

MODULAR LEARNING MOBILITY IN RELATION TO PARENTS' LEVEL OF SATISFACTION AND PUPILS' ACADEMIC PERFORMANCE, PILAR DISTRICT, PILAR, BOHOL

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ABSTRACT

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This study examined the implementation of modular learning in Pilar District by assessing teachers' levels of practice, parents' levels of satisfaction, learners' academic performance, and the relationships among these variables. A descriptive-correlational research design was employed involving 26 teachers and 587 parent-respondents. Data were analyzed using weighted

mean, frequency, percentage, and Spearman's Rank-Order Correlation due to the non-normal distribution of the data. The findings revealed that teachers demonstrated a high level of modular learning practices ($M = 3.76$), with assessment activities obtaining the highest rating, followed by specific learning objectives, language used, and learning content. Likewise, the majority of teachers (92.31%) were classified as highly practicing modular learning. Correlation analyses indicated no significant relationships between teachers'



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level of practices and parents' level of satisfaction ($\rho = 0.015$, $p = 0.715$), teachers' level of practices and learners' academic performance ($\rho = 0.077$, $p = 0.061$), and parents' level of satisfaction and learners' academic performance ($\rho = 0.077$, $p = 0.061$). The findings suggest that while teachers consistently implemented modular learning practices, parents' satisfaction and learners' academic performance were influenced by multiple factors beyond instructional delivery. The study underscores the importance of strengthening school-family partnerships, enriching learning content, and providing continuous support mechanisms to enhance the effectiveness of modular learning and promote positive educational outcomes.

INTRODUCTION

The COVID-19 pandemic caused unprecedented problems in education systems around the world. As a result, schools had to find new ways to teach that would keep lessons going while also protecting the health and safety of students and teachers. Among these methods, modular distance learning became one of the most popular in the Philippines, especially in basic education, where printed self-learning modules replaced computers and the internet as the main way to teach many students who did not have access to them (UNESCO, 2021; Department of Education [DepEd], 2020). Students can work at their own pace with help from teachers and family members, and modular learning encourages independent, flexible learning. Teachers in this mode are responsible for creating, organizing, and evaluating learning tools that meet the program's standards. While this is true, parents play a bigger part in helping their kids learn at home. Working together with families and schools has become an important part of keeping learning going. This means that parents' feelings and happiness are important signs of how well lessons are being taught (Daniel, 2020; UNESCO, 2021).

Parental participation has long been recognized as an important factor in a student's ability to do well in school. Learners are more likely to develop good learning habits and perform better in school when their parents are involved in educational activities, provide learning support, and stay in touch with their teachers (Epstein, 2018). During the pandemic, however, many parents took on new tasks that made it harder for them to help their kids learn at home. This made it clear that they needed to consider how they approach modular teaching and how that affects their kids' performance.

A lot of changes had to be made for teachers as well when they were making lesson plans, assessment tasks, and written units that explained learning goals. Not only can the quality of assessment activities, learning materials, language used, and learning goals affect how happy parents are, but students' involvement and academic success can as well. Understanding these aspects is important for figuring out what works and what needs work when using modular learning, especially in basic school, where family advice is very important.

Many studies have examined how online learning was used during the COVID-19 pandemic, but few have simultaneously examined teachers' practices, parents' satisfaction, and students' academic success within the same school setting. In emergency education settings, examining the connections between these factors helps us better understand how effective teaching and involved families work together to support student success.

To find out how Grade VI teachers in the Pilar District, Division of Bohol, used modular learning and how it affected parents' happiness and students' grades during 2020–2021, this study examined these practices. The results should give school leaders, teachers, and education policymakers evidence to improve how they teach and how families and schools work together, helping basic education continue to improve during and after a pandemic.

Theoretical Background. Moore's Theory of Transactional Distance, Epstein's Theory of School–Family–Community Partnerships, and the Constructivist Learning Theory are the foundations of this study. Together, they explain how modular learning works, how parents get involved, and how well students do in school.

Moore's Theory of Transactional Distance holds that the distance between teachers and students in online education is not only a matter of physical distance but also of educational and psychological distance. This gap can be closed with well-designed teaching tools, clear communication, and appropriate student support (Moore & Kearsley, 2012). In modular learning, the quality of the evaluation activities, the learning material, the language used, and the clear learning goals are what make learning valuable even when there is no regular face-to-face teaching. Well-designed lessons let students move forward on their own while still meeting their learning goals.

The study is likewise supported by **Epstein's Theory of School–Family–Community Partnerships**, which emphasizes that learners achieve better educational outcomes when schools and families actively collaborate in the learning process (Epstein, 2018). During the implementation of modular distance learning, parents assumed expanded responsibilities as learning facilitators at home. Their level of satisfaction reflects their experiences with instructional materials and teacher support, which may influence learners' motivation and academic engagement.

Additionally, the research is based on the constructivist idea that people learn through significant experiences and interactions with others (Bruner, 1966). Self-learning programs allow students to learn at their own pace while completing structured tasks that help them understand and apply more complex thinking skills. Parents provide support so that students can complete their learning tasks, and teachers plan how they will learn. Collectively, these theoretical approaches suggest that effective modular learning depends on the quality of teaching methods and the involvement of both teachers and parents,

leading to better student performance.

RELATED LITERATURE

Modular Learning Modality. Modular learning became one of the primary instructional approaches adopted by many educational institutions during the COVID-19 pandemic to ensure continuity of learning while minimizing health risks. Through self-learning modules, learners receive structured instructional materials that enable them to study independently and complete learning activities at their own pace. This modality promotes learner autonomy while maintaining curriculum alignment and instructional consistency (UNESCO, 2021).

The Department of Education institutionalized modular distance learning as part of the Basic Education Learning Continuity Plan to provide accessible education regardless of learners' technological resources. Printed modules became the most widely utilized learning resource, particularly in rural communities where internet connectivity remains limited (DepEd, 2020). The success of this modality largely depends on the quality of learning materials, assessment activities, and instructional support provided by teachers.

Teachers' Practices in Modular Learning. Teachers play a critical role in designing learning experiences that are understandable, engaging, and aligned with curriculum standards. Effective modular instruction requires clearly defined learning objectives, appropriate learning content, comprehensible language, and meaningful assessment activities that facilitate independent learning (Moore & Kearsley, 2012).

Studies have suggested that instructional quality significantly influences learners' engagement and satisfaction in distance learning environments. Well-designed modules reduce cognitive overload, improve learner comprehension, and provide opportunities for self-assessment and reflection, thereby enhancing the overall learning experience (Hodges et al., 2020).

Parents' Satisfaction and Involvement. Parental involvement has consistently been identified as an important contributor to learners' academic achievement. Parents who actively participate in monitoring learning activities, assisting with assignments, and communicating with teachers provide additional learning support that strengthens children's educational experiences (Epstein, 2018).

During the implementation of modular learning, parents assumed responsibilities that traditionally fell to teachers, including supervising learning activities and facilitating module completion. Consequently, their level of satisfaction reflects not only the quality of instructional materials but also the extent to which schools successfully supported families in adapting to the new educational environment.

Academic Performance in Distance Learning. Academic performance remains one of the most important indicators of educational effectiveness.

While concerns emerged about learning loss during the pandemic, several studies reported that learners maintained satisfactory academic achievement when instructional materials were well designed and adequate family support was available (OECD, 2021).

The interaction among teachers' instructional practices, parental engagement, and learner participation creates a learning ecosystem that supports academic success despite the limitations of distance education.

Related Studies. International studies have highlighted the importance of collaboration among schools, families, and communities during emergency remote education. Daniel (2020) emphasized that educational continuity during the pandemic relied heavily on teachers' instructional preparedness and families' capacity to support home-based learning. Similarly, Hodges et al. (2020) observed that carefully designed instructional materials and continuous communication significantly improved learners' engagement in remote learning environments.

UNESCO (2021) reported that countries implementing distance learning modalities encountered varying levels of success depending on the availability of learning resources, teacher preparedness, and parental participation. The organization further emphasized that learning recovery initiatives should strengthen partnerships between schools and families to address educational disruptions.

Within the Philippine context, DepEd (2020) recognized modular distance learning as the most accessible modality for learners without reliable internet connectivity. Studies conducted during the pandemic consistently identified parental participation as a major factor influencing the effectiveness of modular instruction, particularly among elementary learners who require greater supervision and guidance.

Existing literature likewise suggests that while teachers generally adapted well to modular instruction, parents experienced varying levels of difficulty in facilitating home-based learning due to work responsibilities, limited instructional knowledge, and resource constraints. These findings demonstrate the importance of continuously evaluating instructional practices and parental experiences to improve the delivery of modular education.

Despite the growing body of literature, relatively few studies have simultaneously examined teachers' practices, parents' satisfaction, and pupils' academic performance in the same local educational setting. The present study addresses this gap by investigating how these variables interact among Grade VI pupils in the Pilar District, Division of Bohol, thereby providing empirical evidence to support the enhancement of modular learning implementation.

METHODOLOGY

Research Design. This study employed a **quantitative descriptive-correlational research design**. The descriptive component was utilized to

determine the teachers' level of practice in modular learning, parents' level of satisfaction, and pupils' academic performance. The correlational component examined the relationships among these variables and determined whether significant associations existed. The design is appropriate because it allows the researcher to describe existing conditions while exploring naturally occurring relationships without manipulating the study variables.

Research Environment. The study was conducted in public elementary schools in the Pilar District, Division of Bohol, Philippines, during the School Year 2020–2021. Pilar is a fourth-class municipality with 21 public elementary schools that implemented modular distance learning in response to the COVID-19 pandemic.

Respondents. 186 parents of sixth-graders from 21 public elementary schools in the Pilar District participated in the study. Universal sampling was used, which meant that all known parents and teachers in Grade 6 were included in the study. The students' academic success was based on the official final grades recorded by their teachers.

Research Instrument. Data were gathered using **modified standardized questionnaires** adapted from the module validation instrument developed by Yazon (2018). The teacher questionnaire assessed practices in four dimensions: assessment activities, learning content, language used, and specific learning objectives. The parents' questionnaire measured their level of satisfaction using the same dimensions. Both instruments used a four-point Likert scale, with higher scores indicating greater practice or satisfaction. To facilitate better understanding among respondents, the parents' questionnaire was translated into Cebuano.

Data Gathering Procedures. The University Research Ethics Committee granted ethical approval before the data were collected. The study could proceed after obtaining permission from the appropriate people at the university and the Department of Education. Working with school heads made it easier to distribute the surveys and obtain students' academic records. Before the data were coded, cleaned, and statistically analyzed, completed surveys were checked to ensure they were complete. People who took part did so voluntarily, and all of them gave their full consent. During the whole study, privacy and anonymity were protected.

Statistical Analysis. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS).

The following statistical techniques were employed **frequency and Percentage** to describe pupils' academic performance; **weighted Mean and Composite Mean** to determine teachers' practices and parents' level of satisfaction; **Spearman Rank Correlation (Spearman's rho)** to examine the relationships among teachers' practices, parents' satisfaction, and learners' academic performance; and **Friedman Test** to determine significant differences among the dimensions of teachers' practices and parents' satisfaction.

Prior to the analysis, normality tests indicated a non-normal data

distribution; thus, nonparametric statistical procedures were considered appropriate. Statistical significance was evaluated at the **0.05 level**.

RESULTS AND DISCUSSION

Level of Practices in Modular Learning as Perceived by the Teachers.

The implementation of modular learning was examined across four essential dimensions: assessment activities, language used, learning content, and specific learning objectives. Table 1 presents the descriptive statistics of teachers' practices in modular learning.

Table 1. *Summary of Teachers' Level of Practices in Modular Learning (n = 26)*

Domain	Mean	SD	Interpretation	Rank
Assessment Activities	3.83	0.25	Highly Practiced	1
Specific Learning Objectives	3.80	0.32	Highly Practiced	2
Language Used	3.79	0.36	Highly Practiced	3
Learning Content	3.64	0.41	Highly Practiced	4
Overall Composite Mean	3.76	0.29	Highly Practiced	

Descriptive Scale: 3.25–4.00 = Highly Practiced; 2.50–3.24 = Moderately Practiced; 1.75–2.49 = Less Practiced; 1.00–1.74 = Not Practiced.

Overall Practices in Modular Learning. Table 1 shows that teachers perceived their modular learning practices as highly practiced, obtaining an overall composite mean of 3.76 (SD = 0.29). Among the four domains, Assessment Activities registered the highest mean (M = 3.83), followed by Specific Learning Objectives (M = 3.80) and Language Used (M = 3.79). Although Learning Content obtained the lowest mean (M = 3.64), it remained within the highly practiced category.

It looks like teachers have adapted well to modular teaching by ensuring that learning materials, tests, language, and goals align with educational standards and students' needs, as shown by consistently high scores across all areas. These results show that teachers are dedicated to maintaining high lesson quality, even though self-directed and open learning settings present their own challenges. Studies that show how important well-designed teaching materials and matched testing methods are for encouraging students to be interested in learning and work independently have found similar results (Biggs & Tang, 2011; UNESCO, 2021).

The prevalence of assessment activities shows that teachers place great importance on competency-based evaluation and on ensuring that assessment tasks align with learning goals. These kinds of actions align with the principles of constructive alignment, which holds that learning experiences, evaluation methods, and teaching goals should work together to support effective learning (Biggs & Tang, 2011). This is especially important in flexible learning, where testing is the primary way

to track students’ progress, as they do not meet with teachers regularly. In the same way, the high scores for specific learning goals and language used indicate that teachers are trying to ensure that students know what is expected of them and that the tools they use are easy to understand. Goals that are clearly stated and wording that is easy to understand help students learn on their own so that they can move through classes without any problems (Mayer, 2021). These results show that teachers know how important it is to organize material in a way that makes it easy for students to find and gives them the freedom to choose how they want to learn.

The learning content received the lowest mean score, but it was still interpreted widely, which shows that teachers are still providing students with useful, competency-based tools for learning. The slightly lower grade might suggest ways to improve the explanations, provide more relevant examples, and create additional learning tasks to help students better understand the ideas being taught. According to constructivist learning theories, students do better when they are given tools that encourage them to think, engage, and make connections between what they already know and what they are learning (Bruner, 1966; Vygotsky, 1978). Modular teaching might work even better if these parts were strengthened.

Distribution of Teachers’ Level of Practices in Modular Learning. To provide a broader perspective on teachers’ implementation of modular learning, Table 2 presents the distribution of respondents by level of practice.

Table 2. *Distribution of Teachers According to Their Level of Practice in Modular Learning (n = 26)*

Level of Practice	Frequency	Percentage
Moderately Practiced	2	7.69
Highly Practiced	24	92.31
Total	26	100.00

The findings reveal that **92.31% of the teachers** were classified as **highly practicing** modular learning, while only **7.69%** were classified as moderately practicing modular learning. No respondent was categorized as less practiced or not practiced.

The overwhelming proportion of teachers exhibiting high levels of practice suggests that modular learning has been successfully integrated into their instructional routines. This positive outcome may be attributed to teachers’ adaptability, professional commitment, and sustained engagement in curriculum implementation despite the challenges posed by flexible learning modalities. Previous studies have similarly recognized teachers’ resilience and capacity to innovate as significant contributors to the successful implementation of alternative learning delivery systems (Bozkurt & Sharma, 2020).

The small percentage of teachers who reported moderate levels of practice may reflect varying levels of access to instructional resources and technological support, as well as workload demands associated with module preparation and assessment. These findings underscore the importance of sustained professional development, collaborative materials development, and institutional support mechanisms that enable teachers to improve the quality of modular instruction continuously.

Overall, the results demonstrate that teachers possess strong instructional practices in modular learning, particularly in designing assessment activities, formulating learning objectives, and using clear instructional language. The findings likewise suggest that continued enhancement of learning content and instructional enrichment strategies may further strengthen learner engagement and promote more meaningful educational experiences within modular learning environments.

Significant Degree of Correlation among Teachers' Level of Practices, Parents' Level of Satisfaction, and Learners' Academic Performance. Since the data did not meet the assumption of normality, Spearman's Rank-Order Correlation (ρ) was used to assess relationships among the variables (Field, 2018).

Teachers' Level of Practice and Parents' Level of Satisfaction. Table 14 shows a **negligible positive correlation** between teachers' practices and parents' satisfaction ($\rho = 0.015$, $p = 0.715$). Since the p -value exceeds 0.05, the relationship is **not statistically significant**, indicating that parents' satisfaction is not directly associated with teachers' modular learning practices.

Table 3. *Spearman Rank-Order Correlation between Teachers' Level of Practices and Parents' Level of Satisfaction (N = 587)*

Variables	Spearman's ρ	p -value	Interpretation	Decision
Teachers' Practices and Parents' Satisfaction	0.015	0.715	Negligible Positive Correlation; Not Significant	Fail to Reject the Null Hypothesis

Note. Significant at $\alpha = .05$ (two-tailed).

The finding suggests that parents' satisfaction may also depend on home support, learner readiness, and available learning resources. Epstein (2018) emphasized that family engagement is influenced by multiple school and home factors rather than instructional practices alone.

Teachers' Level of Practice and Learners' Academic Performance. As presented in Table 4, teachers' practices exhibited a very weak positive correlation with learners' academic performance ($\rho = 0.077$, $p = 0.061$), which

is not statistically significant.

Table 4. *Spearman Rank-Order Correlation between Teachers’ Level of Practices and Learners’ Academic Performance (N = 587)*

Variables	Spearman’s ρ	p -value	Interpretation	Decision
Teachers’ Practices and Learners’ Academic Performance	0.077	0.061	Very Weak Positive Correlation; Not Significant	Fail to Reject the Null Hypothesis

Note. Significant at $\alpha = .05$ (two-tailed).

Although teachers demonstrated highly practiced modular learning strategies, learners’ achievement may also be influenced by motivation, learning environment, and family support. Hattie (2009) noted that academic performance is shaped by multiple interacting factors, with instructional practices representing only one component of student success.

Parents’ Level of Satisfaction and Learners’ Academic Performance

Table 5. *Spearman Rank-Order Correlation between Parents’ Level of Satisfaction and Learners’ Academic Performance (N = 587)*

Variables	Spearman’s ρ	p -value	Interpretation	Decision
Parents’ Satisfaction and Learners’ Academic Performance	0.077	0.061	Very Weak Positive Correlation; Not Significant	Fail to Reject the Null Hypothesis

Note. Significant at $\alpha = .05$ (two-tailed).

Table 5 reveals a very weak positive but non-significant relationship between parents’ satisfaction and learners’ academic performance ($\rho = 0.077$, $p = 0.061$). This indicates that parents’ positive perceptions of modular learning did not necessarily correspond to higher academic achievement.

The finding is consistent with Lase et al. (2021), who observed that, while parents adapted to distance learning and provided support, financial, psychological, and social challenges limited their capacity to influence their children’s learning outcomes directly.

Overall, the analyses indicate no significant relationships among teachers’ levels of practice, parents’ levels of satisfaction, and learners’ academic performance. The negligible to very weak correlations suggest that learners’ achievement in modular learning is influenced by a combination of instructional, learner, family, and contextual factors rather than a single variable. This finding supports the view that effective modular learning requires a collaborative and holistic approach involving schools, teachers, parents, and learners (Epstein,

2018; Hattie, 2009).

CONCLUSION

Based on the findings, teachers in Pilar District demonstrated a high level of implementation of modular learning practices, particularly in assessment activities, learning objectives, language use, and learning content. This reflects their commitment and adaptability in delivering quality instruction despite the challenges of flexible learning.

However, the correlation analyses revealed no significant relationships among teachers' levels of practice, parents' levels of satisfaction, and learners' academic performance. These findings imply that parents' satisfaction and learners' achievement are influenced by a broader range of learner, family, and contextual factors rather than teachers' practices alone.

The study highlights that modular learning is a shared educational responsibility requiring sustained collaboration among teachers, parents, learners, and school administrators. While teachers effectively implemented modular instruction, continuous curriculum enhancement and strengthened stakeholder engagement remain essential to improving learning experiences and educational outcomes.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Teachers** may continue strengthening modular learning implementation by enriching learning content with more contextualized activities, higher-order thinking tasks, and learner-centered strategies that promote critical thinking and independent learning.
2. **School Administrators** may sustain professional development programs focusing on module development, assessment design, and innovative instructional practices to improve the quality of modular instruction continuously.
3. **Parents** may be provided with orientation programs and learning support initiatives that enhance their capacity to assist learners at home and foster a more collaborative school-family partnership.
4. **Curriculum Developers and Education Leaders** may regularly review and improve self-learning modules by incorporating more

engaging content, differentiated learning activities, and inclusive instructional approaches that address diverse learner needs.

5. **Future Researchers** may investigate other factors influencing learners' academic performance and parents' satisfaction, such as socioeconomic status, learner motivation, digital literacy, home learning environment, and self-regulated learning, using larger samples and mixed-method research designs to provide a more comprehensive understanding of modular learning effectiveness.

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