional cost-efficiency are all factors that affect the quality of education, along with the happiness of the staff and students (Kurukay & Inan, 2017). Rientes & Toetenel (2016) concluded that well-

designed online and face-to-face learning did not differ significantly from one another. However, other research has revealed that face-to-face instruction is preferred by participants (Fishman et al., 2013).

According to other studies, measuring student satisfaction in online learning is a critical component of successfully fostering educational processes for institutions, instructors, and students (Latip et al., 2020). Faculty, interactivity, and technology, as well as students, instructors, and institutions, are the three basic categories into which factors affecting student and faculty satisfaction with online learning can be divided (Bolliger & Wasilik, 2009). Because technology and engagement have an impact on student satisfaction, educators must exert more effort to engage students online. This is in addition to the requirement for competent techno-pedagogical abilities (Yildiz, 2018).

4.0 Methodology

Using a quantitative research design, this study was conducted. The Jose Rizal Memorial State University's five campuses served as the site for this investigation. Since the pandemic began, these campuses have implemented distance learning modalities. The participants in the study were the 173 faculty members who were teaching in the academic year 2021–2022, as well as the 548 students who were enrolled during the second semester of that year. There were 321 parents who also participated in the study as respondents. The students who selected online or modular learning were identified by the researchers in collaboration with the registrar. The number of faculty and student responders was then calculated using a multi-stage sampling approach that used stratified random and systematic sampling techniques.

The tools used in this study were modified from a variety of sources that have been shown to be trustworthy and reliable. This study modified the Elshami et al. study's instrument to assess teacher and student satisfaction with online learning modes (2021). Based on the Online Course Satisfaction Survey (OCSS), Bolliger and Halupa created the students' satisfaction questionnaire in 2012. It had 24 items total and was broken down into the following subscales: instructor, technology, course setup, interaction, outcomes, and general satisfaction. A four-point Likert scale, from 1 (strongly disagree) to 5, was employed in the survey (strongly agree). The Online Instructor Satisfaction Questionnaire (OISQ), which measures teacher satisfaction, was created in 2009 by Bolliger and Wasilik. It had 28 items and was broken down into three subscales: student, instructor, and institution. A four-point Likert scale, from 1 (strongly disagree) to 4, was utilized in the survey (strongly agree). Using Cronbach's alphas of 0.91 and 0.85 for students and faculty, respectively, the two surveys demonstrated evidence of the validity, reliability, and internal consistency of the instrument's subscales in rating satisfaction with online learning. The questionnaires were piloted, and for students and faculty, respectively, the Cronbach's alphas were 0.89 and 0.84. Based on input from responders, certain items were slightly updated to increase clarity.

Student, instructor, and institution scores were measured on a four-point Likert scale, with response options ranging from strongly disapproving (1 point) to strongly agreeing (4 points), in order to determine faculty satisfaction with modular learning (4 points). In the meantime, this study modified the standardized questionnaire used in the study of Olivo (2021) on the following indicators: distribution of modules, retrieval of modules, time allocation, learning activities, assessment, and safety and health protocols to determine the satisfaction of students and parents with modular learning. It consists of twenty-five (25) statements, with five (5) items in each of the six (5) sub-variables. Answers to this section's questions ranged from strongly disagreeing (1 point) to strongly agreeing (4 points) on a four-point Likert scale.

Additionally, this study made use of the standardized questionnaire from Butz's 2003 study along with the following indicators to determine the parents' satisfaction with the online learning modality: school-level technology support, school-level instructional support, online instructional course program, social interactions, and overall educational program. A letter of

authorization from the university president was requested in order to collect the data. The school officials were asked for their approval before using Google Forms to administer the survey questions. The data were totaled, tabulated, and the mean and chi-square calculated. An informal, semi-structured interview was conducted with the respondents in order to better understand how satisfied they were with the learning modes.

The JRMSU Ethics Review Committee has to give its approval before the data collection can start. The investigation took the respondents' voluntariness into account. To assure their willingness, collaboration, and voluntariness to deliver proper responses, the researchers got their consent before seeking their involvement in the study. Because they gave their informed consent, the respondents' confidentiality and privacy were assured. The researchers took steps to preserve and keep all information about respondents' identities confidential. The frequency, percentage, and mean were used to apply statistical treatments to the data. Utilizing the Statistical Package for Social Sciences (SPSS), all data were examined. To support the data gathered, an open-ended question was added at the end of the survey to ask respondents about the causes of their pleasure and dissatisfaction. All of the data was destroyed after the study.

5.0 Results and Discussions

The profile of the respondents is shown in Table 1. The modular learning mode was chosen by the majority of the teachers, students, and parents, as shown on the table. While most students and parents stayed in rural regions, the bulk of teachers stayed in urban areas. While the majority of kids and parents utilized mobile phones, the majority of teachers used laptops as technology support. Additionally, while the majority of children and parents lack strong internet connections, the majority of teachers do. This means that during the epidemic, the kids and parents lived in rural areas, but the teachers preferred to stay in the metropolis rather than their hometowns. Because desktop computers' components can be changed, desktop computers were preferred by the teachers because smartphones and tablets have less storage space than computers do. Although the use of mobile devices by students and parents suggests that these tools have the potential to deliver educational instruction at scale and in resource-constrained contexts, desktop and laptop computers can run more powerful software than a smartphone or tablet due to their size, components, and less stringent power requirements. Additionally, computer and laptop operating systems are fully functional. They are made to make the most of powerful CPUs, lots of disk space, and lots of RAM. Additionally, they make use of contemporary chipset features that are not found on the majority of mobile devices.

Table 1

Profile of the Respondents

	Profile	Teacher	Student	Parent
Learning Modality	Online	39	236	107
	Modular	134	312	214
Location of Residence	Rural	82	304	368
	Urban	91	244	59
Technology Support	Computer	46	13	10
	Laptop	113	88	39
	Mobile phone	12	435	372
	Others	1	12	6
Internet Access	Excellent	52	128	85
	Good	98	141	27
	Poor	23	279	260

The results are consistent with the study by Oguntuase and Bakare (2022), which found that most students used mobile devices for homework and research. Mobile

applications can also be used for online education, timely information access, email client communication, and news access. Additionally, 180 (90%) of the respondents said that the use of mobile devices in education has led to the dissemination of current and up-to-date information. Additionally, as stated by 190 (95% of the respondents), access to online lectures has been made available, with timely information transfer (85%), which has benefited academic achievement (80%). The findings show that during the COVID-19 period, mobile devices significantly improved the standard of teaching and learning among university students. In general, urban students have more access to school, get better educations, and perform better than their rural counterparts. Although it varies from country to country, this "urban advantage" exists in both developed and developing nations. The socioeconomic status of a student influences performance to some extent, but other factors, such as better access to resources and personnel, expand the gap. Urbanization in emerging areas can increase general access to educational institutions and give a larger portion of the population better resources.

Additionally, if more people reside in cities, they will probably be closer to schools than people in rural areas, meaning that fewer kids will have to travel great distances to go to school. These lengthy commutes have been found to have a harmful influence on children's health, safety, and academic success (ReportLinker, 2017).

According to a study by Cullinan et al. (2021), there are significant differences by location and HEI for the one in six students who originate from areas with inadequate broadband connection. Additionally, it reveals that socioeconomic disadvantage is more prevalent among pupils who attend schools in locations with the worst broadband connectivity. Furthermore, Gierdowski (2021) discovered that students have few possibilities for an internet connection when they are not at home, and even then they may need to be resourceful. While some students go to considerable lengths to find a reliable Wi-Fi connection, others are unable to leave and are forced to forgo the service if it is interrupted. The utilization of additional platforms that could promote better student-faculty engagement and, consequently, a more successful teaching-learning process is hampered by the students' access to the internet.

Table 2

Satisfaction Level of Faculty on Online Learning Modality

Descriptors	AWV	Description	Interpretation
Student			
Online courses encourage more student contact than face-to-face ones do.	2.189	Disagree	Dissatisfied
Learning for students is more adaptable than learning in person.	2.514	Agree	Satisfied
Online courses incorporate active student participation in their education.	2.324	Disagree	Dissatisfied
Face-to-face interactions with pupils were lost as a result of online instruction.	3.027	Agree	Satisfied
Inquiries from students about the online course are being actively communicated with me.	2.649	Agree	Satisfied
Anytime I choose, I can access my online course.	3.162	Agree	Satisfied
Online learning is more popular among students than traditional learning.	2.081	Disagree	Dissatisfied
Online communication tools meet my needs.	2.595	Agree	Satisfied
I am pleased with my capacity to give my online course students comments.	2.649	Agree	Satisfied
Students actively engage with instructors and course material.	2.312	Disagree	Dissatisfied
Less students participate in online learning discussions than in person.	3.027	Agree	Dissatisfied
In contrast to teaching in person, online learning keeps me from getting to know my pupils.	3.351	Strongly Agree	Very Dissatisfied
During the COVID-19 Pandemic, online education gives students the chance to finish their studies.	3.4595	Strongly agree	Very Satisfied

Through comparison to traditional teaching, motivating pupils in online learning is more difficult.	3.297	Strongly agree	Very Satisfied
Mean	2.7935	**Agree**	**Satisfied**

Instruction	**AWV**	**Description**	**Interpretation**
In comparison to traditional teaching, I used fewer resources when teaching online.	2.649	Agree	Satisfied
For online instruction, I employ dependable technology.	3.054	Agree	Satisfied
I have no trouble controlling my students in an online setting.	2.595	Agree	Satisfied
I have to be more creative while using web resources for my online classes.	3.5135	Strongly agree	Very Satisfied
A bothersome aspect of online education is the technological issues.	3.108	Agree	Dissatisfied
In contrast to face-to-face instruction, students use a wider variety of resources online.	3.4865	Strongly agree	Very Satisfied
I avoid teaching online due to technical issues and a bad internet connection.	3.027	Agree	Dissatisfied
Mean	**3.062**		**Satisfied**

Institution	**AWV**	**Description**	**Interpretation**
Comparatively to traditional teaching, teaching an online course involves a heavier workload for me.	3.054	Strongly agree	Dissatisfied
Weekly preparation for an online course takes more time from me than for a face-to-face course.	3.054	Agree	Dissatisfied
I am fairly compensated for my online teaching.	2.514	Agree	Satisfied
I am concerned that taking an online course instead of in-person will result in poorer course assessments.	3.000	Strongly Agree	Dissatisfied
Mean	**2.906**	**Agree**	**Satisfied**
AWM	**2.92**	**Agree**	**Satisfied**

The faculty's level of satisfaction with the online learning modality is shown in Table 2. The study found that respondents were pleased with students, teachers, and institutions, as shown in the table. This indicates that the faculty thought the online learning environment was effective, efficient, and advantageous for both professors and students. However, a detailed examination of the data revealed that the faculty had concerns about the students' engagement, interaction, and participation, as well as when they encountered technical issues and unreliable internet connections during online learning. This indicates that the students were less involved, active, enthusiastic, and participative, according to the faculty, during the discussion. Additionally, when there were internet issues and technological difficulties, particularly during tragedies and brownouts, the teachers found it difficult to teach.

The results are comparable to those from Potoy, Cantina, and Banquiao (2022). Another issue the faculty has encountered when instructing during pandemics is the limited flexibility of the learning pedagogies acquired by the instructors, particularly the recently hired teachers, the part-timers, and the visiting lecturers. Two subthemes were found to be needed: innovative conventional pedagogies and the need for tech-savvy teachers. The participants acknowledged having only rudimentary knowledge of and experience with online education; some are technologically unprepared, uneducated, have little familiarity with other online platforms, and only have basic ICT skills. Online student interaction may not be as satisfying for teachers as face-to-face interaction, which is also more interactive and personal. University students' second most common criticism about using online learning tools during the COVID-19 pandemic was unilateral interaction. Direct engagement is impossible with distance learning, and the instructional environment is of poor quality (Fatonia et al., 2020).

The institution also had the lowest average across the three parameters. This indicates that concerns among the teachers included increased workloads, the time required to prepare

for online classes, and receiving poorer course assessments. The results mirrored those of the study by Elshami et al. (2022), in which faculty members expressed the most discontent with increased workload, longer preparation times, and technological issues. According to a number of researchers, the majority of causes of faculty unhappiness include workload, problems with student involvement, and time spent creating instructional materials (Al-Zahrani (2015), Al-Fraihat et al. (2020)). The current study confirms previous earlier studies where faculty reported a heavier burden, challenges in inspiring students in an online setting, and longer preparation times for online courses. Numerous scholars (Al-Zahrani (2015), Al-Fraihat et al. (2020)) have suggested that institutional support is crucial for resolving the aforementioned issues. This assistance might take the form of giving faculty members enough time and providing financial incentives (VanDerLinden, 2014). Organizational rules addressing online learning may have an impact on faculty satisfaction, according to Zheng et al. (2016) and Martin et al. (2018). While some academics consider online education more flexible, others see it as a time-consuming, demanding endeavor that would soon cause burnout (Shan et al. 2018). The administration can then equally divide their workload among them as a result. Additionally, faculty members may receive instruction on how to prepare lessons online, particularly for guest lecturers, part-timers, and newly hired teachers. In contrast, in the event of a natural disaster or a power outage, teachers may be provided cell phones to use while instructing. In addition, they can use various apps to employ engaging and exciting ideas and procedures that will boost students' attention and participation.

Table 3

Satisfaction Level of Faculty on Modular Learning Modality

Student	**AWV**	**Description**	**Interpretation**
Students' interaction is higher in modular compared to face-to-face courses.	2.0667	Disagree	Dissatisfied
Learning for students is more adaptable than learning in person.	2.5037	Agree	Satisfied
The Flexible Learning Package (FLP) engages students in active learning	2.5037	Agree	Satisfied
Due to the usage of remote learning resources, in-person interactions with students were lost.	3.1111	Strongly agree	Dissatisfied
Inquiries from students about the modular course are being actively communicated with me.	2.6741	Agree	Satisfied
I'm happy with the FLP I created or employed.	3.0519	Agree	Satisfied
I am happy with my ability to give my students feedback using the modular method.	2.9926	Agree	Satisfied
There is no active student-faculty engagement or active student-course interaction.	2.9481	Agree	Dissatisfied
Less students participate in conversations in modular learning than in face-to-face classes.	3.1259	Agree	Dissatisfied
Comparatively to face-to-face instruction, modular teaching makes it difficult for me to get to know the students.	3.3259	Strongly Agree	Very dissatisfied
Students have the chance to continue their education during the COVID-19 Epidemic thanks to modular instruction.	3.3407	Strongly agree	Very Satisfied
In comparison to traditional teaching, motivating pupils through modular learning is difficult.	3.3333	Strongly agree	Very Dissatisfied
I am pleased about their performance in the modular learning format.	2.3259	Disagree	Dissatisfied
Mean	**2.8857**	**Agree**	**Satisfied**

Instructor	**AWV**	**Description**	**Interpretation**
Comparing modular teaching to traditional teaching, I used fewer resources.	2.7037	Agree	Satisfied
I create suitable and useful FLP for modular instruction.	3.0741	Agree	Satisfied
I have no trouble managing the pupils in the modular learning.	2.5111	Agree	Satisfied
With modular instruction, I have to be more creative while creating FLP.	3.2519	Agree	Satisfied
The extremely limited time allotted for building FLP makes modular instruction	3.0741	Agree	Dissatisfied

challenging.			
Instead of teaching face-to-face, I use a variety of tools while using modules.	2.9185	Agree	Satisfied
I don't let the time limitation for creating the FLP stop me from using modular teaching.	2.2481	Disagree	Dissatisfied
Mean	**2.8974**	**Agree**	**Satisfied**

Institution	**AWV**	**Description**	**Interpretation**
When compared to teaching a standard course, teaching a modular course involves a heavier workload for me.	2.8296	Agree	Dissatisfied
Weekly FLP preparation takes more time from me than face-to-face meetings do.	3.0296	Agree	Dissatisfied
I am fairly compensated for my modular teaching.	2.7778	Agree	Satisfied
I am concerned that a modular course will receive lower course evaluations than a face-to-face course.	2.9778	Agree	Dissatisfied
Mean	**2.9037**	**Agree**	**Satisfied**
AWM	**2.8956**	**Agree**	**Satisfied**

The faculty's degree of satisfaction with the modular learning modality is shown in Table 3. According to what was discovered, the respondents were happy with the institution, students, and teachers. This indicates that one strategy used by the faculty to support instruction throughout the epidemic was modular learning. The results concurred with those of Lubna and Sattar (2022). Due to the modular teaching approach's many benefits and advantages over traditional education, the majority of study participants demonstrated overall satisfaction with it. Modular instruction has some benefits, including enhanced concept grasp and clarity and appropriate clinical application. Participants are satisfied overall because it is a student-centered approach, kids become self-directed and lifelong learners, and it lessens teacher bias during instruction and assessment.

A noteworthy study, however, showed that faculty members were unhappy with students' contact, involvement, and performance in modular learning. Academic apathy was found to be one of the most alarmingly unfavorable student attitudes in a study by Potoy, Cantina, and Banquiao (2022). This attitude was measured by how seriously the students took their coursework, which included essays, reflection papers, narrative reports, literary analyses, and research articles. Due to distance learning and a lack of technology to identify plagiarism, teachers found it difficult to determine whether the students were the ones who came up with the work. As a result, teachers may decide to use performance-based evaluations and activities, such as short films, debates, vlogs, stories, role plays, oral recitations, reporting, etc., to demonstrate that the students were the ones who developed or performed.

Due to the limited time allotted for building FLP, the majority of the teachers found teaching to be frustrating, and the time restriction is disheartening. The workload was also a source of frustration for the professors, who were also concerned about declining course assessments. Learning modules can be created on a learning management system in hard copy or print, electronic copies transmitted via various web platforms, electronic copies attached to a flash drive, etc. The first three categories were accepted by JRMSU as a transition to flexible learning modes. The requirements for implementing flexible learning at JRMSU state that instructional materials and modules must be used while taking accessibility into account for the learner. Nevertheless, it takes weeks to complete the learning modules' preparation. Because of the workload, the teachers found it frustrating to create a lot of modules. Flexible learning might take the form of learning modules, which are tailored lessons. In order to accomplish the desired learning objectives, it focuses on a single topic or subject matter that is specially created to fit the needs of students across all disciplines (Sadiq & Zamir, 2014). The teaching and learning process is efficiently facilitated by a well-designed learning module,

leading to the attainment of program objectives (Matanluk et al., 2013). To prevent faculty overload, the management may therefore think about preparing the workload of the professors in advance. Furthermore, team assignments based on areas of expertise can be used to create modules.

The students' degree of satisfaction with the online learning medium is shown in Table 4. The table shows that the respondents were happy. This indicates that they are happy with the online learning experience overall, including the teacher, technology, setup, interaction, and results. Similar findings were found in the study conducted by Abbasi et al. (2020), where most of the participants thought that e-learning was "sufficient" for learning new information. The findings, however, contradict a study by Male et al. (2020, reported in Potoy, Cantina, and Banquiao, 2022), which found that students dislike online learning and prefer conventional teaching techniques. The teachers noticed that the students' poor attitudes affected their interest in learning, which caused them to drop and fail the course.

Table 4
Satisfaction Level of Students on Online Learning Modality

Instructor	**AWV**	**Description**	**Interpretation**
Class assignments, evaluations, tests, and comments were all communicated clearly and promptly.	3.3043	Strongly Agree	Very Satisfied
I had a sense of belonging to the online session and the class.	3.2681	Strongly Agree	Very Satisfied
I am happy with the availability and accessibility of the professors.	2.856	Agree	Satisfied
Mean	**3.142**	**Agree**	**Very Satisfied**
Technology	**AWV**	**Description**	**Interpretation**
With internet discussion boards, I'm happy.	1.7307	Disagree	Dissatisfied
Emails and notifications sent to me online are acceptable to me.	3.1848	Agree	Satisfied
Blackboard LMS is simple to utilize.	3.1051	Agree	Satisfied
I am happy with how long learning resources take to download.	3.1268	Agree	Satisfied
Mean	**2.7868**	**Agree**	**Satisfied**
Setup	AWV		Description
I'm happy with how many online sessions there were.	3.1449	Agree	Satisfied
The scheduling of online classes was flexible.	3.1920	Agree	Satisfied
I am content with the self-directed duties that have been given to me.	3.1630	Agree	Satisfied
Working on tasks while I was learning online was enjoyable.	3.1123	Agree	Satisfied
Average	**3.1530**	**Agree**	**Satisfied**
Interaction			
I am pleased with how well I engage with the instructors, peers, and other students.	1.6522	Strongly Disagree	Very Dissatisfied
The group projects I participated in while learning online met my expectations.	1.7124	Strongly Disagree	Very Dissatisfied
I am able to compare my understanding to that of other students.	3.1159	Agree	Satisfied
I feel at ease taking part in sessions online.	3.0761	Agree	Satisfied

Average	**2.389**	**Agree**	**Satisfied**
Outcome			
The amount of effort needed for the online course is satisfactory to me.	3.1667	Agree	Satisfied
I'm happy with how I did in the online course.	3.0688	Agree	Satisfied
The grade I receive in the end will satisfy me.	3.1667	Agree	Satisfied
I can put what I learnt in this online course to use.	3.1449	Agree	Satisfied
Average	**3.1368**	**Agree**	**Satisfied**
AWM	**2.92152**	**Agree**	**Satisfied**

Additionally, the results disproved a study by Elshami et al. (2021) that claimed that more than two-thirds of students were dissatisfied with online education. Compared to in-person education, students were less happy with online learning. The biggest issues that students experienced during online learning were technology and interaction, along with participation in group projects (Garratt-Reed & Roberts (2016); Driscoll et al (2012). The abrupt switch to online delivery of the curriculum owing to COVID-19, for which there was insufficient time for preparation, along with the challenging working conditions of the pandemic itself, could be another reason for decreased satisfaction (Saravan et al., 2020). Additionally, Cidral et al. (2018) came to the conclusion that the success of online learning depended heavily on the availability of the teacher. Therefore, when institutions offer enough online materials and technical assistance to improve student-instructor interaction, students may have a satisfactory experience and be more satisfied with their online lessons.

However, a more in-depth analysis of the data indicated that the students had issues with the online discussion forum, which indicates that this technique of synchronous learning is problematic because of slow internet connections. Hughes (2014) asserts that classroom-style components, including team projects, group discussions, and other activities that an instructor oversees, are frequently used in synchronous learning. There is much interaction between the students and the instructor, and the learning blocks are completed on time, just as in a typical classroom. In order to enable efficient and high-quality learning, the instructors may check to make sure that every student has a decent or excellent internet connection before hosting online discussion forums.

Additionally, the students don't have good peer and professor engagement, and they don't take advantage of collaborative learning opportunities. Three key aspects that affect students' pleasure are mentioned by Silva et al. (2017): the teacher or tutor, the technology, and interactivity. Additionally, She et al. (2021) showed that student interaction had a favorable impact on satisfaction with online learning. This suggests that students who are more involved in their coursework are more likely to find online learning to their liking. The results also add to Kim and Kim's (2021) body of evidence indicating student engagement is crucial to improving students' desired learning outcomes and is positively correlated with student satisfaction with online learning. Previous studies have shown that motivated learners put more effort into their studies, take part in more learning activities, and create strategies to assist them in reaching their academic objectives, which leads to higher levels of satisfaction in both face-to-face and online context learning (El-Sayad et al., 2021).

This assertion was supported by Potoy, Cantina, and Banquiao (2022), who discovered that most children had displayed some adverse attitudes toward learning throughout the outbreak, according to the teachers. Among these adverse attitudes were inattentiveness, lack of reaction, submission of incomplete work, academic dishonesty, tardiness, procrastination, and absenteeism. This means that they often miss class, disregard deadlines, request extensions repeatedly, arrive late for class, and do not consistently attend. They also neglect to check their email, visit group chat, and respond to text messages.

Access to technology is one of the most significant variables that affects students' pleasure in a teaching-learning environment. In their study, Rotas and Cahapay (2020) discovered a number of challenges that students faced when participating in online remote learning. These include erratic internet access, insufficient learning materials, power outages, hazy lesson content, too many activities in a class, a lack of instructor scaffolding, poor peer communication, conflicts with home obligations, physical health issues, and mental health issues. In order to give internet connectivity to students who opt for online learning, the administration may allocate funds or work with LGUs and the NTC to establish a free wifi connection at a designated site in each barangay.

Table 5
Satisfaction Level of Students on Modular Learning Modality

Descriptor	AWV	Description	Interpretation
Distribution of modules			
The distribution of the learning modules fit your schedule.	3.1958	Agree	Satisfied
The way the modules were distributed was carefully planned.	3.2150	Agree	Satisfied
When the modules were distributed, the teachers received a clear instruction on how to use them.	3.2032	Agree	Satisfied
My instructor gave me a schedule for when to complete the modules and when to submit them.	3.3951	Strongly Agree	Very Satisfied
I was given several ways to get in touch with the instructor when I had queries concerning the modules.	3.3147	Agree	Very Satisfied
Mean	**3.2648**	**Strongly Agree**	**Very Satisfied**
Retrieval of Modules			
The school has boxes available for submission of the modules.	3.1976	Agree	Satisfied
The retrieval schedule takes into account the parents' free time.	3.0420	Agree	Satisfied
We were instructed to only ask the barangay police for assistance if the parents were unable to turn in the modules.	2.9108	Agree	Satisfied
The modules can be retrieved in an ordered manner.	3.1993	Agree	Satisfied
Module retrieval takes a reasonable amount of time.	3.1538	Agree	Satisfied
Mean	**3.1007**	**Agree**	**Satisfied**
Time allotment			
The modules can be completed at any time.	3.1958	Agree	Satisfied
I have plenty of time to read and complete the assignments.	2.0664	Disagree	Dissatisfied
I received advice from the teacher on how to efficiently manage my time when responding to the modules.	3.1329	Agree	Satisfied
The time allotted is sufficient to complete the learning modules for each subject.	2.1486	Disagree	Dissatisfied
I managed to finish the courses in the allotted time.	2.1014	Disagree	Dissatisfied
Mean	**3.1290**	**Agree**	**Satisfied**
Learning Activities/Assessments			
The tasks and evaluations are sufficient for me to achieve the desired competencies.	1.7206	Disagree	Dissatisfied
The exercises/assessments are age-appropriate or appropriate for us.	3.1836	Agree	Satisfied

The tests and learning activities are regional.	3.1696	Agree	Satisfied
The tests and learning exercises are accurate.	3.2150	Agree	Satisfied
The learning modules' exercises and assessments are fun.	3.0420	Agree	Satisfied
Mean	**2.866**	**Agree**	**Satisfied**
Safety and health protocols			
The school is spotless and well-kept.	3.3776	Strongly Agree	Very Satisfied
A handwashing station, foot press alcohol dispenser, thermal scanner, and disinfection mat are among the safety amenities available at the school.	3.4021	Strongly Agree	Very Satisfied
The school has printed arrows that can be used to see physical separation.	3.4038	Strongly Agree	Very Satisfied
While on the school grounds, both teachers and kids are required to wear face masks and face shields.	3.4143	Strongly Agree	Very Satisfied
Mean	**3.3325**	**Strongly Agree**	**Very Satisfied**
AWM	**2.6205**		**Satisfied**

The pupils' level of satisfaction with modular learning is seen in Table 5. The responders were happy, as seen on the table. This means that time allotment is suitable, safety and health regulations are ensured, and the distribution and retrieval of modules are organized. The study by Coros (2022), which found that pupils were usually satisfied with the deployment of modular remote learning in schools, supports the conclusion. They expressed broad satisfaction with their learning from the learning modules' content, with the parental and academic assistance they receive, and with the way their progress was evaluated and communicated to them. The results, however, contradicted Llasos's (2020) study, which found that most students enrolled in the modality were doing quite well, as evidenced by their mean averages. However, because none of the respondents were extremely satisfied with the printed modular learning system, the results could not ensure happiness with the modality.

Baber (2020) conducted a comparative investigation to look into the factors that influence undergraduate students' satisfaction with their learning in South Korea and India. According to the study, factors like classroom interaction, student involvement, course structure, teacher awareness, and facilitation have a favorable impact on students' perceptions of their learning experiences.

Some key findings, however, required the right reaction and focus. The statistics showed that the students were not happy with the amount of time given for each module unit. This indicates that they did not have enough time to complete the work because they found the time allocated to be insufficient. The results, which showed that the students were challenged regarding the level of difficulty of the lectures and the deadlines established for the submission of outputs and exams, confirmed the findings. Additionally, there wasn't enough time in a spot where the pupils expressed their disapproval (Hebebci et al., 2020).

According to the university registrar, more students have received INCs and had their INCs reach 5.0 status since the epidemic began. This suggests that the modules need to be reorganized and their time allotments for each task and assessment changed. Reviewing the assessments and learning activities for complexity, timeliness, relevance, and alignment with the learning outcomes is necessary.

Table 6
Satisfaction Level of Parents on Online Learning Modality

Descriptor	AWV	Description	Interpretation
School-level technology support			
My child's school provides fast technology support.	2.1972	Disagree	Dissatisfied
My child's school provides pleasant technology support.	2.1972	Disagree	Dissatisfied
My child's school offers good technology assistance.	2.2160	Disagree	Dissatisfied
When we need it, the school where my child attends offers technology support.	2.1784	Disagree	Dissatisfied
Mean	2.1972	Disagree	**Dissatisfied**
School-level instructional support			
The instructor of my child is accessible when help is required.	3.2770	Strongly Agree	Very Satisfied
The teacher of my child provides timely comments.	3.2629	Strongly Agree	Very Satisfied
The instructor of my child provides pertinent, beneficial input.	3.3052	Strongly Agree	Very Satisfied
The instructor of my child accurately assesses and communicates intellectual development.	3.2676	Storngly Agree	Very Satisfied
The instructor of my child respects each student's unique characteristics.	3.3427	Strongly Agree	Very Satisfied
The instructor is aware of both my child's skills and faults.	3.2113	Agree	Satisfied
Mean	**3.2910**	**Strongly Agree**	**Very Satisfied**
Online instructional course program			
The online learning program in which my child is enrolled is very beautiful.	2.2535	Agree	Satisfied
There are no technical issues with the online educational course program.	3.1643	Agree	Satisfied
High-quality educational material is provided in the online instructional course program.	1.7300	Disagree	Dissatisfied
It is simple to sign up for the online course program.	3.2066	Agree	Satisfied
Navigating the online course curriculum is simple.	3.2254	Agree	Satisfied
My youngster can work independently thanks to the online educational course program.	3.2535	Strongly agree	Very Satisfied
Mean	**2.8055**	**Agree**	**Satisfied**
Social interactions			
The quantity of social chances provided by my child's school is sufficient.	3.2300	Agree	Satisfied
The social possibilities provided by my child's school are of a sufficient caliber.	3.2254	Agree	Satisfied
My child feels a sense of belonging at his or her school.	3.2582	Strongly Agree	Very Satisfied
With online learning, my child has gained pals.	3.1408	Agree	Satisfied
My kid doesn't skip any of his online classes.	3.1737	Agree	Satisfied
Mean	**3.2056**	**Agree**	**Satisfied**

Overall educational program			
This school allows my child to progress academically at his or her own rate.	3.2676	Strongly agree	Very Satisfied
This school allows my child to work at his or her proper level.	3.2629	Strongly Disagree	Very Satisfied
When a teacher is not available, I am confident in helping my child.	3.2160	Strongly agree	Satisfied
My youngster is learning just as much—if not more—than in a typical classroom.	1.7916	Disagree	Dissatisfied
The school's administrative support is sufficient.	2.5660	Agree	Satisfied
Overall, I am happy with my child's online learning experience at this school.	2.8749	Agree	Satisfied
I would advise other parents to send their kids to an online school.	2.7751	Agree	Satisfied
Mean	**2.8220**	**Agree**	**Satisfied**
AWM	**2.8642**	**Agree**	**Satisfied**

The parents' level of satisfaction with the online learning modality is shown in Table 6. The data shows that, overall, the parents were pleased with online education. This indicates that they thought internet education was a tool that helped their kids learn during the pandemic. However, according to the data, the parents were disappointed with the technical support provided by the schools. This indicates that the majority of them thought the school's student technological support was insufficient, ineffective, and slow. Baber (2020) conducted a cross-country study during the COVID-19 pandemic that identified interaction as the most important aspect when analyzing students' satisfaction with online learning and learning results. It is noteworthy that due to technology limitations, interactions in online learning have fallen short (Downing et al., 2007 as referenced in She et al., 2021), and the research on remote education has mainly ignored the importance of interaction (Bernard et al., 2009).

According to Potoy, Cantina, and Banquaio (2022), another difficulty brought up by the participants that hampered the teaching and learning process was the inability to connect to the internet. The growth of numerous traditional and digital platforms, such as "Google, TV broadcasts, resources, video lectures, and online channels," helped to establish the new standard in education (UNESCO, 2020, as cited in Tria, 2020). In the absence of traditional teaching methods, many teachers bring technology into their classrooms by employing a variety of social media platforms to deliver high-quality learning. However, the poor internet connection, inconsistent signal, and lack of connectivity provide considerable difficulties for both teachers and pupils. In order to give internet connection to the students who chose online learning, the administration may work with the LGU to establish free connectivity in select places outside the city.

In addition, most parents expressed dissatisfaction with the educational quality of the online instructional course program and the level of learning their children experienced in comparison to a typical school environment. This indicates that the online program's content is of low quality and that the child's learning is not comparable to learning in person. According to Bao (2020), online classes should be delivered at a faster pace to improve efficiency and minimize focus issues. Therefore, the administration may hold a training session on how to arrange and plan the course online for all of the faculty, especially the visiting lecturers and part-timers. Teachers may also receive training on using Google Forms, attaching links, uploading photographs, videos, and other file types to the platform of their choice, as well as other computer-assisted games and activities.

Table 7. Satisfaction Level of Parents on Modular Learning Modality

Descriptor	AWM	Description	Interpretation
Distribution of Modules			
The distribution of the learning modules fit your schedule.	2.3114	Disagree	Dissatisfied
The way the modules were distributed was carefully planned.	2.4042	Disagree	Dissatisfied
When the modules were distributed, the teachers received a clear instruction on how to use them.	2.1371	Disagree	Dissatisfied
My child received a timetable from the teacher detailing when to complete and submit the modules.	2.6287	Agree	Satisfied
When we have questions concerning the modules, the teacher has given my child several ways to get in touch with them.	2.7928	Agree	Satisfied
Mean	2.4548	Disagree	**Dissatisfied**
Retrieval of modules			
The school has boxes available for submission of the modules.	1.9251	Disagree	Dissatisfied
The retrieval schedule takes the parents' availability into consideration.	1.7754	Disagree	Dissatisfied
We were instructed to only ask the barangay police for assistance if the parents were unable to turn in the modules.	1.7844	Disagree	Dissatisfied
The modules can be retrieved in an ordered manner.	1.8383	Disagree	Dissatisfied
Module retrieval takes a reasonable amount of time.	1.7814	Disagree	Dissatisfied
Mean	**1.8209**	**Disagree**	**Dissatisfied**
Time Allotment			
The modules can be completed at any time.	1.8293	Disagree	Dissatisfied
My kid has plenty of time to read and complete the assignments.	1.8623	Disagree	Dissatisfied
I received advice from the teacher on how to efficiently manage my time when responding to the modules.	1.8892	Disagree	Dissatisfied
The time allotted to complete each course's learning modules is sufficient.	1.8353	Disagree	Dissatisfied
Within the allotted time, my youngster was able to handle the courses.	1.7994	Disagree	Dissatisfied
Mean	**1.8431**	**Disagree**	**Dissatisfied**
Activities/Assessments			
My child is able to develop the necessary competences with the help of the activities and evaluations.	1.7395	Disagree	Dissatisfied
The exercises/assessments are kid-friendly or appropriate for my kid's grade level.	1.8293	Disagree	Dissatisfied
The tests and learning activities are regional.	1.7814	Disagree	Dissatisfied
The tests and learning exercises are accurate.	1.8054	Disagree	Dissatisfied
The learning modules' exercises and assessments are fun.	1.7814	Disagree	Dissatisfied

Mean	**1.7874**	**Disagree**	**Dissatisfied**
Safety and health protocols			
The school is spotless and well-kept.	3.1754	Strongly Agree	Very Satisfied
The school is equipped with safety features like a handwashing station, foot press alcohol dispenser, thermal scanner, and disinfection mat.	3.2824	Strongly Agree	Very Satisfied
The school has printed arrows that can be used to see physical separation.	3.2982	Strongly Agree	Very Satisfied
While on the school grounds, both teachers and kids are required to wear face masks and face shields.	3.3832	Strongly Agree	Very Satisfied
Mean	**3.2848**	Strongly Agree	**Very Satisfied**
AWM	**2.1422**	Strongly Agree	**Dissatisfied**

The parents' level of satisfaction with the modular learning modality is shown in Table 7. The statistics indicated that parents were largely unsatisfied with this style of learning modality, as was made clear. This indicates that there is a lack of organization in the distribution and retrieval of modules, as well as a lack of clarity in the orientation provided for their use during distribution. Additionally, most parents said that the amount of time given for each learning activity or assessment was insufficient, that the activities and assessments were overwhelming, and that they did not result in the needed competencies. Orientation was held at the university before the start of the class; however, conducting it virtually is ineffective. As a result, the institution may create infographics detailing the distribution and retrieval of the modules, along with the steps, contacts, locations, and dates for each. Furthermore, since summative exams are more complex, challenging, and time-consuming to prepare or construct, the faculty may need to receive new training on how to create formative assessments rather than summative ones.

However, a closer examination of the data showed that, out of the five indications, the parents were extremely happy with the safety and health procedures. This indicates that the school is kept clean and that the regular health protocols—such as proper handwashing, social seclusion, the wearing of masks, thermal scanning, etc.—are properly followed. In order to prevent COVID-19, the administration may continue to enforce campus safety and health protocols. The findings disproved Olivo's study (2021). The results showed that parents largely agreed with the distribution and retrieval techniques, scheduling of learning activities, learning activities within the module, and evaluation. They also strongly agreed with the distribution and retrieval strategies' respect for safety and health protocols.

Olivo (2021) also noted that, given the number of learning activities, parents argued that the time allocated for their completion was insufficient. Additionally, some parents asserted that they were unable to assist their children with the learning exercises because they did not comprehend some of the module's contents. The researchers then advised parents to attend a seminar to learn how to help their children during their at-home "lessons" and a review of the learning activities. To establish trust and maintain those ties throughout the year, teachers should put their efforts into developing relationships with parents. Schools should also make sure that parents have the chance to interact with the support system for their child, which may consist of a large group of people, including learning specialists. Parents and the school should share responsibility. Every faculty member is required to take part in the school's communications initiatives.

Some of the parents who were spoken with stated that their kids required extra time to do the assignments and respond to the modules. The fact that occasionally there weren't any boxes at the designated locations to put the modules back was another problem. Some parents also objected to the little time allotted for returning the modules. If any, they are few and improperly labeled. This implies that the system for disseminating and accessing instructional modules was generally too complex for some parents because the activities required the use of technology such as tools, software, computers, internet connections, cameras, and other devices. By doing this, parents, students, and instructors can be informed about the policies and processes for the distribution and retrieval of the modules using brochures and flyers.

6.0 Conclusion and Recommendation

The faculty thought that the online learning environment was favorable for both instructors and students, as well as effective and efficient. Online learning was considered "sufficient" by pupils in terms of learning new information, but it was considered beneficial by parents. Modular learning was one method the faculty used to aid with instruction throughout the pandemic. According to the students, the distribution and retrieval of the modules appeared to have been organized, the time provided was appropriate, and safety and health precautions had been taken. The parents found that there is a lack of order in the way that modules are sent and retrieved, as well as a lack of clarity in the orientation that is given regarding how to use modules.

To prevent faculty overload and evenly share the workload among them, the administration may think about preparing the workload of the professors in advance. To ensure that sufficient time is allowed for each activity or assessment and that the learning activities and the assessments adhere to complexity, timeliness, relevance, and alignment to the learning outcomes, a training session may be held for the faculty. Furthermore, team assignments based on areas of expertise can be used to create modules. Brochures and flyers can be used to inform parents, students, and teachers of the policies and processes for the distribution and retrieval of the modules.

On the other hand, the administration may allocate funding to offer internet connections to students who opt for online learning options, such as free mobile cards, or enter into agreements with LGUs and NTC to establish a free wifi connection at a designated site in each barangay. The administration might host a training session for all of the faculty, particularly the visiting lecturers and part-timers, to give them the knowledge and abilities necessary to structure and plan an online course, upload files, embed links, use Google Forms, and participate in other computer-assisted games and activities. On the other hand, in the event of a natural disaster or a power outage, teachers may be provided cell phones to use while instructing. In addition, they can use various apps to employ engaging and exciting ideas and procedures that will boost students' attention and participation.

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