Bridging Gaps: A Study on the Satisfaction Levels in Modular Distance Learning

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ABSTRACT

The Philippine Department of Education adapted to pandemic circumstances by implementing various learning modalities, including Modular Distance Learning, where Self-Learning Modules serve as the primary instructional medium. As the traditional school setting undergoes a paradigm shift, parents play a crucial role as educational partners with teachers. Despite their vital role, there's a research gap in parent satisfaction with modular learning, particularly in the Indian context. This study aimed to assess parent and student satisfaction with modular distance learning, using a quantitative, descriptive research design. The study included 150 parents and 150 pupils randomly selected from grades 4-6. Findings revealed a significant difference in satisfaction levels between parents and students across areas such as learning experience, teacher assistance, module quality, school support, and overall learning quality. Parents expressed low satisfaction with the learning experience, average satisfaction with the teacher's assistance and learning quality, and high satisfaction with module quality and school support. Recommendations underscore the need for school administrators to implement enhancement programs and revisit curricula to boost satisfaction levels. This study sheds light on the evolving dynamics of education during challenging times and emphasizes the importance of collaboration between parents and schools in ensuring effective learning experiences.

Keywords: *MDL; Pandemic; Modalities; Module; Teachers Assistance*

Introduction

In response to the global COVID-19 pandemic, countries instituted widespread lockdowns, prompting the closure of educational institutions to curb the virus's transmission. Consequently, the Department of Education implemented various learning modalities to adapt to the prevailing circumstances. One such modality is Modular Distance Learning, wherein Self Learning Modules serve as the primary instructional medium. This method poses significant challenges for educators and students, particularly in learning development.

According to the latest data from the Department of Education, 3,885,427 students have opted for the modular approach, selecting it as their preferred learning modality within the framework of the "new normal" in the country's education system (Malipot, 2020). Students engaging in modular distance learning progress at their own pace and bear responsibility for their educational advancement through the provided modules. Given the emphasis on self-directed learning, the modules' quality becomes paramount. In the modular learning context, teachers assume the role of monitoring learners' progress, with communication channels such as email, telephone, and text messaging available for learner-teacher interaction. Additionally, teachers may conduct home visits to provide remediation or assistance, and the distribution of printed modules is facilitated by educators or local government officials.

As the traditional school setting undergoes a paradigm shift, parents assume a crucial role as educational partners with teachers. Operating as home facilitators, parents connect with and guide their children through modular learning (Dangle and Sumaoang, 2020). In this distance learning model, the significance of parents in the education of

their children cannot be overstated. Parents, acting as the primary educators in modular distance learning, not only require teacher support but also depend on high-quality learning materials.

Despite the vital role parents play, there is a noticeable research gap concerning parent satisfaction with modular learning. The satisfaction of both parents and students holds significance, as contentment implies effective support for parents acting as substitute teachers. Conversely, dissatisfaction signals an opportunity for educators to refine the production of printed modules based on the needs and capabilities of parents and students. Recognizing this gap, the present study aims to assess the level of satisfaction among parents and students regarding modular distance learning. The outcomes of this research have the potential to inform improvements in the design and delivery of modular learning, thereby enhancing the overall experience for parents facilitating their children's learning.

Methodology

Research Design

The study employed a quantitative approach, particularly a descriptive research design. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically (Siedlecki, 2020). Furthermore, descriptive research could be defined as an attempt to ascertain, describe, or identify what was, whereas analytical research tries to establish why something was the way it was or how it came to be. This design was chosen for the study because it quantified the data gathered using a researcher-created questionnaire checklist.

Research Participants

The study considered one hundred fifty (150) randomly selected parents and one hundred fifty (150) randomly selected pupils composed of fifty parents and fifty pupils each from grade 4, grade 5 and grade 6.

Research Instruments

The researcher developed separate questionnaires for parents and pupils. The questionnaire tool is composed of three major parts: the first part gathered the profile of the two groups of respondents, such as sex, age, monthly family income, highest educational attainment, and family size for parents, and sex, age, parental status, and grade level for intermediate pupils; the second part gathered data about the perception of the two groups of respondents about the impact of modular distance learning on learning continuity, teaching, and learning process, parental involvement, and stakeholder's collaboration; while the third and last part gathered the level of satisfaction of the two groups of respondents in modular distance learning concerning learning experience, teacher assistance, quality of module, school support, and quality of learning.

Data Gathering Procedures

The researcher obtained permission from the concerned school to conduct the study. Research data was gathered onsite.

Data Analysis

The data were tallied and tabulated by the researcher using the following statistical treatments: Frequency, Percentage and Rank Distribution, Weighted Mean, Two-Sample T-test, Pearson r, ANOVA and Regression Analysis.

Results and Discussion

Demographic Profile of the Respondents

Table 1 presents the profile of the parents. Taking into consideration the age of parents is noted to be an important aspect, particularly in terms of determining how this affects the way they are parenting and overseeing the growth of their children. For instance, in the work of Legacy Organization (2020) it was indicated that most importantly, the study discovered that children with older dads are more likely to be smarter than kids with younger parents. Also, compared to children of younger parents, those born to older parents showed a higher emphasis on following their interests and greater self-confidence. On the other hand, it was indicated in the study of Le et al. (2018) that parenting strategies are influenced by a variety of elements, such as societal norms and expectations, differences in disposition, experience and maturity, resource availability, and a child's qualities. In other words, parenting is a multifaceted process that is influenced by a variety of real and imagined variables. For instance, gender-based divisions of labor have long reinforced the assumption that mothers are the primary caregivers in comparison to fathers. Also, parental styles may differ depending on the gender of the child, for example, depending on the extracurricular activities parents support for their kids. Moreover, the gender of the parent and the child are just two examples of stable traits that could affect parenting. In the current study, we looked at how the gender, age, and socioeconomic level of the parents as well as the age and gender of the children predicted the various goals parents set for their children.

Table 1: Profile of the parents

	f	%
Sex		
Male	18	12.00
Female	132	88.00
Age		
50 years old and above	27	18.00
45 – 49 years old	44	29.33
40 – 44 years old	65	43.33
35 – 39 years old	14	9.33
Monthly Family Income		
₱25,000 and above	16	10.67
₱20,000 to ₱24,999	32	21.33
₱15,000 to ₱19,999	32	21.33
₱10,000 to ₱14,999	22	14.67
Below ₱10,000	48	32.00
Highest Educational Attainment		
College Graduate	69	46.00
College Undergraduate	46	30.67
High School Graduate	23	15.33
High School Undergraduate	12	8.00
Size of the Family		
More than 7 members	29	19.33
6 – 7 members	60	40.00
4 – 5 members	52	34.67
3 members	9	6.00

Table 2 presents the profile of the students. According to Yu (2021) personality or demographical characteristics are significant in the context of learning. Different personality types favor various pedagogical philosophies among learners. Some people could favor a traditional face-to-face approach, while others would favor online learning or a blended approach. The contentment, dropout rate, learning motivation, and academic achievement of students can all be predicted by their personalities. Personality characteristics may have an impact on the effectiveness and caliber of collaborative learning. On the other hand, in the study of Simonds & Brock (2014) in a certain subject or learning setup, mixing synchronous and asynchronous activities will appeal to older students' comfort level while simultaneously introducing them to fresh approaches to learning. When they learn how to use digital tools for academic learning, younger pupils will also gain from this hybrid approach such as with the combined use of modular and online learning approaches.

Table 2: Profile of the students

	f	%
Sex		
Male	88	58.67
Female	62	41.33
Age		
More than 12 years old	28	18.67
11 to 12 years old	81	54.00
10 years old and below	41	27.33
Parental Status		
Living with both parents	94	62.67
Living with mother alone	21	14.00
Living with father alone	14	9.33
Living with Relatives/Guardian	21	14.00
Grade Level		
Grade 6	50	33.33
Grade 5	50	33.33
Grade 4	50	33.33

Level of Satisfaction in Modular Distance Learning

It can be gleaned from Table 3 that the parent-respondents have a "Low Level" of satisfaction in modular distance learning concerning Learning Experience with an overall mean of 2.49, while the student-respondents have a "Very High Level" of satisfaction with 4.43. According to Khalid et al. (2020), self-directed students may control their learning and be thought to have a mastery of self-directed learning; they must be experts in specific personal abilities. Finding and evaluating reliable sources of knowledge, organizing important information, logically arranging information, writing reports, time management, and recalling previously learned material by using problem-solving techniques and keep tracking of one's learning are examples of personal skills. SDL refers to the capacity for autonomous self-help. It also establishes what a particular student needs to study and how that student wishes to complete their learning. It also demonstrates how a learner employs various learning strategies to evaluate his or her SDL through different learning approaches provided to them, such as the modular learning approach. Moreover, the development of improved self-study or learning skills among students is another advantage of employing modules for instruction. Students actively participate in studying the concepts covered in the program and when they complete the tasks outlined in the module, they grow in responsibility (Nardo, 2017).

Table 3: Level of satisfaction in terms of learning experience

	Statements	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Encouraging autonomous/ self-directed learning.	2.56	Low	1	4.60	Very high	2
2	Better self-study or learning skills among students.	2.49	Low	4	4.61	Very high	1
3	Developing a sense of responsibility among students to progress on their own.	2.54	Low	2	4.30	Very high	4.5
4	Experiencing the knowledge on their own.	2.52	Low	3	4.32	Very high	3
5	Reflect on their own experience and discover new things.	2.36	Low	5	4.30	Very high	4.5
	Mean	**2.49**	**Low**		**4.43**	**Very high**	

Table 4 presents the level of satisfaction concerning Teacher's Assistance. The table revealed that the two groups of respondents both have an "Average Level" of satisfaction in the modular distance learning modality concerning Teacher's Assistance. The parent respondents garnered an overall mean of 3.01 while 3.20 for the student respondents.

Table 4: Level of satisfaction in terms of teacher's assistance

	Statements	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Harnessing the various means and channels of communication.	4.01	High	3	2.88	Average	5
2	Consulting with students to correct problems	2.47	Low	5	3.96	High	1
3	Keeping students on task.	4.12	High	1	2.96	Average	4
4	Providing feedback to students about their learning with advice on what they can do to improve.	4.03	High	2	3.07	Average	3
5	Personalizing and individualizing the instructional program based on the learning needs of the student.	3.47	High	4	3.16	Average	2
	Mean	**3.01**	**Average level**		**3.20**	**Average level**	

As such, it was provided by Betlen (2021) that utilizing designed educational resources that are focused on the needs of the students, modular instruction is an alternative instructional approach and to keep their interest and focus, students are urged to work on a variety of intriguing and difficult tasks, which promotes independent study. As a result, using learning modules helps pupils improve their ability to learn on their own. Pupils are committed in learning thanks to the subject matters given in the modules. Students improved independently because of the tasks assigned, which helped them feel more responsible. Learners mostly accrue confidence and learn how to learn. Additionally, the students take part in actual events; they also frequently learn new topics and apply their knowledge

independently. Learning using modules allows learners to take control of their learning while also preparing them to reflect on their own experiences, which steers to the development of new expertises.

Table 5 presents the level of satisfaction concerning the Quality of the Module. Based on the data from the table, the parent-respondents have a "High Level" of satisfaction with modular distance learning modality with an overall mean of 3.49 when it comes to the Quality of the Module, while the student-respondents have an "Average Level" with an overall mean of 2.84.

Table 5: Level of satisfaction in terms of the quality of the module

	Statements	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Preparation and presentation of learning tasks.	3.71	High	3	2.70	Average	3
2	Enabling the design of the curriculum to meet students' needs.	2.34	Low	5	3.52	High	1
3	Design assessment procedures that set clear expectations and establish a reasonable workload.	4.11	High	1	2.60	Average	4
4	Using applicable and appropriate assessment procedures so that the outcomes provide evidence of mastery of the desired learning outcomes.	3.83	High	2	2.83	Average	2
5	Fostering a deep approach to learning.	3.26	Average	4	2.58	Low	5
	Mean	**3.49**	**High**		**2.84**	**Average**	

Based on the works of Dangle & Sumaoang (2020) as well as that of Friedstad-Tate et al. (2014) it was indicated that in the modular learning approach, the information is usually organized in a way that intelligently delivers points in modular learning, which may be customized to meet the needs of the learner. Information is typically presented sequentially in traditional course structures, which gives the learner the impression that it is monotonous. When some required reading or lecturing is presented, quizzes are frequently interspersed in traditional courses. Learning objects used in modular courses frequently use a problem-oriented approach and are more directly tied to a holistic approach to information. As a result, the student is the most crucial factor in modular learning, and it was claimed that students want a more personalized approach to the course material so that their existing knowledge and unique features are taken into consideration.

Table 6 presents the level of satisfaction concerning the School's Support. The table reveals that the two groups of respondents both have an "Average Level" of satisfaction with modular distance learning modality when it comes to School Support. The parent-respondents garnered an overall mean of 3.04, while 3.22 for the students. The results implied that the two groups of respondents both felt the lack of school support when it comes to modular distance learning modality, particularly in health issues of the learners and the process of monitoring whether the printed module is effective or not.

Table 6: Level of satisfaction in terms of school's support

	Statements	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Provision of sufficient budget allocations for making and delivery of printed modules.	2.49	Low	2	2.36	Low	4
2	Monitoring of students' mental health and well-being.	2.34	Low	4	2.18	Low	5
3	Helping parents build their capacity to do their new role in modular distance learning.	2.43	Low	3	4.01	High	1
4	Monitoring the effectiveness of their learning materials.	2.06	Low	5	3.64	High	3
5	Initiating open discussions with parents.	3.42	High	1	3.93	High	2
	Mean	**3.04**	**Average**		**3.22**	**Average**	

Moreover, according to Lebaste (2020), parents would need to actively participate in the learning process in a distance learning strategy, specifically in a modular learning approach. They would be in charge of helping and guiding their children through the modules that would be provided to learners while they were participating in remote

learning. According to studies, parental involvement at home is linked to bettering a student's behavior, academic performance, and social skills without their physically attending class. If their parents are actively involved at home and supporting them in modular learning, children and adolescents are more likely to avoid unwanted behavior and environmental pressures.

Table 7 presents the level of satisfaction concerning Quality of Learning. The table shows that the two groups of respondents, again, both have an "Average Level" of satisfaction in modular distance learning modality concerning the Quality of Learning. The parent respondents got an overall mean of 2.76, while the student respondents garnered 2.90. As such, the results indicated that the level of satisfaction of the two groups of respondents when it comes to the quality of learning in modular distance learning is still hanging. Moreover, the two groups of respondents favored the building up of skills and knowledge of learners less, especially, when the parents have less knowledge to contribute to the learning of their children who are in their self-learning mode.

The concept behind modularization is to breach the curriculum down into manageable, distinct, nonsequential, and often brief units or modules. For modules that can lead to the qualification for which a specific amount of credit points is necessary, students accrue credits. Students were able to learn new topics and use their knowledge independently because of modular learning. Learning using modules enables students to take control of their learning while also teaching them to reflect on their own experiences, which leads to the development of new abilities. A module is a virtually self-contained unit of work in a course of instruction, as well as a teaching strategy centered on the development of abilities and information in manageable chunks. Thus, a course that can be used to create a specific area of expertise is known as a module. Each unit or module is a measured component of a longer learning process that results in one or more qualifications and improvements, "for which a designated number, and typically sequence, of units or modules is required " (Dejene & Chen, 2019).

Table 7: Level of satisfaction in terms of quality of learning

	Statements	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Harnessing the self-study materials.	2.79	Average	3	3.60	High	1
2	Building up of skills and knowledge.	2.26	Low	5	2.30	Low	4.5
3	Continuing follow-up and assessment of student's progress throughout the module.	3.12	Average	2	3.57	High	2
4	Ensuring the realization of active learning and continuous assessment.	2.62	Average	4	2.77	Average	3
5	Allowing students to form ideas, take risks, make mistakes, critically think, fix mistakes, and learn how to solve problems from those mistakes.	3.77	High	1	2.30	Low	4.5
	Mean	**2.76**	**Average**		**2.90**	**Average**	

Table 8 presents the summary of the results. Perusal the table is the satisfaction of the parents and students with modular distance learning modality which is interpreted as "Average Level", with a composite mean of 2.96 for the parents and 3.32 for the students.

Table 8: Level of Satisfaction of Parents and Students in Modular Distance Learning

	Areas	Parents			Students		
		Mean	**Interpretation**	**Rank**	**Mean**	**Interpretation**	**Rank**
1	Learning Experiences	2.49	Low	5	4.43	Very high	1
2	Teacher's Assistance	3.01	Average	3	3.20	Average	2
3	Quality of Module	3.49	High	1	2.84	Average	3
4	School's Support	3.40	High	2	3.22	Average	4
5	Quality of Learning	2.76	Average	4	2.90	Average	5
	Mean	**2.96**	**Average**		**3.32**	**Average**	

The results denoted that, parents, and students, regardless of the differences in how they figured out the modular distance learning modality concerning the different aspects, were not in the full swing of having high approval of the use of modular distance learning, especially when it comes to the learning experiences and the quality of learning that students have with the printed module.

According to the study conducted by Agaton & Cueto (2021) due to the COVID-19 pandemic, schools have been forced to close, which has drastically changed how students are taught. Students from underprivileged backgrounds and those living in rural locations, however, have restricted access to the technology required for online

education and by more open access to education, modular learning overcomes this learning disparity. Otherwise, parents have experienced a variety of challenges, containing the new mode of learning in a virtual environment, instruction delivery, lacking of learning outcomes, financial challenges while providing for the family during a lockdown, difficulty using and accessing technology, and individual issues with health, stress, and learning style. On the other hand, according to Pentang & Bautista (2022) additionally, it was discovered that the modular learning technique includes teachings that are not included in the modules but are nonetheless taught to the pupils. The virtues of effort, time management, discipline, and experimentation are those. It also serves as the foundation for their interactions with their parents and provides the learners with ample opportunity to learn independently and/or with little help from their parents or guardians and a positive and meaningful learning experience.

Comparison of Satisfaction Levels Between Parents and Students

Table 9 presents the difference in the level of satisfaction of the parents and students concerning the different areas. The table shows that parents and students have significant differences in satisfaction concerning the different aspects.

Table 9: Difference in the level of satisfaction of the parents and students

Parents/Students	t	p-value	Decision
Learning Experience	-38.796	0.000	Reject H_o
Teacher's Assistance	-4.503	0.000	Reject H_o
Quality of Module	12.971	0.000	Reject H_o
School's Support	-3.857	0.000	Reject H_o
Quality of Learning	-3.881	0.000	Reject H_o

Based on the study conducted by Haller & Novita (2021) in-person instruction could not be conducted consistently during the COVID-19 pandemic lockdown, so alternative methods of education had to be planned. When working from home, parents had to tutor their kids at home, and schools had to deal with a variety of options for distance learning. Parental opinions of schools can be viewed as a key factor for determining a school's quality because they are unquestionably both significant school users and partners. In this regard, parent satisfaction with the school may be a good indicator of how quickly schools can adapt to social changes without much time for planning. On the other hand, according to the work of Tugano et al. (2022) their study's findings indicated that students' levels of satisfaction with modular learning ranged in strength from "extremely satisfied" to "satisfied" across the various parameters examined and that substantial variations in pupils' levels of satisfaction across different grade or year levels were also found.

Level of Satisfaction and Demographic Profile

Table 10 presents the results testing the difference in the level of satisfaction for the different demographic profiles. Based on the result, the level of satisfaction of the parents in the modular distance learning modality does not differ significantly in terms of demographic profile.

Table 10: Test of significant difference between the level of satisfaction of the parents and profiles

	p-value	Decision
Sex		
Learning Experiences	0.883	Accept H_o
Teacher's Assistance	0.282	Accept H_o
Quality of Module	0.807	Accept H_o
School's Support	0.283	Accept H_o
Quality of Learning	0.390	Accept H_o
Age		
Learning Experiences	0.761	Accept H_o
Teacher's Assistance	0.668	Accept H_o
Quality of Module	0.266	Accept H_o
School's Support	0.254	Accept H_o
Quality of Learning	0.339	Accept H_o
Monthly Family Income		
Learning Experiences	0.136	Accept H_o
Teacher's Assistance	0.267	Accept H_o
Quality of Module	0.154	Accept H_o
School's Support	0.093	Accept H_o
Quality of Learning	0.863	Accept H_o

Highest Educational Attainment		
Learning Experiences	0.354	Accept H_o
Teacher's Assistance	0.405	Accept H_o
Quality of Module	0.949	Accept H_o
School's Support	0.951	Accept H_o
Quality of Learning	0.383	Accept H_o
Grade Level		
Learning Experiences	0.970	Accept H_o
Teacher's Assistance	0.796	Accept H_o
Quality of Module	0.390	Accept H_o
School's Support	0.206	Accept H_o
Quality of Learning	0.169	Accept H_o

The results only mean that respondents are in unison in expressing their level of satisfaction with modular distance learning modality concerning the different aspects; thus, their responses showed consistencies within the marginal error set in this study. As such, according to the research conducted by Coros (2022) the mean, standard deviation, Mann-Whitney U test, and Spearman rho rank correlation were used to examine the collected data and the results showed that the deployment of modular distance learning was met with generally positive feedback from the students. The study concluded that, regardless of a student's grade level, the academic and instructional support offered by teachers and parents is still crucial. Also, the education level of their parents may be related to the MDL implementation experiences they have, which in turn influences whether they are satisfied or dissatisfied with the implementation.

Table 11 presents the results testing the difference in the level of satisfaction for the different demographic profiles. It can be gleaned from the table that the level of satisfaction of the students in the modular distance learning modality showed no significant difference concerning the different aspects when they were grouped according to their sex and parental status. Meanwhile, when the students were grouped according to their age and grade level, their level of satisfaction registered significant differences concerning the Quality of the Module, School's Support, and Quality of Learning

Table 11: Test of significant difference between the level of satisfaction of the students and profiles

	p-value	**Decision**
Sex		
Learning Experiences	0.469	Accept H_o
Teacher's Assistance	0.527	Accept H_o
Quality of Module	0.395	Accept H_o
School's Support	0.965	Accept H_o
Quality of Learning	0.463	Accept H_o
Age		
Learning Experiences	0.456	Accept H_o
Teacher's Assistance	0.803	Accept H_o
Quality of Module	0.047	Reject H_o
School's Support	0.000	Reject H_o
Quality of Learning	0.001	Reject H_o
Parental Status		
Learning Experiences	0.999	Accept H_o
Teacher's Assistance	0.606	Accept H_o
Quality of Module	0.145	Accept H_o
School's Support	0.117	Accept H_o
Quality of Learning	0.674	Accept H_o
Grade Level		
Learning Experiences	0.976	Accept H_o
Teacher's Assistance	0.483	Accept H_o
Quality of Module	0.000	Reject H_o
School's Support	0.000	Reject H_o
Quality of Learning	0.001	Reject H_o

The results only meant that the sex and parental status of the students did not influence their responses on their level of satisfaction in modular learning, while the difference in their age and grade level became factors in inconsistencies of their responses. As such, according to Aksan (2021), the study found that students' perceptions about the use of a modular remote learning strategy agreed (MDLA). It indicates that the students' opinions on MDLA

were favorable. Students acknowledged that the modular distance learning method (MDLA) has few difficulties, according to the study. Also, it had a favorable impact on pupils' performance, as seen by the fact that they gave excellent performances. Yet, the study also showed that when they were classified by gender and age, there was no discernible variation in their perceptions, indicating that the students' perceptions were the same.

Conclusion

The research findings underscore the significant impact of demographic characteristics on the experience of modular distance learning among students and parents. Despite predominantly low-income backgrounds and variations in educational attainment and family size, both groups expressed overall satisfaction with the implemented approach. Notably, there were discernible differences in satisfaction levels between parents and teachers, suggesting a need for targeted strategies to address these variations. The study highlights the influence of age and grade differences among children on satisfaction, emphasizing the importance of tailoring educational approaches to individual needs. Importantly, parents' satisfaction appears largely unaffected by their profile characteristics, while children's contentment with teacher support is influenced by diverse factors. The recommendations put forth stress the necessity for school administrators to implement enhancement programs and revisit curricula to bolster satisfaction levels. Regular collaboration between teachers and parents is proposed to enhance the effectiveness of modular distance learning, emphasizing the exchange of insights and the development of supportive mechanisms. Additionally, providing teachers with more resources is suggested to improve the quality of instruction through printed modules. The study advocates for future research to delve into the evolving educational landscape, especially in the post-COVID-19 era, to better understand and address the multifaceted factors affecting satisfaction levels among parents and students.

Contributions of Authors

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Conflict of Interests

The author declares that they have no conflicts of interest

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