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Descriptive Analysis of Students' Satisfaction Level on Modular Approach as Learning Continuity Plan amidst Global Pandemic: The Case of Basilan State College

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ABSTRACT: This paper was conducted to determine the students' satisfaction level on blended learning particularly the used of modular approach. Using quantitative method of research through descriptive analysis the study covered 230 students enrolled at Basilan State College during the Academic Year 2020-2021. Learning module was used as an instrument in this study. The satisfaction levels of the students were reflected by frequency percentage from highest to lowest. It was discovered that the students are mostly "Satisfied" having the highest percentage score of the module as learning aide. The result also revealed that there are also those students whom were Very satisfied, Dissatisfied, and Very Dissatisfied from highest to lowest respectively. Thus, Basilan State College subscription to Blended Learning through the modular approach has high satisfaction level based from the students' feedback of their learning module as this study have shown.

KEYWORDS : *Blended Learning, Modular Approach, Covid-19, Global Pandemic, Learning Continuity Plan*

I.   INTRODUCTION

The outbreak of the Novel Corona Virus disease (COVID-19) which originated from Wuhan, China has rapidly crossed borders, infecting people, and has caused distress to everybody across the world (Klapproth et al., 2020; Singhal, 2020). It was then declared a public health emergency of international concern on January 30, 2020, due to the rapid spread of the virus. Worldometer (2020) has recorded 25.8 million confirmed cases and over 800,000 deaths globally as of September 02, 2020. This has sparked fears of an impending economic crisis, and the education system was also greatly affected from pre-school to tertiary level (Nicola et al., 2020; Toquero, 2020; Asio&Bayucca, 2020). Consequently, Educational Institutions closures occurred due to this pandemic. It has estimated that 107 countries implemented educational institutions closures. It is roughly said to be affecting 862 million people around the globe. This is approximately calculated as half of the world student population (Viner et al., 2020). Moreover, 29 countries closed their educational institutes a week before the official announcement (UNESCO, 2020a,b ; Mahmood, 2020). Indeed, the pandemic has presented a changing culture to reach students and institutions need to adapt to this culture through remote learning (Westine, et al., 2019). Further, Muftahu (2020) mentioned, with the closure of higher education institutions worldwide, questions are being raised as to the impact of this response to learning opportunities for the students. Also, according to Rieley (2020), Covid-19 has significantly impacted the foundation of education ecosystem wherein educational institutions worldwide are currently struggling towards identifying options available to them in dealing with the impact of the pandemic. Thus, countries are pursuing to mitigate the loss of learning by pursuing alternative delivery to cope with the crisis (Toquero, 2021).

Covid-19 has considerably redefined how higher education is delivered worldwide. In response to the Covid-19 pandemic, the global higher education institutions have started to change how they operate towards meeting the needs of the students and education staff and professionals. In particular, universities, college campuses and higher education institutions canceled classes and closed their doors in response to the Covid-19 pandemic (Hodge, 2020; Muftahu, 2020). The global higher education sector is currently working on the continuous development of action plans for universities and college and higher education institutions Muftahu, 2020). Consequently, responses to the Covid-19 pandemic are carried out by ensuring that universities have updated information about the pandemic and ensuring that safety practices of school operations are performed such as establishing procedures for sick students, promoting information sharing, planning for continuity of learning and supporting vulnerable populations among others (Bender , 2020; Muftahu, 2020). In addition, universities worldwide are responding to the Covid-19 pandemic by joining forces with local, regional and

international organizations such as the World Health Organization, research institutes and national governments among others towards the creation of appropriate responses that would enable them to contribute to preventing the spread of Covid-19 whilst ensuring the continuity of learning of students (Richardson, 2020; Muftahu, 2020). Thus, several universities worldwide have now shifted to online or remote teaching as part of their Learning Continuity Plan and in order to limit the spread of the virus.

In the Philippines, for the higher levels of learning, the Commission on Higher Education (CHED, 2020) also crafted six memoranda. Some of the policies are to establish protocols based on the guidelines of the World Health Organization for screening and response. Higher Education Institutions (HEI's) are to create procedures that supplement existing medical emergency measures for the stakeholders in the academe (Toquero, 2020). CHED advisory 3 allows institutions to exercise academic freedom based on local conditions. At the start of the lockdown, there was a suspension of distance education (Author, 2020; Toquero, 2020). As mentioned by Alvarez (2020) in his study, the pandemic had caused the Philippine higher education institutions to abruptly shift to emergency remote teaching as a response to the call for continued education despite the global health threat. However, since the cases of the pandemic are heightening that caused an extended home quarantine, the academes are encouraged to facilitate alternative activities for students through emergency remote teaching, e-learning, and other alternative modes of delivery based on the available resources. It was also stated in CHED advisory 6 for HEI's to utilize appropriate alternative learning platforms to achieve the course program outcomes based on the assessment of its instructional capabilities (Toquero, 2020). Particularly, Commission on Higher Education (CHEd), advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in lieu of on campus learning" (Commission on Higher Education, 2020; Joaquin, Biana, &Dacela, 2020). These pronouncements aim to encourage the continuance of learning. Without implementing rules and regulations, however, private HEIs are left to make their own policies (Joaquin, Biana, &Dacela, 2020).

In line with the advised of CHED for flexible learning, some HEIs across the country resorted to Blended Learning as in the case of Basilan State College. This is only State College that offers higher learning opportunity in the Island Province of Basilan where some of the students enrolled are coming from the far-flung areas with limited access to internet that hinders them to experience synchronous online learning. Blended learning is defined as a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (Staker& Horn, 2012). Further, Blended learning is also known as hybrid learning or mixed-mode learning and the experiences may vary widely in design and execution from across HEIs.

To respond to the needs of the students, the Basilan State College administrators through the College President issued Special Order No. 52, Series 2020 designating faculty members and establishing school-based Instructional Development Committee (IDC) that will manage the Learning Continuity Plan of the College in relation to developing appropriate actions and initiatives in response to the Covid-19 pandemic. Consequently, the committee managed to develop and implement instructional approach in line with Blended Learning. The IDC implemented the use of module to ensure the feasibility of instruction delivery to all the students in this trying time because both school and the students are not ready to shift to synchronous online learning considering the slow internet connection due to geographical location and inability of some students to meet the necessary devices for online classes.

However, the quality of instruction reflects the learning outcomes. Though the study of Sadiq and Zamir (2014) emphasized the effectiveness of modular teaching, Tria (2020) reiterated that several recommended teaching approaches for the new normal in education have issues and problems that are present and need to be addressed (Chan, J. R., Marasigan, A. C., & Santander, N. T., 2021). For this reason, the present study sought to explore and describe the personal experiences of the students in the modular approach in relation to their feedback on the teacher-made module during the pandemic in Basilan State College. Particularly, the researcher aimed to determine which part of the learning material did the students had difficulty. Moreover, the study might enable the College to further examine the current implemented mode of learning and eventually create intervention programs and policies for the improvement of the modular approach as part of the flexible learning.

II. RESEARCH QUESTIONS

The study aimed to examine the students' level of satisfaction on the modular learning approach amidst pandemic. The study specifically answered the following research questions:

1. What is the satisfaction level of the students on modular learning in terms of the following:
   a. Content
   b. Teaching and Learning
   c. Module Support
   d. Module Assessment and Feedback and
   e. Overall Satisfaction

III. METHODOLOGY

A.   Research Design

This study employed quantitative method approach through descriptive research design. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, correlations, and categories (McCombes, 2019). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Thus, it is appropriate to use descriptive design to describe the students' satisfaction by analyzing their feedback of the module.

B.   Research Respondents

The purposive random sampling technique was utilized to gather responses from 230 students of Basilan State College. They are coming from different age group, ethnicity, gender, occupation and social status. The participants are coming from the different municipality of Basilan Province, Philippines. The reason for selecting them as respondents of this study because they are enrolled in Academic Year 2020-2021 where there are no face to face classes due to Covid-19 pandemic threat.

C.   Data Analysis

The researcher determined the students' satisfaction on the current modular learning mode in relation to their feedback of the modular approach. In order to do so, the satisfaction level of the learning module descriptive analysis was used.

The research instrument

The learning module content is specifically divided into five parts; Activation of Prior Knowledge, Engagement in relevant and appropriate learning activities, Reflection and responses, and Feedback. The module contains checklist for their feedback. The checklist is composed of 21 questions about the students' satisfaction towards the 5 parts of the module namely; (1) Content, (2) Teaching and Learning, (3) Module Support, (4) Module Assessment, and finally (5) Overall Satisfaction. Thus, the checklist was utilized as the Instrument for analysis by the researcher in the present study.

Due to Covid -19 threat any form of face to face gathering is restricted by the school administration. So checklist of feedback of the learning module was then transferred to Google forms. Link was sent through Messenger App.

Data gathering procedure

The researcher used Google form to get responses from the students. The researcher secured consent from the students before asking for their responses. The Checklist from the learning of the students' module was transferred to Google form and link was distributed through Messenger App. The researcher collected the responses of the students.

IV. RESULTS AND DISCUSSION

The findings of the study were:

A.   The level of students' satisfaction on the content of learning module.

1. The module provides succinct information about the topics covered and clear instruction on its assessment details. The students are 71.7 % "Satisfied" and 26.6 are "Very Satisfied" while the rest of the 2.2 % are "Dissatisfied".
2. The module content helps to understand the subject better. The students are 67.8% and 22.2% "Satisfied" and "Very Satisfied" respectively while the rest of the 10.0% students are "Dissatisfied".
3. The module enhances the skills necessary for future career undertakings. The students are 60.0 % and 20.4 % "Satisfied" and "Very Satisfied" respectively. However, 18.4% and .4 % of the students are "Dissatisfied" and "Very Dissatisfied" respectively as well.
4. The module content is up to date. The students are 19.6% "Very Satisfied" and 73.9% "Satisfied" while the remaining percentage of the students are 5.7% and .9% "Dissatisfied" and "Very Dissatisfied" respectively.
5. The topic discussed is relevant to the course. The result shows that students are 30.4% "Very Satisfied" and 67% "Satisfied" in terms of topic relevancy to the course being discussed. The remaining 2.2% of the students are "Dissatisfied".

B. The results of the students' satisfaction level of the module in terms of Teaching and Learning.

1. The subject matter covered on the module is interesting. The result shows that 31.3% and 67% of the students are "Very Satisfied" and "Satisfied" respectively while the remaining 1.7% of the students are "Dissatisfied".

2. Lessons are explicitly explained in the module. The result shows that 21.7% and 76.1% of the students are "Very Satisfied" and "Satisfied" respectively while there is remaining 2.2% of the students who are "Dissatisfied" in terms of the lesson explained in the module.

3. The module is intellectually stimulating. The result shows that 18.7% and 70.2% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 7.8% and .4 of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

4. The teaching methods used in the module facilitate better understanding of the lessons discussed. The result shows that 16.1% and 75.7% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 7.8% are identified as "Dissatisfied" students.

5. The quality of teaching reflected in this module is good. The result shows that 13.9% and 71.3% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 13.0% and 1.7% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

C. *The level of satisfaction in terms of Module Support*

1. The module is well-organized. The result shows that17.4% and 73.9% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 7.0% and 1.3% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

2. The learning resources as suggested in the module are helpful to learning. The result shows that 14.8% and 77.0% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 7.4% and .9% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

3. The reading list is helpful. The result shows that 26.1% and 68.3% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 5.2% are identified as "Dissatisfied" students.

4. The course coach is accessible and available anytime through any available means of communication. The result shows that 22.2% and 70.0% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 5.7% and .4% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

5. The course coach is approachable and helpful to all my module related concerns.The result shows that 26.1% and 68.3% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 5.2% are identified as "Dissatisfied" students.

D. *The satisfaction level in terms of module assessment and feedback.*

1. The assessment requirements and marking criteria are clear. The result shows that 20.9% and 72.6% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 6.1% are identified as "Dissatisfied" students.

2. The assessment task and associated marking criteria are bearable and manageable.The result shows that 22.2% and 70.0% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 5.7% and .4% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

3. The balance between teachings (e.g. lectures, seminars, online) and independent learning is appropriate. The result shows that 17.0% and 77.8% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 3.9% are identified as "Dissatisfied" students.

4. The module prepares me thoroughly for the assessment tasks. The result shows that 19.6% and 77.0% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 3.0% are identified as "Dissatisfied" students.

5. Feedback throughout the module helps me to develop and improve all facets of learning process (this may include feedback on formative/summative assessments, Q&A sessions, tutorials, email communications). The result shows that 16.5% and 76.1% of the students are "Very Satisfied" and "Satisfied" respectively. The remaining 7.0% are identified as "Dissatisfied" students.

E. *Students' overall satisfaction of the module.*

1. In general, the students are satisfied with the quality of this module. The result shows that 16.5% and 76.5% of the students are "Very Satisfied" and "Satisfied" respectively. However, there are also 5.2% and .9% of the students whom are "Dissatisfied" and "Very Dissatisfied" respectively.

V. CONCLUSION AND RECOMMENDATION

Conclusion

The Basilan State College administrators through the College President issued Special Order No. 52, Series 2020 designating faculty members and establishing school-based Instructional Development Committee (IDC) that will manage the Learning Continuity Plan of the College in relation to developing appropriate actions and initiatives in response to the Covid-19 pandemic to respond to the needs of the students.

Relatively, this research was conducted to determine the level of satisfaction of the students towards the subscribed learning alternative since face to face classes are canceled because of the pandemic threat to students' lives.

The study revealed that most of the students are "Satisfied" with their module and the rest are "Very Satisfied", "Dissatisfied", and "Very Dissatisfied" ranging from highest to lowest percentage respectively. Thus, Basilan State College subscription to Blended Learning through the modular approach has high satisfaction level based from the students' feedback of their learning module as this study have shown.

Recommendations

The conduct of this study is significant for several reasons; to educational institutions in terms of their Learning Continuity Plan, to the Instructors as agent of teaching-learning process regardless of its approach, and finally the students and their needs to learn.

Consequently, it is recommended for the College Administration of Basilan State College to further undergo evaluation and improvement of learning materials for the students since the present study revealed that there few numbers of the students who are "Very Dissatisfied".

For Instructors, results suggest that there is still a need to conduct instructional interventions to help improve the satisfaction levels of the students, to develop and strengthen their overall academic performance, which is essential to successfully survive college work amidst pandemic.

Lastly, it is recommended to further study and use different statistical test to determine if there are significant difference and relationship among the satisfaction level of the students in terms of the module's different parts.

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