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Satisfaction on the Engagement of Teachers in Monitoring Students' Progress under the Neo-Normal of the Department of Education

Dan S. Anadilla

Universidad de Sta. Isabel, Naga City, Philippines

Corresponding Author email: dan.anadilla001@deped.gov.ph

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Abstract

Aim: This study determined the stakeholders' satisfaction on the engagement of teachers in monitoring students' progress under the neo normal of the Department of Education.

Methodology: This study employed the descriptive-correlational-evaluative method of research.

Results: Major findings include 1) a rating to the extent of teachers' engagement as for the students and parents is 3.84, rated as high; Cognitive, 3.84; Psychomotor, 3.83; Affective, 3.86, all of which are rated as High. For teachers it is qualitatively ranked from highest to lowest: cognitive rank 1st, psychomotor rank 2nd; and affective rank 3rd, and all were rated Very High. 2) the level of satisfaction of parents, students, and teachers in the implementation of the students' monitoring progress attained an overall mean of 3.87 rated as Satisfied. 3) the Level of satisfaction of students in cognitive domain (.871); students in the psychomotor domain (.805); and students in the affective domain (.890). Lastly, parents on cognitive (.852); parents on psychomotor (.834); and parents on affective (.873). It can be noticed that results on Pearson correlation are greater than Sig. (2-tailed) the value which is .000 and it has a very strong and significant correlation. 4) The Significant Differences among the Aspects of the Extent of Engagement of Teachers in the Monitoring of Students and the Level of Satisfaction among the Groups of Respondents. The analysis of variance (ANOVA) that the difference between groups was statistically significant, $F(1) = 867.278, p=0.000$; On aspects the $F(2) = .260, p=.772$ and group*aspects the $F(2) = .196, p=.822$ which are found to be not statistically significant. 5) An intervention plan may be proposed.

Conclusion: Major conclusions include 1) the extent of teachers' engagement in monitoring students' progress on the three domains of learning for students and parents is "High" while it is "Very High" for teachers. 2) the Level of Satisfaction of Parents, Students, and Teachers in the Implementation of the Monitoring Students' Progress is rated "Satisfied". 3) There is a strong significant relationship between the extent of teachers' engagement and the level of satisfaction among the groups of respondents. 4) There is a significant difference in the extent of engagement of teachers in monitoring the activities of learners in the cognitive, psychomotor, and affective domains of learning. Nevertheless, there is no significant difference in the level of satisfaction of students, parents, and teachers regarding the engagement of the monitoring program and activities conducted. Furthermore, the analysis of variance between groups of respondents was found to be statistically significant. 5) There is an intervention plan proposed to improve the stakeholders' satisfaction with teachers in the neo-normal activities in monitoring students' progress in the Department of Education.

Keywords: Satisfaction, Engagement of Teachers, and Monitoring Students' Progress.

INTRODUCTION

The best action a teacher can take in the paradigm shift of education is to collaborate with their students' families. Parents are the prime teachers in a child's life. A parent knows more about their child than a teacher does. Positive relations with children's families help generate a comfortable learning environment when teachers and parents have the same goals. They are oriented to developing the children's skills and improving their knowledge. Establishing positive and productive relationships with families is necessary to provide ongoing communication between teachers and parents and attract families to participate in the studying activities and decision-making process.

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The past few years have seen an increase in research on and practices of school, family and community involvement in the education of students from a global perspective. This trend can be ascribed to several factors. Low achievement and high dropout rates, especially for poor and marginalized students, have led educators and social scientists to become more aware of the importance of family and community involvement for school effectiveness and positive student outcomes. Furthermore, the members of the school community and other stakeholders have pointed to the loss of community and collective life that many people feel in their neighborhoods, workplaces and schools as well. In a larger sense, the school should make the case that for schools to educate all youth effectively, families and communities must become full partners in the process (Muñoz & Sanchez, 2023).

Teaching is not just done by teachers but also by parents. To have a student academically succeed, teachers and parents need to work cooperatively together. However, to do these, teachers need to understand why collaboration with families is so important, family misconceptions, challenges, resources, and strategies to improve cooperation. Lastly, there is a need to enhance the skills of educators. The success of children's learning activities depends on their interest in the studying process and their parents' support. That is why by establishing positive and productive relationships with families, teachers can contribute to developing the children's abilities and increasing the potential of teacher-parent cooperation.

From a local perspective, members of their school community always try their best to offer the quality services of the institution and uphold the DepEd's mission, vision, and core values in transpiring knowledge, skills, and values that created more opportunities. By institutionalizing the culture of hallmark practices in delivering education accessible to all and producing quality graduates that are life-changing professionals and can uphold their dignity and work ethics.

At present, free education is in full flare. It gives chances to all school ages to avail of the opportunity of free education. Section 1 of Article XIV of the 1987 Philippine Constitution (*GOVPH*, 2018) states that: The state shall protect and promote the rights of all its citizens to quality education and shall take appropriate steps to make such education accessible to all.

The Republic Act 10533 or the Basic Education Act of 2013 (*Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013* | *GOVPH*, 2013) has twin objectives: (1) To allow every student to receive quality education based on an enhanced and decongested curriculum that is internationally recognized and comparable; and (2) To change public perception that high school education is just a college preparation; rather, it should allow one to take advantage of opportunities for gainful career or employment and or self-employment in a rapidly changing and increasingly globalized environment.

DepEd's Mission, Vision, Goals, and Core Values (*September 4, 2013, DO 36, S. 2013 – Our Department of Education Vision, Mission and Core Values (DepEd VMV)* | *Department of Education*, 2013) have been the springboard of all public-school institution's programs and activities in our country. It strengthens the passion for achieving the prime objective of the agency to offer the best education and to holistically developed dreamers and builders of the nation.

The Secretary of the Department of Education proudly introduced the Basic Education Learning Continuity Plan during the time of COVID-19 (*Basic Education Learning Continuity Plan*, 2021). This is the Department's response to the challenges posed by COVID-19 in the field of basic education. She had always maintained that education must continue whatever the changes and even dangers we confront now and in the future.

The Learning Delivery Modalities (Llego, 2020) that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality. This refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and the socio-emotional development of learners.

The Department of Education (DepEd) through its subordinate rule-making power issued DepEd Order No. 54 s of 2009 as amended by DepEd Order No. 83, s of 2010, or the "Revised Guidelines Governing Parents-Teachers Associations (PTAs) at the School Level. PTA is a mechanism for affecting the role of parents (who would otherwise be viewed as outsiders) as an indispensable element of educational communities. Rather than being independent of or removed from schools, a parent-teacher association is more aptly considered an adjunct of an educational community having a particular school as its locus. It is an "arm" of the school. Given this view, the importance of regulation vis-a-vis investiture of official status becomes manifest. According to a parent-teacher association, official status not only enables it to avail itself of benefits and privileges but also establishes upon it its solemn duty as a pillar of the educational system.



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The Department of Education (DepEd) continuously implements innovation particularly in strengthening Parent-Teacher-Student collaboration (Llego, 2020; Dizon & Sanchez, 2020). The focus of this Education Program of the Basic Education Curriculum as well as with the current implementation of K to 12 programs is to make learning more meaningful and improve students' performance. Similarly, the Bureau of Secondary Education (BSE) is exerting its efforts to further enhance the skills and competencies of the teachers by sponsoring training and seminars. An example of this is the national training on the use of instructional materials in the K to 12 classrooms and strengthening the values formation among the learners towards the attainment of quality education.

According to Tus (2021), parental involvement is one of the determinants of the academic success of students. Thus, the COVID-19 pandemic affected the living conditions of societies, specifically, families. Further, this resulted in the implementation of the new normal of education: online learning modalities. Therefore, it challenges the students and their parents to be active in learning in-home while isolation is relative to their educational goals. Moreover, Karimi, Mulwa and Kyalo (2021) established the extent to which stakeholder capacity building for monitoring and evaluation influence the performance of literacy and numeracy educational program. Despite numerous initiatives by key stakeholders to better the performance of pupils little has been achieved. The research suggests that stakeholder capacity building is part of the Participatory Monitoring and Evaluation process, so it must be observed at all stages to ensure educational programs are implemented to the latter by bringing on board all the key stakeholders in education and particularly in literacy and numeracy skills aspects.

The researcher as one of the concerned teachers of the Department of Education is determined to study the stakeholders' satisfaction with the engagement of teachers in monitoring students' progress under the neo-normal of the DepEd. He believed that it is one of the felt needs of the Department of Education specifically the institution where the researcher is teaching because of the problems that arise during the pandemic times. It adds to the burden of the school to offer excellent services and provide the expected standard of learning for all the learners of the school. It is in dire need to address the gap between the different stakeholders of the school to strengthen their collaborations and connections of them and arrive at a common goal in improving the academic performance of the learners amid the change in the scheme of learning (Sanchez, et al., 2022). Likewise, the author believes that creativity in this area will inspire and motivate other teachers to innovate, evolve, inspire and make every student love more learning. Neo normal instruction is the shift from normal face-to-face classes to distance learning that brought challenges and build walls to closely get the desired goals and transpire that are accessible to all. It could be modular or blended learning. This new scheme of learning brought great challenges not only to students but as well as to their teachers and parents. It gives them ample obligation that makes them suffer from so many problems.

The researcher wanted to delve into the Engagement of Teachers in Monitoring Students' Progress for him to gauge the level of satisfaction of stakeholders with the activities and programs implemented by teachers and how it affects and benefits the students, especially the development of the three domains of learning of every student. Furthermore, he wanted to address the learning gaps brought about by the pandemic by strengthening the monitoring activities and religiously implementing the programs needed to meet the desired learning, especially in neo normal scheme of the teaching-learning process. Another purpose of this study is to suggest an intervention plan for attaining holistic development on students' monitoring progress in the new normal. This plan immensely helped the teachers, administrators, and other school personnel to track the progress of learning and champion education thru the comprehensive monitoring program of the department.

Objectives

This study determined the stakeholders' satisfaction on the engagement of teachers in monitoring students' progress under the neo normal of the Department of Education. Specifically, it answered the following:

1. What is the extent of the engagement of teachers in monitoring students' progress under neo-normal along: a) cognitive, b) psychomotor, and c) affective?;
2. What is the level of satisfaction of parents, students, and teachers in the implementation of monitoring the students' progress?;
3. Is the extent of teachers' engagement on monitoring students' progress significantly related to the level of satisfaction of the stakeholders?;
4. Are there significant differences in the aspects of the extent of engagement of satisfaction of stakeholders?; and,
5. What intervention plan may be proposed based on the results of the study?



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Hypotheses

There is a relationship between the engagement of teachers in monitoring students' progress under the neo normal of the Department of education with the satisfaction of stakeholders; and, there are significant differences among the aspects of the extent of engagement of stakeholders.

METHODS

Research Design

The descriptive-correlational-evaluative method of research was employed in this study. The descriptive method is used in the sense that the responses and data obtained were analyzed and described through the five-point rating scale as perceived by the group of respondents. The correlational method was employed in determining the extent of teachers' engagement in monitoring students' progress along cognitive, psychomotor, and affective domains. It is also used to test the relationship between teachers' engagement and the level of stakeholders' satisfaction. Significant differences were tested on the aspects of engagement among the group of respondents using the analysis of variance. It is evaluative because samples are used as bases for generalization about the research subjects.

Procedure

A letter seeking permission was submitted to the Dean of the Graduate and channeled to the Public Schools District Supervisor through the Secondary School Principal, Grade 10 Level Chairman, and the Class Advisers for approval.

After securing all the important permission letters and obtaining the consent form for the conduct of the study from all concerned offices, the researcher distributed the survey using the researcher's made questionnaire. Due to the restriction being implemented, the researcher provided a link via google form to respective class advisers for the questionnaire to be accomplished by the respondents who have access to the internet and a cellphone. To those who do not have access to the internet and have no cell phone, the printed questionnaires were distributed by the researcher with the help of class advisers during the scheduled distribution of modules.

Moreover, the researcher explained to the respondents how to accomplish the questionnaire and even translated the questions into their mother tongue. To assure anonymity, there were no codes or marks placed on the survey instruments. Then, after the retrieval, the results were collected and tallied, tabulated, analyzed, and interpreted. Ethical aspects in all areas of the study were considered.

Treatment of Data

The researcher utilized several tools to treat the data gathered. The respondents' responses were classified and tabulated systematically and computed using the SPSS Program according to the results of the tabulation on the different variables in the study. The statistical tools used were Pearson's Correlation Coefficient, and Two-Way ANOVA.

Descriptive statistics for mean scores are used to deal with the collection, analysis, compilation, and presentation of the results based on the survey on the extent of teachers' engagement. Descriptive presentation is used in the summary of teachers' responses along the cognitive, psychomotor, and affective domains of learning. Pearson r correlation was utilized to decide whether there exists a significant relationship in the results between the extent of teachers' engagement and the level of satisfaction among the groups of respondents.

Two-Way ANOVA was utilized to decide whether there exists a significant difference in the results among the aspects of the extent of engagement of teachers in the monitoring of students and the level of satisfaction among the groups of respondents.

RESULTS and DISCUSSION

Extent of the Engagement of Teachers in the Monitoring Students' Progress under Neo Normal

Table 1 shows The Extent of the Engagement of Teachers in Monitoring Students' Progress under Neo Normal along with cognitive. Noticeably, the top three indicators for learners rated "Very High" were: Giving awards to deserving students, (4.53); monitoring thru GCs, messenger, and text messages (4.44); and Evaluating learning

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outcomes thru the summative test, (4.43). It is necessary to give awards to the learners so they uplift themselves and for them to be more motivated, strive harder, and make the best that they can be. It is essential to recognize their sacrifices and efforts in achieving the desired learning and learn the value of acquiring ample knowledge that can be used in the future. Students should discover more learning and apply those learning in their day-to-day living. Learners used their android phones to receive announcements in their respective GCs, answer calls and responded to text messages sent by their teachers. Teachers used online platforms to communicate and relay essential information in their GCs for their learners to be more updated and monitor the progress of all the learning tasks (written works and performance output) given to their learners. Learners and teachers work hand in hand in strengthening the cognitive development of every learner by guiding them with the needed information.

Table 1
The Extent of the Engagement of Teachers in the Monitoring Students' Progress under Neo Normal along with Cognitive

Indicators	Respondents		Mean	Description
	Learners	Parents		
Give learning tasks that develop cognitive.	4.37	3.47	3.92	High
Design activities that nurture knowledge acquisition.	4.20	3.38	3.79	High
Monitor the academic progress of learners.	4.41	3.55	3.98	High
Monitor if learners answered the SLM/SLP/LAS	4.35	3.44	3.90	High
Engage themselves in crafting innovations.	4.08	3.26	3.67	High
Provide learning tasks that cater familiarity with the concepts.	4.22	3.34	3.78	High
Equip learners with cognitive activities thru games.	3.84	3.25	3.55	High
Initiate programs and projects.	4.30	3.52	3.91	High
Monitor thru GCs, messenger, and text messages	4.44	3.51	3.98	High
Prepare the (WHLPs) that are (MELCs)-based.	4.34	3.49	3.92	High
Utilize quality assured (SLMs), (SLP), and (LAS).	4.41	3.53	3.97	High
Use audio-video learning resources.	3.86	3.07	3.47	High
Adopt varied assessment tasks.	4.33	3.39	3.86	High
Provide appropriate intervention activities.	4.24	3.35	3.80	High
Religiously record learners' progress and Portfolio	4.34	3.39	3.87	High
Give a diagnostic test to identify the least mastered competencies.	4.19	3.38	3.79	High
Evaluate learning outcomes thru the summative test.	4.43	3.51	3.97	High
Give awards to deserving students.	4.53	3.63	4.08	High
Grand Mean	4.27	3.41	3.84	High

Legend: Very High (5.0-4.21); High (4.20-3.41); Fair (3.4-2.61); Poor (2.60-1.81); Very Poor (1.80-1)



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Though every SLMs/SLPs/LAS have an evaluation part, teachers give summative tests if students learn and help their parents test their learning in all subject areas. Evaluating learning outcomes thru the summative test has been an integral part of modular distant learning to test if they learned something in the different activities, they performed in the SLMs/SLPs/LAS. Summative assessment served as an assurance for the parents that their children learned something for the whole quarter of the school year.

For parents, it clearly showed that the top three indicators rated "High" by the parents are: Giving awards to deserving students, (3.63); monitoring the academic progress of learners, (3.55); and Utilizing quality assured (SLMs), (SLP), and (LAS), (3.53). It is a very good practice for the school and the teachers to give accolades to both the parents and the learners. Parents were given recognition for all the efforts they exerted to help their children learn and overcome distance learning. They suffer difficulties in teaching their children the concepts written in the module which is why they deserved an award for recognizing their valuable efforts as teachers during distance learning.

Teachers made a GC both for parents and students to monitor their daily progress on answering their modules to relay important tasks given to them and to in giving them different announcements. For parents who do have not to access messenger/GCs, the elder sister/brother of their student was added for them to be always informed. Parents may develop the cognitive aspect of their children by simply following up on the unfinished tasks in school and guiding them in answering the learning activities presented. Parents and Teachers could collaborate to address the learning gaps in the knowledge acquisition of their children. It might be the best way to transpire knowledge and evaluate learning.

In meeting the learning needs, teachers make use of quality-assured Self-Learning Modules (SLMs), Smile Learning Packets (SLP), and Learning Activity Sheets (LAS) to continue the improvement of the learners. Teachers watch the academic progress of learners by giving them written works appropriate to their level of acquisition. Parents have been the partner of every teacher to transpire knowledge to the learners and make that way in gaining wisdom.

It can be noticed that the result for parents along the cognitive aspect is quite lower than for learners, for a reason that not all parents are good at reading and comprehending the questions written on the questionnaire. Perhaps, the one who reads and answered the questionnaire are the elderly sisters/brothers of the grade 10 learners. Since the researcher did not have a choice, he accepted the responses of the parents on the questionnaire and tried to analyze the trends of their responses.

For both respondents, the top three indicators rated High were: Giving awards to deserving students, (4.08); Monitor the academic progress of learners, (3.98); and Monitor thru GCs, messenger, and text messages, (3.98). Both parents and learners need to be more involved in all the programs of the school to truly attain the desired learning outcomes, they could be the support system of the school for the betterment of the entire institution.

Table 2 presents the development of the psychomotor aspect of the extent of the Engagement of Teacher in the Monitoring Students' Progress. The top three indicators rated "Very High" by learners were: Developing positive and supportive interactions, enhancing parents/families' engagement, (4.34); providing learners with tasks focusing on their skills, (4.31); and giving supplementary activities to discover their hidden skills, (4.31).

Teachers for learners who may help their families feel welcome is an important first step on the road to building trusting relationships with other stakeholders. 21st Century Learning Centers and other similar can help families feel welcome by establishing a "family corner" in which family members can find resources about the program and services in the school and the community as well. They can also make sure the signage at the center is welcoming and accessible to all stakeholders.

Teachers may develop positive and supportive interactions with their learners to build rapport and healthy relationships towards the attainment of the different learning goals, especially in the psychomotor development of the learners (Sanchez, 2023a). Enhancing parents'/families' engagement may bring an enormous impact on the development of skills and apply those skills in their everyday living. Learners might encourage themselves to be indulged in different programs in schools focusing on skills development for them to truly inspire other students. Application of learning is especially important in the teaching-learning process because it manifests the accumulation of learning and it may give fulfillment to the entire learning experience of every learner.



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Table 2
The Extent of the Engagement of Teachers in the Monitoring Students' Progress under Neo Normal along with Psychomotor

Indicators	Respondents		Mean	Description
	Learners	Parents		
Provide learners tasks focusing on skills.	4.31	3.44	3.88	High
Give varied performance tasks.	4.28	3.36	3.82	High
Give practical practices at home.	4.26	3.43	3.85	High
Give supplementary activities	4.31	3.46	3.89	High
Develop positive and supportive interactions.	4.34	3.53	3.94	High
Provide tasks that develop motor skills.	4.07	3.31	3.69	High
Make activities to perform at home.	4.22	3.41	3.82	High
Varied activities that cater to multiple intelligences.	4.15	3.41	3.78	High
Provide virtual assistance on performance tasks.	4.19	3.36	3.78	High
Recognizing to learners who showcase excellence	4.28	3.54	3.91	High
Grand Mean	4.24	3.42	3.83	High

Legend: Very High (5.0-4.21); High (4.20-3.41); Fair (3.4-2.61); Poor (2.60-1.81); Very Poor (1.80-1)

By simply giving learners supplementary activities, teachers could discover the hidden skills of every learner and hone exceptional skills to them by giving them differentiated instruction anchored on the multiple intelligences of learners. It is necessary to know the likes and interests of learners to improve their potential in the specific field they have chosen.

The top three indicators rated High by both parents and learners, were: Developing positive and supportive interactions, enhancing parents'/families' engagement, (3.94); giving recognition to learners who showcase excellence in skills development, (3.91); and giving supplementary activities to discover their hidden skills, (3.89). Teachers extended their positive support in making connections with the parents and families of the learners to build a strong connection with them and work hand in hand to attain the desired learning. They give accolades to the supportive parents as well as to the learners who performed well which makes an impact on the success of modular distance learning. Their efforts must be given rewards because with their help they discover the hidden skills and talents of the learners. They serve as support in gaining psychomotor skills and applying them in their everyday lives.

Table 3 displays the extent of the engagement of teachers in monitoring students' progress under neo-normal along with affective. For learners, it noticeably appeared that the top three among the twelve indicators rated "Very High" were: Model positive attitudes toward education to parents and learners, (4.39); Provide activities that lead to and improve the formation of values, (4.38); and Organize and maintain communication with learners through home visits, social media communication, and other applicable methods, (4.35).



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Table 3

The Extent of the Engagement of Teachers in the Monitoring Students' Progress under Neo Normal along with Affective

Indicators	Respondents		Mean	Descriptions
	Learners	Parents		
Provide activities that lead the formation of values.	4.38	3.54	3.96	High
Model positive attitudes.	4.39	3.48	3.94	High
Implements programs that improved the values	4.16	3.39	3.78	High
Ensure that parents are collaborating.	4.14	3.37	3.76	High
Exhibit creativity and innovation for standards of learning.	4.29	3.45	3.87	High
Provide appropriate feedback/reinforcement to learners' behavior	4.28	3.39	3.84	High
Parents and teachers are steward of change and catalyst of progress.	4.15	3.42	3.79	High
Utilize the Homeroom Guidance.	4.32	3.46	3.89	High
Develop a value-laden learner.	4.29	3.41	3.85	High
Organize and maintain communication with learners.	4.35	3.48	3.92	High
Given recognition for their constant support.	4.25	3.42	3.84	High
Recognize the efforts and assistance in molding their values.	4.29	3.52	3.91	High
Grand Mean	4.28	3.44	3.86	High

Legend: Very High (5.0-4.21); High (4.20-3.41); Fair (3.4-2.61); Poor (2.60-1.81); Very Poor (1.80-1)

Learners are expected to execute positive attitudes in dealing with parents and teachers and they may give respect to everyone they meet and deal with. It is necessary to pay respect for whatever situation they are in. Learners are expected to contribute to building the progress of the community by simply giving positive actions towards the improvement and success of the school. They may underwrite simple acts that will ripple effects on the attainment of the mission, vision, and goals of the department.

Schools may provide activities that lead to the development of the affective aspect of every learner and improve the formation of values within themselves (Sanchez & Sarmiento, 2020; Sanchez, Sanchez & Sanchez, 2023). Learners are expected to embrace the value of affective domain for them to attain the holistic development that they are trying to achieve in their academic journey. It might be challenging for teachers but with the help of every stakeholder of the school community this will be achieved.

Teachers can be the prime movers in institutionalizing the culture of immense values formation in the students (Sanchez, 2022). They should be role models for their students and develop the best version that the student could be and build a larger picture of a community enjoying harmony and unity. Teachers displayed encouraging attitudes toward education in strengthening collaboration among the members of the school community.



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It is also very evident that they provide activities that develop the formation of values of the learners. Teachers extend their effort to organize and sustain communication with learners through different modalities thus effective communication between teachers, parents, and students is important in order to help and facilitate the learning of the students. Teachers recognize the efforts and assistance given by the families/parents of every learner in molding the values of their children.

For parents, it noticeably appeared that the top three among the twelve indicators rated "High" were: Providing activities that lead to and improve the formation of values (3.54); Recognizing the efforts and assistance given by the families/parents in molding their values (3.52); Modeling positive attitudes toward education to parents and learners, (3.48). Providing activities that lead to and improve the formation of values will benefit the school community at large and it will give the school an ample opportunity to produce learners that are morally straight and can cope with the demands of education today. It can give them the values formation and development of affective domain within the hearts of every learner will give a massive impact on the development of the personal chance to embrace the differences of their classmate and truly understand why some of their classmates acted differently. This program will enlighten them to accept the possibilities of things in life and look forward to more engaging and productive life experiences.

For both parents and learners, the top three indicators having a descriptive rating of High were: Provide activities that lead to and improve the formation of values, (3.96); Model positive attitudes toward education to parents and learners, (3.94); and Organize and maintain communication with learners through home visits, social media communication, and other applicable methods, (3.92). It is very evident that teachers provide varied activities that cater for the development of the affective domain of the learners and they served as models for everyone to transpire learning. Teachers extended their efforts in visiting their students to know the real situation of their learners and understand their situations. Teacher helps their learners in attaining quality learning and producing quality graduates (Sanchez, 2023b).

The Level of Satisfaction of Parents, Students, and Teachers in the Implementation of the Monitoring Student's Progress

In the situation of COVID-19 school closures, paper-based and digital distance education platforms have become essential to the continued provision of education for all. After more than a month of school closures across the world, many students are still struggling with remote learning. The absence of data that could inform education stakeholders on what demographic variables play a significant role in the implementation of modular distance learning (MDL) and on areas of it, so that programs and innovations may be initiated to improve its implementation,

Curriculum-based instruction using MELC encompasses different methodologies that can be used to develop goals, benchmarks, or short-term objectives for individualized educational programs for students in the new normal to serve the satisfaction of teachers, parents, and learners. Teachers also use curriculum-based measurement as a means for monitoring student progress across the year to direct learners with the attainment of DepEd's mission, vision, and goals and attain hallmark education (Sanchez, 2022).

Table 4 delineates the level of satisfaction of parents and students in the implementation of the monitoring progress of students. The top four indicators rated "Satisfied" Parents recognized the innovations/interventions implemented by the teachers to facilitate monitoring programs in school (e.g. Home visitation, Brigada Pagbasa, etc.), 4.00; Parents and teachers work together to monitor students' learning and learning delivery, 3.92; School monitoring program implemented was suited to blended learning and any other learning modalities in the new normal, 3.92; Teachers built a bridge with their students for them to actively participate and comprehensively deal with the opportunities and challenges brought by neo-normal learning, 3.91.



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Table 4
The Level of Satisfaction of Parents and Students in the Implementation of the Monitoring Students' Progress

Indicators	Respondents		Mean	Description
	Learners	Parents		
Teachers crafted innovations in BE-LCP.	4.26	3.39	3.83	Satisfied
Teachers helped build rapport with their stakeholders	4.29	3.41	3.85	Satisfied
School community were given opportunities to craft programs to strengthen partnerships.	4.30	3.50	3.90	Satisfied
Teachers conducted "Kumustahan" and had some follow-up sessions.	4.28	3.45	3.87	Satisfied
Teachers conducted home visitations.	4.32	3.40	3.86	Satisfied
Teachers built a bridge to deal with the opportunities and challenges in learning.	4.38	3.44	3.91	Satisfied
Teachers assisted their learners with all the written and performance tasks.	4.32	3.46	3.89	Satisfied
Teachers made social opportunities using online platforms available to the learners.	4.31	3.30	3.81	Satisfied
Learners learned at their own pace and the appropriate level.	4.27	3.33	3.80	Satisfied
The school administration's support was adequate	4.25	3.44	3.85	Satisfied
The school monitoring program i was suited different learning modalities.	4.33	3.51	3.92	Satisfied
The school addresses the learning needs and attainment of the quality of learning.	4.27	3.41	3.84	Satisfied
Teachers monitor the performance of learners in MDL.	4.29	3.48	3.89	Satisfied
Parents and teachers work together to monitor students' learning.	4.36	3.48	3.92	Satisfied
Parents recognized the innovations/interventions implemented by teachers to facilitate monitoring programs.	4.41	3.58	4.00	Satisfied
Grand Mean	4.29	3.45	3.87	Satisfied

Legend: Very Satisfied (5.0-4.21); Satisfied (4.20-3.41); Fairly Satisfied (3.40-2.61); Poorly Satisfied (2.60-1.81); Not-at-all (1.80-1)

It means that all group of respondents was satisfied by the monitoring learner's progress such as by recognizing the crafted innovations/interventions that are religiously implemented by the teachers to facilitate progress of the students and of the school at large. Parents and teachers need to work hand in hand to monitor students' learning and learning delivery and deliver the quality instructions among the learners. School adopted several learning modalities suited to the availability of resources of the students, teachers, and school in general. Teachers established a connection with their students for them to actively participate in the learning modalities and comprehensively deal with the opportunities and challenges brought by neo-normal learning and attain the quality learning that the department is always aiming for.



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It can be noticed on the result that the respondents are just satisfied on the level implementation of the monitoring students' progress for a reasons that modular distance learning makes the life of the learner and parents complicated for the parents they need to teach their children with the concepts that teachers should be the one to explain and learners find it more difficult to answer their self-learning modules and it gives them an additional burden in their day to day routines. For both parents and students, answering the modules give an extra obligation making them to be just satisfied with the services of the school specifically the efforts of their teacher.

To improve the finding from "Satisfied" to "Much Satisfied", teachers could be more creative and innovative in crafting activities that can be used in developing the cognitive, psychomotor, and affective domains of every learner to address the needs of all learners and other stakeholders. Teachers could consider the socio-demographic profile of their learners for them to understand why certain learners cannot accomplish the tasks given to them, and teachers should help their learners to learn at their own pace and at the appropriate level with the help of monitoring programs of the school. This monitoring system helps to optimize the quality of education in schools. Teachers reported that by participating in the project, they upgraded their professional skills, improved both their pedagogical mastery and self-study skills, and increased their self-esteem and motivation. The colleague's and head teachers' feedback and criticism are often perceived as discouraging factors. The results of the study can be regarded as a baseline due to several limitations, which include the number of participants, potential bias in school choice, and limited availability for observation.

The Significant Relationship between the Extent of the Engagement of Teachers and the Level of Satisfaction in Monitoring Students' Progress.

Table 5 shows the result for the Pearson correlation yielded: On Level of satisfaction of students on cognitive, .871; students on psychomotor, .805; and students on affective domain, .890. Lastly, parents on cognitive, .852; parents on psychomotor, .834; and parents on affective, .873. It can be noticed that results on Pearson correlation are greater than Sig. (2-tailed) the value which is .000 and it has a significant very strong correlation.

This implies that in most aspects, the relationship of perceptions of the respondents was closely related to each other, indicating related views on the different variables presented. Thus, there is a significant relationship between the extent of teachers' engagement and the level of satisfaction among the groups of respondents. The respondents concluded that teachers extended their tasks and duties during the new normal, contributing more and being felt by the stakeholders. They develop a sense of accomplishment and contribution to the development of knowledge acquisition, skills development, and values formation to produce quality graduates ready for life.

Table 5
Pearson Correlation on the Significant Relationship between the Extent of the Engagement of Teachers and the Level of Satisfaction in Monitoring Students' Progress

	Students			Parents		
	Cognitive	Psychomotor	Affective	Cognitive	Psychomotor	Affective
Pearson Correlation	.871	.805	.890	.852	.834	.873
Sig. (2-tailed)	.000*	.000*	.000*	.000*	.000*	.000*

Note: *Sig. < .05 = relationship is significant

School Stakeholders' Satisfaction has been described as a general cognitive assessment of the quality of services and education offered by a certain institution. This assessment is based on the perceptions of stakeholders based on the performances as evidence and data are shown by the institution. Stakeholders' satisfaction has become a major challenge for all institutions. It has been recognized as the major source of a competitive advantage that



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aids student attraction and retention. The level of satisfaction of stakeholders with services offered by the school aids their school-life satisfaction. School-life satisfaction involves their perception of the quality of life enjoyed in the school system and how individual views the quality of services enjoyed in the school system as they pursue their academic goals and aspirations.

The significance of the engagement of teachers in the monitoring of students' progress under neo normal of the Department of Education has been widely recognized by stakeholders and other members of the community. Teacher engagement is an integral component of the teaching and learning process and has been the focus of the DepEd program, especially during the pandemic times. Their engagement brought a huge impact on escalating the level of satisfaction of parents, students, and teachers on the programs and activities they implemented just to address the gaps brought by modular distance learning and blended learning as the chosen modes of learning during the strike of the COVID-19 pandemic. It has been a great challenge for teachers to execute the best strategies for their learners to learn at a distance with the guidance of their parents/guardians and siblings, or to create a small learning group within their community with their cousins, neighbors, and friends.

The extent of the teacher's engagement in the monitoring of students' progress contributes a lot to satisfy the parents, students, teachers, and other stakeholders regarding the quality of learning and other services offered by the institution. This is living proof that teachers exerted extra efforts and resources to suffice the needs of the stakeholders, to give them a safe and engaging distance learning environment, learn from parents about their living experiences as parent-teacher at home, motivating every learner to capacitate their learning using their Self-Learning Modules (SLM) to check their learning, unlearn, and relearn and making them the top priorities of teachers in delivering quality education and services amidst pandemic.

The Significant Differences on the Extent of the Engagement of Teachers in the Monitoring of Students Progress along Aspects and among Groups of Respondents

Table 6 shows the analysis of variance that the difference between groups was statistically significant, $F(1) = 867.278$, $p = 0.000$. There is a significant difference on the perception of respondents. All groups of respondents were satisfied with the activities implemented by the teachers in the new scheme of learning, they appreciate the exerted time and efforts of teachers just to transpire the quality learning that students deserved in these trying times. They provide different activities to cater to the needs of learners today and contribute to their holistic development as a learner and as a productive individual.

Table 6

Two-Way ANOVA Test of Significant Difference on the Extent of the Engagement of Teachers in the Monitoring Students Progress along Aspects and among Groups of Respondents

Source	Df	Mean Square	F	Sig.
Group	1	13.109	867.278	.000
Aspects	2	.004	.260	.772
group * aspects	2	.003	.196	.822
Total	5			

Legend: $P \geq 0.05$ – not significant; $P \leq 0.05$ – significant

Nevertheless, on the test of a two-way analysis of variance, the result was: aspects the $F(2) = .260$, $p = .772$ and group*aspects the $F(2) = .196$, $p = .822$ is found to be not statistically significant. It can be gleaned that there is no significant difference in the level of satisfaction of students and parents on the extent of teachers' engagement on the monitoring progress and activities conducted.

The engagement of teachers in the monitoring of students' progress is not significantly felt by the different groups of respondents making the teachers strive more and go beyond the limit of their capabilities just to satisfy



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every school's stakeholder. They are always making ways to contribute to the development of school programs towards the progress of the people and the community where it is situated. It is a great challenge for teachers to attain the expectations of the people and to meet the desired level of implementation of every activity and program they wanted to implement and be the catalyst of change in imploring the quality of education amongst the learners.

Stakeholders are very essential in attaining quality education and school services among institutions. They played significant roles in making the school run smoothly and productively, they serve as the scaffolding in realizing the programs, projects, and other important activities of the school. They make the school more student and community-friendly because of their eagerness and passion to serve the school and its community. The level of satisfaction of internal and external stakeholders of a certain school is necessary to assess the quality and for teachers to be evaluated on their capacity to teach based on their knowledge and competence, their skills in the different crafts, and other related skills to teaching, and how they value attitudes and values in work, and on how they deal with their day-to-day activities in school and even at home and community.

Teachers and other school personnel are in dire need to extend their monitoring activities toward the attainment of learners' progress. They are tasked with different obligations and complexities to look into the educational progress of every learner and be an instrument of change for them to do more, perform well, and continue to strive for a better learning experience.

Parents, teachers, and students may work collaboratively and productively to emerge the learning gaps brought by the pandemic. They should work in hand to address those learning disparities, recover from the educational downfall, and rise with excellence through strengthened learning programs of the Department of Education. Teachers are greatly challenged by the alteration of the mode of education in the department. Like students, they are also severely affected by how to deliver quality education to their students and how to make progress as part of their accomplishments as teachers.

To attain progress in cognitive, psychomotor, and affective teachers need to instill in their minds that their chosen field of profession requires them to be patient, understanding, and willing to extend their help and resources to their learners. They should be more passionate about delivering quality education and other educational services beneficial in attaining their dreams and aspirations in life. They should serve as the catalyst of development and change in the usual day-to-day progress and accomplishment of teachers. Moreover, teachers should work smart and strive hard to satisfy every stakeholder, give excellent service, bring something different, make a significant impact in the institution and contribute more to the development of the agency where they belong.

Conclusion

Major conclusions include 1) the extent of teachers' engagement in monitoring students' progress on the three domains of learning for students and parents is "High" while it is "Very High" for teachers. 2) the Level of Satisfaction of Parents, Students, and Teachers in the Implementation of the Monitoring Students' Progress is rated "Satisfied". 3) There is a strong significant relationship between the extent of teachers' engagement and the level of satisfaction among the groups of respondents. 4) There is a significant difference in the extent of engagement of teachers in monitoring the activities of learners in the cognitive, psychomotor, and affective domains of learning. Nevertheless, there is no significant difference in the level of satisfaction of students, parents, and teachers regarding the engagement of the monitoring program and activities conducted. Furthermore, the analysis of variance between groups of respondents was found to be statistically significant. 5) There is an intervention plan proposed to improve the stakeholders' satisfaction with teachers in the neo-normal activities in monitoring students' progress in the Department of Education.

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