

# A Survey on Students' Satisfaction in Self-Learning Modules

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**Abstract**—This study examines the students' satisfaction with the implementation of self-learning modules (SLMs) and explores its significant differences with respect to the chosen demographic variables. Respondents of the study are 255 senior high school students enrolled during the school year 2020-2021 from 5 chosen schools. The research data collection strategy used is a structured questionnaire. The results of the study would inform how satisfied the students are with the Self-Learning Modules (SLMs) being used as instruments in the mode of delivery in the continuity of delivering basic education services to the learners, especially in the new landscape of education. Results revealed that the students are generally satisfied with the implementation of the self-learning modules (SLMs). There was no significant difference in their satisfaction with respect to grade level and the availability of gadgets. However, students from the academic track were statistically more satisfied compared to the students from the TVL track. Additionally, the correlation test revealed a significant association between students' satisfaction with SLMs and their parents' highest educational attainment. School administrators, teachers, and stakeholders may find relevant programs and innovative policies to strengthen students' satisfaction in SLMs and to address disparities with respect to tracks. Other implications are incorporated in the study.

**Keywords**— Satisfaction, self-learning modules, survey.

## I. INTRODUCTION

The COVID-19 Pandemic has greatly affected the lives of people in DepEd, particularly in school. The pandemic has taken its toll on the way we do things. It has affected all the education stakeholders meaning our learners, our teachers, our education leaders education partners, parents, families, and our communities. It has changed the entire Philippine education landscape.

The school year opens in October instead of June simply because of this, our department also shifted to distance learning modalities, modified our learning resources and materials, adjusted our learning assessment mechanism, and upskilled and reskilled our teachers to adapt to the demands of the new normal. Suddenly, we cannot do what we used to be doing. But looking back at the past months, we can say that the department has come a long way in adopting new and diverse challenges brought about by the pandemic. Even though the phase of teaching and learning had changed, we in our department remain true to our mandate of ensuring the delivery of quality, accessible, relevant, and liberating basic education to our learners.

Distance learning students do equally as well as their in-person counterparts [1]. In our schools' division, just like

other schools' division in the country, distance learning modalities has been adopted since this modality came to the surface during the survey floated conducted by teachers online. This modality used self-learning modules as the main learning resource utilized by students at home as they continue partaking in basic education. Although, it is being blended with Radio-based Instruction only happened in a limited place due to the limited area that can be reached by the frequency of the partner radio stations.

There are certain flaws in the modules themselves. They vary from school to school, and the teachers who created them determine what they contain. Due to a well-explained module, some students might not have any trouble understanding their lectures, but other students could not be as fortunate.

DepEd Order 001, s. of 2021 mentioned that the DepEd released policy guidelines on the evaluation of SLMs for Quarters 3 and 4 for the school year (SY) 2020-2021, which were signed by Education Secretary Leonor Briones on January 4. The goal of the policy is to create a methodical review procedure that could result in the purchase of SLMs for Quarters 3 and 4 for use in SY 2020-2021 in DepEd schools.

Self-learning modules are designed where the learner is free to choose what to learn, how to learn when to learn, and where to learn. The learner is at an advantage to use this form of non-formal mode of education using self-paced learning materials. Good self-learning module as a self-contained unit or package of study materials for use by individuals, most useful for adult learners, graduate and undergraduate levels. It provides a learning activity to learners when a group education or individual education session is not possible.

For students, there is no discernible difference between face-to-face and distance learning in terms of effectiveness [2]. Numerous experts assert that interaction, a crucial component of student learning, is what determines the overall effectiveness and success of distance learning. Hence, this paper reports the students' satisfaction with the implementation of self-learning modules, and its significant differences with respect to some demographic profiles. It is a form of free self-learning in which practice exercises are immediately reinforced and given feedback, motivating the pupils, and piquing their interest. The use of a modular approach increases the likelihood that students will participate in class and complete the assigned activities immediately. The students can thus learn in a way that suits them.

As was noted, the temporary fix for these financial issues was modular learning. They ignored (or refused to admit) the fact that each student's family life is unique. The More

Knowledgeable Other capacities—also referred to as the adults in these youngsters' homes—are crucial to modular learning. The module relies on their expertise and persistence to explain any concepts the learner doesn't understand.

Although there are numerous advantages to using self-learning modules for students, we cannot ignore the fact that there are also tales that have remained on the other side of the coin. People also expressed views that were the opposite of positive. This might not be a big deal in most houses where at least one person has access to data or an internet connection. In addition, middle-class families tend to have at least one college graduate. This indicates that they have access to resources and education. Nevertheless, families with lower incomes might not experience this. Modular learning may not be effective at all in households when both parents are absent, struggling to make ends meet, and neither one has attended college due to poverty. Lessons are limited to what's written on paper. The learner will undoubtedly have trouble understanding their teachings if there isn't someone else who is more knowledgeable and can clarify these challenging ideas.

With this, the study was conducted to find out the students' satisfaction with the implementation of the self-learning modules (SLMs) and to explore if there are disparities with respect to grade level, track, availability of gadgets, and parents' highest educational attainment. The results will serve as a basis for the schools' division of Zamboanga del Sur to formulate plans and policy formulation that would strengthen the effectiveness of the utilization of SLMs. This study would be beneficial for the learners, teachers, schools, and even at the division office. This is of great importance to the learners considering that they are the end –users of the Self-Learning Modules (SLMs). The findings of this study would be utilized in making as the basis to make guidelines and innovations to better enhance the implementation of modular learning. Teachers, schools, and people from the division office can also use the data from this investigation to propose innovations in order to enhance the academic performance of learners as they use Self Learning Modules as the mode of learning in this present landscape of delivering basic education services.

## II. MATERIALS AND METHODS

This research employs a descriptive-survey research design to report on the student's satisfaction with the implemented self-learning modules (SLMs). The comparative and correlational approaches were also used to explore if there are significant disparities in the satisfaction with respect to grade level, track, and availability of gadgets, as well as their relationship to parents' highest educational attainment.

Because they are a dependable and quick way to gather data from many respondents quickly and effectively, questionnaires were used for this study. This is crucial, particularly for large projects with numerous complex goals where time is a major constraint [3].

In this study, questionnaires were a rapid and efficient means for the researcher to contact several respondents over the course of several weeks. However, a common drawback of

the surveys is that they have a rigid framework that precludes more in-depth or abstract observation [4].

One of the most crucial aspects of the research can be said to involve ethical considerations. If this component is absent, dissertations may even be condemned to failure. No harm of any kind should ever be done to research participants. Prioritizing respect for human dignity should involve securing their full agreement before recording their responses to the questionnaire's questions. Additionally, proper secrecy and respect for the privacy of research participants must be maintained. Any form of misinformation or communication regarding the research should be done so honestly and openly. Before posting the questionnaires online, the author created a letter addressed to the superintendent of the schools' division, requesting authorization for the researcher to carry out this investigation, part of which will involve posting a questionnaire online for the target respondents to complete and provide the necessary data.

In this study, the researchers gave the research participants a full guarantee of their data secrecy. The names of the participants were not to be mentioned in the study. Participants had the choice to participate or not or to withdraw their participation without any charge. A consent letter was shown to the participants before going to join any research. Participants were also requested to sign a consent form to agree to participate in the interview.

## III. RESULTS AND DISCUSSIONS

Table 1 provides the profile of the participants of the study. 56.87% of the participants were from grade 12 and 52.94% were from the Academic track of senior high school. A big percent of the population (f=201, %=78.82) reported they have good availability of gadgets and access to internet connectivity. Results also showed that most of the respondents have parents with high school graduates (f=98, %=38.43) with the highest educational attainment.

TABLE 1. Participants of the study

		f	%
Grade	11	110	43.14
	12	145	56.86
Track	Academic	135	52.94
	TVL	120	47.06
Availability of Gadgets	Yes	201	78.82
	No	54	21.18
Parents' Highest Educational Attainment	Elementary Level	18	7.06
	Elementary Graduate	16	6.27
	High School Level	42	16.47
	High school Graduate	98	38.43
	College Level	56	21.96
	College Graduate	25	9.80
Total		255	100

The students' satisfaction with the self-learning module was quantified using a 5-point Likert scale and the results were shown in Table 2. Results revealed that the students have high satisfaction (M=3.79, SD=.79) with the content of the

self-learning modules. Evidence revealed that students were highly satisfied with the learnings they received from the module and that the instructions on the activities were clear and organized. High satisfaction was also evident in the way the content of SLMs improves their understanding and how it prepares them for future endeavors. The participants rated the teacher support as high (M=3.81, SD=.88) during the implementation of self-learning modules. Reports show that teachers have adequate time extended whenever they need academic assistance, additional clarifications, and explanations, or whenever they have difficulties in answering their modules. Students also rated parental support as high (M=3.70, SD=.83). Evidence shows that their parents extended extra effort when they need academic assistance in complying with the self-learning modules. Parents adequately monitor their progress and provided them with explanations whenever they have difficulties with the concepts in the SLMs.

The assessment and feedback on the implementation of the SLMs were rated as high (M=3.94, SD=.86). Students are satisfied with the way their parents update them on their performance in school as relayed by their teachers. Immediate feedback from teachers was rated also as high as well as how they were graded in the SLMs activities. Overall, the indicators from the 4 subdomains reflected high satisfaction of students with the self-learning modules (SLMs). Independent, student-centered, and tutor-guided involvement offered by remote education allows for interactions between instructors and students that may not always be available in a typical classroom context [5]. Coherent to the report [6] in a distant learning setting, students want three things from their instructors: useful resources for engaging with the technology, some on-campus sessions, and ultimately his availability when they need him.

Table 3 reports the significant difference in the students' satisfaction in SLMs when grouped according to grade, track, and availability of gadgets. Mann-Whitney U test revealed no significant difference in the satisfaction in SLMs between grade 11 and 12 students (U=14225.23, Z=-3.315, p=.07). Both grade 11 and 12 students have the same satisfaction towards the content of SLMs, teacher support, parental support, and its assessment and feedback. The report also reflected no significant difference in the satisfaction in SLMs between students with good access to gadgets and with those without good access to gadgets (U=9862.11, Z=-1.564, p=.63). Even without gadgets, students have equal opportunities of learning the contents of the SLMs compared to those with gadgets. Results also revealed that students from the academic track have significantly higher satisfaction in SLMs compared to those students from the TVL track (U=6762.27, Z=-1.234, p=.02). School administrators, teachers, and stakeholders may benchmark this result to investigate further the reasons behind lower satisfaction towards SLMs.

TABLE 2. Descriptive levels of students' satisfaction in self-learning modules (SLMs) (n = 255)

	M	SD	QD
<b>Content of SLMs</b> (I am satisfied with the ...)	3.79	0.79	H
1. clarity of instructions in my learning modules.	3.69	0.93	H
2. the way the content of my modules is organized.	3.79	0.88	H
3. relevance of module content on my strand.	3.63	0.89	H
4. new learning I get from my learning modules.	3.82	0.90	H
5. the way that my modules stimulate my imagination	3.93	0.08	H
6. examples provided in the modules, that improved my understanding of difficult concepts.	3.77	0.87	H
7. the way the content improves my understanding of the previous lessons I learned.	3.98	0.84	H
8. the way the content of my modules prepares me for the future endeavors I plan to take.	3.77	0.87	H
9. learning resources provided in my modules (link on website, explanation, interactive files, and instructional videos), are very helpful in understanding difficult concepts.	3.77	0.84	H
<b>Teacher Support</b> (I am satisfied with the ...)	3.81	0.88	H
10. the time that my teachers extend to me, whenever I need academic guidance and assistance from them.	3.95	0.88	H
11. clarifications given to me by my teachers, every time I reach out to them to ask about unclear instructions.	3.70	0.95	H
12. the way my teachers monitor my progress to that I may finish my modules on time.	3.68	0.89	H
13. explanation of my teachers about concepts in the module which I find difficult, whenever I reach out to them.	4.04	0.82	H
14. all the academic support provided to me by my teachers, so that I may learn better in my modules.	3.69	0.87	H
<b>Parental Support</b> (I am satisfied with the ...)	3.70	0.83	H
15. a time that my parents extend to me, whenever I need academic guidance and assistance from them.	3.80	0.87	H
16. clarifications are given to me by my parents, every time I ask about unclear instructions.	3.59	0.94	H
17. way my parents monitor my progress so that I may finish my modules on time.	3.79	0.72	H
18. explanations of my parents about concepts in the module which I find difficult, whenever I reach out to them.	3.73	0.76	H
19. all the academic support provided to me by my parents, so that I may learn better in my modules.	3.59	0.84	H
<b>Assessment and Feedback</b> (I am satisfied with the...)	3.94	0.86	H
20. system of how I could check if my answers are wrong or right in the module.	3.55	0.92	H
21. way my parents update me on how I am progressing according to my teachers.	4.17	0.83	H
22. way my teachers help me understand why my answer in the module is wrong, whenever I need clarifications from them.	4.16	0.86	H
23. immediate feedback from my teachers on how I performed in my modules.	4.06	0.81	H
24. manner on how I am graded.	3.84	0.93	H
25. overall assessment and feedback procedures.	3.84	0.81	H
<b>Overall</b>	3.81	0.84	H

Note: M = mean, SD = Standard deviation, QD = Qualitative description: 1.00 – 1.79 = Very Low (VL), 1.80 – 2.59 = Low (L), 2.60 – 3.39 = Moderately High (M), 3.40 – 4.19 = High (H), 4.20 – 5.00 = Very High (VH)

TABLE 3. Test of significant difference (Mann-Whitney U test) on students' satisfaction in SLMs

		M	SD	U	Z	P-value
<b>Grade</b>	11	3.77	0.87	14225.23	-3.315	0.073
	12	3.85	0.89			
<b>Track</b>	Academic	3.88	0.78	6762.27*	-1.234	0.021
	TVL	3.74	0.86			
<b>Availability of Gadgets</b>	Yes	3.98	0.89	9862.11	-1.564	0.632
	No	3.64	0.90			

Note: \* - significant at .05 level

A test of a significant relationship was also conducted to determine the association between students' satisfaction with SLMs and their parents' highest educational attainment. Results are shown in Table 4. Pearson Product Moment Correlation Coefficient (PPMCC) revealed a positive, weak, and significant relationship between parents' highest educational attainment with the students' satisfaction in SLMs,  $r(255) = .213, p=.024$ . The increase in students' satisfaction with SLMs is associated with the higher educational attainment of the parents. This is an indication that the increase in students' scholastic achievement brought about by their satisfaction is attributable to their parents' educational attainment.

TABLE 4. Test of the significant relationship between parent's educational attainment and students' satisfaction on SLMs

	r	p-value
Parents' Educational Attainment VS Level of Satisfaction on SLMs	0.213	0.024

Note: Cell contains Correlation coefficient (above) and p-values (below), \* Correlation is significant at the 0.05 level (2-tailed). r is interpreted using Cohen's Scale: -0.3 to +0.3 = weak, -0.5 to -0.3 or +0.3 to +0.5 = moderate relationship, -0.9 to -0.5 or +0.5 to +0.9 = strong relationship, -1.0 to -0.9 or +0.9 to +1.0 = very Strong relationship.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

The students from the senior high school of Zamboanga del Sur are generally satisfied with the implementation of modular distance learning using the self-learning modules. They are usually happy with how they are learning from the learning modules' material, with the help they are getting from their parents and teachers, and with how they are being evaluated and given feedback on their learning progress. However, the students from the TVL track may be given

additional support and attention to further increase their satisfaction with the self-learning modules. Further studies may be conducted to determine factors of their lower satisfaction with the modular distance learning setup. Additionally, the correlation result revealed a significant association between parents' educational attainment and students' satisfaction, hence, additional support and remediation measures may be implemented for students under this scope.

The school administrators may initiate additional programs and projects to strengthen the student's satisfaction with the setup. These programs may focus on strengthening the parent's and teachers' feedback support as these are crucial components for students to complete their modules. With these programs, both parents and teachers will be kept informed of the student's progress using the SLMs. Teachers may initiate innovative communication schemes to foster faster facilitation of instruction at home, like utilizing social media platforms.

Future researchers may investigate and validate further the results of this study. Further comparative studies may be conducted especially on the disparities with respect to tracks and investigate the reasons behind them. Other researchers may also include other demographic profiles and other variables that are crucial factors in implementing distance education settings.

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