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Providing Technical Support for Underperforming Students to Enhance Satisfaction and Engagement in Social Studies

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Abstract
The study investigated the correlation between teachers' technical support, learners' satisfaction, and engagement. A descriptive correlation study design was employed to analyze the relationship between these variables. A purposive sample of forty-three (43) struggling Grade V students from Patabog Elementary School was chosen for the study. Results showed that learners perceived a very high level of technical assistance in tasks such as preparing instructional materials, distributing learning materials, retrieving instructional materials, and providing feedback on their work. Additionally, learners reported a high level of satisfaction with teaching methods and the learning environment. The learners who participated in the study showed a high level of engagement in cognitive, affective, and behavioral aspects. Furthermore, the research revealed a significant correlation between the level of technical support provided by teachers and learner satisfaction and engagement. Therefore, educators can use this approach and consider alternative strategies when teaching struggling students. Before implementing any interventions, teachers should assess their student's needs and abilities in distance learning to tailor their teaching methods and provide appropriate technical assistance. Additionally, frequent and thorough monitoring of learners' progress can help address their individual needs effectively.

INTRODUCTION
For the pupils, switching all Mulanay public schools from in-person instruction to fully online learning is a novel experience. According to the researcher, learning cannot be fully provided through distant learning, so in order to help students learn more effectively and perform better, teachers must offer more support or technical help. Self-learning modules (SLMs) are available to students enrolled in modular distance learning in both paper and digital versions, with access varying according to their abilities. The teacher is in responsible of keeping an eye on the pupils' progress. Pupils can ask for help by text, phone, email, or other channels. The teacher will make home visits whenever it is feasible, especially for children who need assistance or remediation. It is also the school's duty to guarantee that students obtain educational materials via the mode of instruction they choose (DepEd Order No. 12, s. 2020). In order to enhance student achievement, the "Every Students Succeeds Acts" (ESSA; U.S.) revised No Child Left Behind by implementing new accountability standards and indicators, including metrics such as student satisfaction and engagement. The researcher posited that the utilization of self-learning modules could enhance the learning experience, particularly for learners who require additional assistance in understanding the materials. This study aims to assess the level of technical support provided by teachers to struggling students, and its impact on their satisfaction and engagement levels in Araling Panlipunan among Grade 5 students at Patabog Elementary School, Mulanay District.

As stated by Constantino, (2020) numerous students are currently facing challenges in recalling and comprehending historical events and concepts in Araling Panlipunan. Factors such as poor time management, lack of focus, and disinterest in studying at home contribute to their struggles with self-study. The subject of Araling Panlipunan is perceived as both tiresome and intricate by some students. In the context of modular distance learning, learners encounter difficulties in completing assigned activities without guidance from teachers. Additionally, parental support may be lacking due to a limited understanding of the subject matter.

The researchers posit that the support of teachers is integral in facilitating a successful learning process and enhancing critical thinking skills among students. In order to enhance the teaching-learning experience of students in the subject of Araling Panlipunan, teachers should incorporate a variety of learning activities and strategies tailored to the specific needs of the students. This will help to effectively engage students in the modular distance learning model. Patabog Elementary School, situated in remote areas with limited internet connectivity, faces challenges in adapting to the new normal in education.

The transition from traditional face-to-face learning to remote learning has presented difficulties for teachers, parents, and other stakeholders. Teachers are finding it challenging to monitor student progress, provide technical support, and maintain educational quality. Additionally, not all parents and students have access to necessary devices for remote learning. Not all parents and students have access to electronic devices at home, resulting in challenges for teachers trying to monitor students through text, chat, and calls. Poor signal reception in certain areas of the school further complicates communication and technical assistance. This study seeks to assess the level of support provided by teachers to Grade 5 students at Patabog Elementary School during modular distance learning, particularly in the subject of Araling Panlipunan.

The research aims to examine teacher resourcing, monitoring of student progress, and counseling, and how these factors impact student satisfaction and engagement. Findings from this study will inform the development of intervention strategies to enhance student performance in (AP) Araling Panlipunan.

MATERIALS AND METHODS

The study implemented a descriptive-correlational research design to uncover the significant aspects of interest efficiently. A self-designed survey questionnaire was utilized to address the research inquiries. The participants consisted of 43 students from Patabog Elementary School in Mulanay, Quezon, selected from a total population of 69 Grade Five students for the School Year 2021-2022 who were engaged in modular print distance learning. These students were categorized as either "Beginning" (grades 74 and below) or "Developing" (grades 75-79).

All relevant data was gathered and prepared for analysis. The study has utilized appropriate statistical measures to quantify the data and address the research question. Frequency and Percentage will be used to analyze the demographic profile of the student respondents. Mean will assess the level of technical assistance provided by teachers and the satisfaction and engagement of learners. Standard Deviation will measure the variability in responses on the questionnaire. Pearson r correlation will determine the relationship between the extent of technical assistance provided by teachers and students' higher order thinking skills.

RESULTS AND DISCUSSION

Table 1 Perceived extent of teachers' technical assistance to learners-respondents when it comes to Preparation of Instructional Materials

Indicators	Mean	SD	Interpretation
Naihanda ng aming guro ang…			
1. The teacher prepared weekly lessons that were suited to my needs.	3.74	0.49	Strongly Agree/Very Great Extent
2. The teacher prepared organized and well-planned lessons that corresponded to my interest and aptitude.	3.58	0.73	Strongly Agree/ Very Great Extent
3. Teacher-prepared instructional materials like charts, pictures, maps, and other visual materials.	3.56	0.59	Strongly Agree/ Very Great Extent
4. The teacher prepared audio-visual presentations to easily understand the lesson.	3.58	0.66	Strongly Agree/ Very Great Extent
5. Teacher-prepared learning materials in line with the topic.	3.79	0.56	Strongly Agree/ Very Great Extent
Overall	**3.65**	**0.61**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/Very Great Extent, 2.50-3.49 Agree/ Great Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/ Not at All

Abdu-Raheem (2014), who found that teachers employ instructional resources to help explain concepts and make subject matter understandable to students during the teaching and learning process, was among the studies that validated the results displayed in the table. In the research done by Olumorin et. al., (2010) found that educational resources make learning easier for students and more successful for teachers. They contend that instructional materials, including visual aids, audiovisual materials, and concrete or non-concrete items, directly interact with all of the senses. Kandarp (2013) concurred that educational resources are crucial instruments for teaching and learning. To extend ideas and pique students' interest in a subject, he advised teachers to design and produce educational resources to augment what is found in textbooks.

Among the indicators included in the study, the indicator "*Teacher provided receive form for weekly distribution of learning packets*" received the highest mean score of 3.81, indicating that it was perceived to a very great extent. The respondents strongly agreed that this practice was effectively implemented by the teacher during the distribution of modules. On the other hand, the learners-respondents agreed that the indicator "Teacher delivered learning packets personally to learners who do not get." had the lowest mean value of 3.42, indicating that this initiative was perceived to a

great extent. Despite this lower score, the respondents acknowledged the efforts of the teacher to deliver the learning materials personally to ensure all learners received them (Bong, 2014).

Table 2 Perceived extent of teachers' technical assistance to learners-respondents when it comes to Distribution of Learning Materials

Indicators	Mean	SD	Interpretation
1. The teacher sets a weekly schedule for the distribution of instructional materials.	3.79	0.59	Strongly Agree
2. The teacher used different platforms of communication through chat, text, and calls to inform parents and learners for weekly distribution.	3.70	0.57	Strongly Agree
3. The teacher provided a form for the weekly distribution of learning packets.	3.81	0.41	Strongly Agree
4. The teacher instructs the parents/guardian on the tasks that need to be accomplished by the learner.	3.58	0.58	Strongly Agree
5. The teacher delivered learning packets personally to learners who did not get them.	3.42	0.85	Agree
Overall	**3.66**	**0.60**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/Highly Practice, 2.50-3.49 Agree/ Moderately Practiced, 1.50-2.49 Disagree/ Rarely Practiced, 1.00-1.49 Strongly Disagree/ Not at All

Table 3 Perceived extent of teachers' technical assistance to learners-respondents when it comes to Retrieval of Instructional Materials

Indicators	Mean	SD	Interpretation
1. The teacher reminded me and my parents before the day of the retrieval of learning packets.	3.58	0.76	Strongly Agree
2. The teacher provided a received form for retrieval of learning packets.	3.81	0.48	Strongly Agree
3. The teacher called me and sent a message on the day of retrieval if I failed to submit our learning packets.	3.44	0.76	Agree
4. The teacher gave me chances to finish my output.	3.65	0.48	Strongly Agree
5. The teacher accepted my learning packets even if it was late due to the unavailability of my parents/guardians.	3.81	0.43	Strongly Agree
Overall	**3.66**	**0.58**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/Highly Practice, 2.50-3.49 Agree/ Moderately Practiced, 1.50-2.49 Disagree/ Rarely Practiced, 1.00-1.49 Strongly Disagree/ Not at All

The study's findings showed that two indicators received the highest mean value of 3.81, indicating a significant extent of agreement among learner-respondents. The indicators that garnered strong agreement were "*teacher provided received form for retrieval of learning packets.*" and *"Teacher accepted my learning packets even if it was late due to the unavailability of my parents/guardians."* Instilling a sense of responsibility and emphasizing the importance of adhering to scheduled deadlines is a beneficial practice for students. However, there are instances where learners may submit work late due to circumstances beyond their control. In such cases, teachers are encouraged to investigate the reasons and show understanding towards the student's situation (Bernardo, 2020).

As per Anzaldo (2021), teachers are responsible for monitoring and supporting students' progress, providing remediation, and offering feedback. In addition to teachers, parents, guardians, and mentor facilitators assist students at home by overseeing the completion and submission of modules, and informing teachers of any challenges or achievements in students' daily and weekly tasks.

Table 4 Perceived extent of teachers' technical assistance to learners-respondents when it comes to Follow-up on Learners' Task

Indicators	Mean	SD	Interpretation
1. Teacher conducted remedial session through chats, calls and text.	3.49	0.74	Agree
2. Teacher conducted home visitation to monitor and guide me in the completion of my learning tasks.	3.53	0.74	Strongly Agree
3. Teacher exerted efforts to supervise, check and encourage me to finish my task on time.	3.40	0.76	Agree
4. Teacher monitored my progress to improve my academic performance.	3.49	0.67	Agree
5. Teacher asked me and my parents on the issues and concerns regarding on learning task given.	3.53	0.67	Strongly Agree
Overall	**3.49**	**0.72**	**Agree**

Legend: 3.50-4.00 Strongly agree/Very Great Extent, 2.50-3.49 Agree/ Great Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/ Not at Al

The findings indicate that respondents agree that teachers have effectively fulfilled their responsibility in overseeing tasks for learners, with an average rating of 3.49. There is a significant perception of the level at which teachers offer technical support for following up on students' assignments. The use of teaching aids has been shown to impact students' academic achievements. According to the research, well-designed teaching aids lead to enhanced learning outcomes and positive effects on student performance (Link Group, 2021). Among the five indicators provided in the table, "*Teacher conducted home visitation to monitor and guide me in the completion of my learning tasks.*" and "*Teacher asked me and my parents on the issues and concerns regarding on learning task given.*" had the highest mean value of 3.53 which displays great extent. One of the significant challenges for teachers in the realm of modular distance learning is effectively monitoring students' progress.

Teachers bear the responsibility of tracking learners' advancement and providing assistance through various communication channels such as text, call, email, or other platforms. In cases where struggling students are unable to attend school for technical support, it is highly advisable for teachers to conduct home visits. This allows teachers to assess the students' status and offer constructive feedback to both students and their families (Duffield, 2013).

Table 5 Perceived extent of teachers' technical assistance to learners-respondents when it comes to Feedback on Learners' Output

Indicators	Mean	SD	Interpretation
1. Teacher wrote comments/ feedback regarding on my submitted activities.	3.51	0.59	Strongly Agree
2. Teacher wrote the details/explanation on the lesson and activities.	3.51	0.67	Strongly Agree
3. The teacher discussed with my parent issues and concerns regarding my learning status.	3.65	0.65	Strongly Agree
4. Teacher used positive phrases/ remarks on my complete submitted outputs.	3.53	0.59	Strongly Agree
5. Teacher provided me a feedback which allowed me to reflect on my own learning.	3.74	0.44	Strongly Agree
Overall	**3.59**	**0.59**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/Very Great Extent, 2.50-3.49 Agree/ Great Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/ Not at All

In relation to Table 5, which assesses the level of technical assistance provided to struggling learners in terms of feedback on their output, the overall mean is 3.59. The learners who participated in the study strongly agreed on the indicators, indicating a high level of feedback from teachers. Research by Brookhart et al. (2012) highlights the importance of effective feedback in learning. While many teachers claim to give substantial feedback to their students, the key question is whether the students receive, comprehend, and apply this feedback. The teacher provided me feedback which allowed me to reflect on my learning." Learners-respondents see the teacher manifesting this strategy to a very great extent. Self-reflection is a one-way method of allowing learners to evaluate their selves and their learnings. Establish self-realization and convert it into positive output for a better version of themselves (Chalmers et al., 2018). On the other hand, the first two (2) indicators in the table got the lowest mean value of 3.51 which still shows a very great extent.

Table 6 Perceived extent of technical assistance in the conduct of counseling through Home Visitation

Indicators	Mean	SD	Interpretation
1. The teacher wrote comments/ feedback regarding my submitted activities.	3.51	0.59	Strongly Agree
2. The teacher wrote the details/explanation of the lesson and activities.	3.51	0.67	Strongly Agree
3. The teacher discussed with my parents issues and concerns regarding my learning status.	3.65	0.65	Strongly Agree
4. The teacher used positive phrases/ remarks on my complete submitted outputs.	3.53	0.59	Strongly Agree
5. The teacher provided me a feedback which allowed me to reflect on my own learning.	3.74	0.44	Strongly Agree
Overall	**3.59**	**0.59**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/Very Great Extent, 2.50-3.49 Agree/ Great Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/ Not at All

Table 6 illustrates the perceived level of technical support in conducting counseling sessions through home visits. The indicators show an overall mean value of 3.46, indicating a high extent of teachers conducting counseling sessions through home visitation. The one-on-one consultations with students and their parents have positively influenced student performance. According to Carvalho et al., 2014 home visitation programs primarily focus on teachers educating and supporting parents and children in their homes, fostering relationships and communication between families and schools. The respondents strongly agreed that "*the teachers provided the students a safe and positive home learning environment through home visitations*" with highest mean value of 3.51. While, the indicator "*The teacher well-explained my lesson during visitation which gave me clear understanding on how to do the assigned tasks.*" has the lowest mean value of 3.37 which indicates great extent of giving instruction to learners.

The study findings indicate that home visits can help facilitate communication and collaboration between students, families, and teachers, bridging the gap between school and home. An increasing body of research emphasizes the crucial role of parental involvement in supporting children's learning at home (Llego, 2020).

Table 7 Perceived extent of technical assistance in the conduct of counselling through Support System

Indicators	Mean	SD	Interpretation
1. The teacher conducted home visitation program/activities which provided me supportive environment for learning.	3.51	0.86	Strongly Agree
2. The teacher utilized online communication as another means of providing us technical assistance and additional learning support.	3.33	0.75	Agree
3. Teacher gave me support on the challenges encountered through home visitation.	3.35	0.84	Agree
4. Teacher conducted dyads discussion with my parents on my learning experiences and progress.	3.58	0.73	Strongly Agree
5. Teacher mobilized learning resources used by the learner from stakeholder's support.	3.60	0.49	Strongly Agree
Overall	**3.47**	**0.73**	**Agree**

Legend: 3.50-4.00 Strongly agree/Very Great Extent, 2.50-3.49 Agree/ Great Extent, 1.50-2.49 Disagree/ Low Extent, 1.00-1.49 Strongly Disagree/ Not at All

Table 7 presents the students' perception of providing technical assistance as a support system. The findings indicate an overall mean score of 3.47, reflecting a high level of effectiveness. The support system enables each learner to enhance their efficiency and performance. According to Omar et al. (2017), support and feedback play a crucial role in enhancing students' understanding and facilitating productive changes in their learning approaches, fostering academic growth. Based on the results, the indicator "*Teacher mobilized learning resources used by the learner from stakeholder's support.*" has the highest mean of 3.60 and perceived a very great extent of stakeholder's support. In light of the pandemic, there has been an increased need for support from various stakeholders. Household partners, family members, and other stakeholders have taken on the role of learning facilitators. Additionally, teachers have utilized online communication as a supplementary tool to provide technical assistance and additional support, although this received a lower average score of 3.33 from respondents. One factor that may have impacted this result is the availability of internet connection in most households. As a result, teachers have visited students' homes to provide individualized assistance, particularly for those in marginalized groups (Centra and Rock, 2014).

Table 8 Perceived Level of Satisfaction of the Respondents in Terms of Teaching Methods

Indicators	Mean	SD	Interpretation
1. The lesson is easy to understand when my teacher used explicit teaching,	3.72	0.59	Highly Satisfied
2. Teacher provided additional learning materials like supplementary materials, maps, pictures, charts and multimedia resources for me to fully understand the lesson.	3.60	0.58	Highly Satisfied
3. Teacher conducted remedial teaching to attain the set goals in learning	3.56	0.70	Highly Satisfied
4. Teacher provided me with varied teaching methods such as video lesson and other learning materials to satisfy my learning needs.	3.60	0.58	Highly Satisfied
5. Teacher explained the learning content in a way that I can understand in order to get my interest.	3.67	0.57	Highly Satisfied
Overall	**3.63**	**0.60**	**Highly Satisfied**

Legend: 3.50-4.00 Highly Satisfied, 2.50-3.49 Satisfied, 1.50-2.49 Unsatisfied,, 1.00-1.49 Strongly Unsatisfied

The data presented in table 8 demonstrates that the respondents expressed a high level of satisfaction across all indicators, with an overall mean value of 3.63. Specifically, the results indicate that learners exhibit high levels of satisfaction with the teaching methods employed by the teacher. This suggests that the teacher effectively prepared learning materials, delivered content that met students' learning needs, and engaged their interests. The respondents are highly satisfied that "the lesson is easy to understand when my teacher used explicit teaching" with a highest mean value of 3.72. The teacher's role is to make the teaching-learning process more effective and understandable to the learners. Learners learned more when the teacher used different teaching methods in delivering the lesson. However, the indicator "Teacher conducted remedial teaching to attain the set goals in learning." has the lowest mean of 3.56 which means that respondents are highly satisfied. It is implied that the teacher provided additional support to learners in need during modular distance learning. The teacher's role extends beyond simply delivering lessons to include monitoring the achievement of set objectives (Ogaga, 2016).

Table 9 Perceived Level of Satisfaction of the Respondents in Terms of Learning Environment

Indicators	Mean	SD	Interpretation
1. Teacher promote fairness, respect, and caring learning environment which motivates me to do things better.	3.72	0.48	Highly Satisfied
2. I am comfortable to study to a well ventilated and well-lighted learning area.	3.63	0.49	Highly Satisfied
3. Supportive learning environment nurtured and inspired me in completing the learning task.	3.72	0.45	Highly Satisfied
4. Free from destructions environment gives me a peaceful place to study.	3.65	0.48	Highly Satisfied
5. The teacher gave ways to provide a conducive environment which helps me to learn easily.	3.58	0.63	Highly Satisfied
Overall	**3.66**	**0.51**	**Highly Satisfied**

Legend: 3.50-4.00 Highly Satisfied, 2.50-3.49 Satisfied, 1.50-2.49 Unsatisfied, 1.00-1.49 Strongly Unsatisfied

Table 9 indicates that the respondents expressed high satisfaction with all the listed indicators, with an overall mean value of 3.66. The results suggest that learners are particularly pleased with the learning environment, emphasizing the importance of a conducive setting for enhancing focus and interest in learning. It is essential for teachers to ensure a suitable learning space for students. Additionally, one of the indicators obtained the highest mean value of 3.72, indicating a high level of satisfaction.

Learners-respondents were highly satisfied on the indicators stating, "*Teacher promotes fairness, respect, and caring learning environment which motivates me to do things better."* and *"Supportive learning environment nurtured and inspired me in completing the learning task."* Learners are learned more when the learning area that they have is conducive and free from any distractions. The learners are motivated to accomplish their tasks in school if they are in a conducive learning area (Carver, 2017).

Table 10 Engagement Level of the Learner-Respondents in terms of Cognitive Engagement

Indicators	Mean	SD	Interpretation
1. I easily understand the lesson when my teacher instructs and explain the lesson well during home visitation.	3.86	0.35	Strongly Agree
2. I understand the lesson through contextualized learning materials such as learning activity sheets, localized materials etc.	3.74	0.49	Strongly Agree
3. I easily accomplish the task using real life situation activities related to themselves.	3.49	0.67	Agree
4. Preliminary activities related to the topic catch my attention and lead me to become ready for the learning process.	3.65	0.57	Strongly Agree
5. Additional drills and hands on activities help me to be more engaged in the learning process.	3.70	0.46	Strongly Agree
Overall	**3.69**	**0.51**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/ Highly Engaged, 2.50-3.49 Agree/ Engaged, 1.50-2.49 Disagree/Less Engaged, 1.00-1.49 Strongly Disagree/ Not Engaged

The following table illustrates the level of cognitive engagement displayed by teachers towards students in relation to the use of learning materials. Survey participants strongly agreed that teachers demonstrate outstanding cognitive engagement by ensuring that lessons are well understood by students, both within the classroom environment and in their respective communities, with an overall mean value of 3.69. Additionally, respondents strongly agreed that they grasp the lesson content and concepts effectively when teachers provide clear instructions and explanations during home visits, with a mean value of 3.86. These findings suggest that, besides classroom instruction, students benefit significantly when teachers take the time to personally deliver lessons, highlighting the importance of engaging students cognitively in their educational experiences (Paris, 2015).

Table 11 Engagement Level of the Learner-Respondents in terms of Affective Engagement

Indicators	Mean	SD	Interpretation
1. I am eager to learn the lesson in modules.	3.72	0.45	Strongly Agree
2. I am interested to understand the learning content of the modules.	3.65	0.48	Strongly Agree
3. I show positive attitudes towards learning during remedial teaching and home visitation.	3.53	0.55	Strongly Agree
4. I find ways to engage in the learning content and become active learner.	3.53	0.59	Strongly Agree
5. I appreciate and feel motivated to receive award in every quarter.	3.44	0.73	Agree
Overall	**3.57**	**0.56**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/ Highly Engaged, 2.50-3.49 Agree/ Engaged, 1.50-2.49 Disagree/Less Engaged, 1.00-1.49 Strongly Disagree/ Not Engaged

The subsequent table illustrates the level of emotional involvement of the students in their lessons. The findings of the investigation reveal that the participants strongly affirmed their genuine emotional engagement with the lessons and activities, with an overall mean score of 3.57. This indicates that the respondents comprehend the various scenarios that may arise when completing assigned tasks using the learning materials.Furthermore, the participants expressed strong agreement in their eagerness to learn the lessons presented in the modules, with an average score of 3.72. This indicates a positive attitude towards the lessons and the successful completion of tasks outlined within the learning modules (Renninger and Hidi, 2015).

However, the participants expressed their gratitude and enthusiasm for receiving recognition every quarter, with an average rating of 3.44. This indicates that they are striving for success in order to attain a reward for their hard work in studying, motivating their peers, or providing feedback. Furthermore, this may also involve interactions between the students and the instructor, such as communicating and asking questions about course activities (Cooper, et al, 2014).

Table 12 Engagement Level of the Learner-Respondents considering Behavioral Engagement

Indicators	Mean	SD	Interpretation
1. I should display positive attitudes towards accomplishing task.	3.65	0.53	Strongly Agree
2. I should take personal responsibility to achieve the set of learning competencies.	3.49	0.67	Agree
3. I need to initiates personal action to complete his/her learning output.	3.67	0.47	Strongly Agree
4. I exhibited sense of urgency in accomplishing the given learning task.	3.42	0.82	Agree
5. I expressed my desire to do better and provide completed and quality learning output.	3.67	0.47	Strongly Agree
Overall	**3.58**	**0.59**	**Strongly Agree**

Legend: 3.50-4.00 Strongly agree/ Highly Engaged, 2.50-3.49 Agree/ Engaged, 1.50-2.49 Disagree/Less Engaged, 1.00-1.49 Strongly Disagree/ Not Engaged

The following table illustrates the behavioral engagement of students in their lessons. The data indicates that respondents strongly believe in demonstrating positive behavioral engagement in their academic pursuits, with an overall mean score of 3.58. Furthermore, respondents expressed a strong desire to excel and deliver high-quality learning outcomes, as well as a need to take personal responsibility for completing their assignments, with a mean score of 3.67. This demonstrates their commitment to acquiring knowledge and achieving positive results based on the guidance provided by teachers. It is crucial for teachers to provide technical assistance and support to students in order to enhance their performance during modular distance learning, as highlighted in a study by Barut Tugtekin, and Dursun (2021).

Table 13 Correlation of Technical Assistance to Learner Satisfaction

Technical Assistance	Learner Satisfaction	
	Teaching Methods	Learning Environment
Teacher Resourcing		
Preparation of instructional materials	.641**	.084
Distribution of learning materials	.657**	.254
Retrieval of instructional materials	.533**	.376*
Monitoring of Learning Output		
Follow up on learners' task	.836**	.422**
Feedback on learners' output	.729**	.491**
Counseling		
Home visitation	.791**	.250
Support system	.789**	.209

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

The table above illustrates a noteworthy correlation between the technical assistance provided by teachers and the study results indicate a significant relationship between the resources allocated by teachers and the satisfaction levels of students in terms of teaching methods and learning environments. This suggests that a higher level of technical assistance in terms of resources leads to increased student satisfaction with teaching methods and the overall learning environment. Additionally, the table shows a significant correlation between teachers' monitoring of learning outputs and the effectiveness of teaching methods. This implies that when teachers actively monitor and provide technical assistance in evaluating student learning outputs, it results in higher levels of student satisfaction with the teaching methods and learning environment. As stated by this highlights the importance of teachers incorporating student performance monitoring as a crucial aspect of their teaching practices (Marasigan, 2019).

By monitoring learners who may be struggling academically, teachers can offer technical assistance either in-person or through available resources (Dangle and Sumaoang, 2020). Additionally, the findings suggest a connection between teacher counseling and their teaching approaches. Consistent monitoring and technical support from teachers can enhance student satisfaction with their teaching methods. However, as presented by Berger and Milem (2019) the data also indicates that there is no significant relationship between technical assistance in the form of counseling and student satisfaction with the learning environment.

Table 14 Correlation on Technical Assistance to Learner Engagement

Technical Assistance	Learner Engagement		
	Cognitive Engagement	Affective Engagement	Behavioral Engagement
Teacher Resourcing			
Preparation of instructional materials	.467**	.452**	.399**
Distribution of learning materials	.577**	.573**	.513**
Retrieval of instructional materials	.475**	.572**	.525**
Monitoring of Learning Output			
Follow up on learners' task	.558**	.542**	.339*
Feedback on learners' output	.569**	.555**	.451**
Counseling			
Home visitation	.473**	.450**	.313*
Support system	.563**	.498**	.457**

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The table displayed above illustrates a strong correlation between students' engagement levels and the technical support provided by teachers. The study findings indicate that when teachers offer extensive technical assistance in terms of resource allocation, students show increased engagement in cognitive, affective, and behavioral aspects. Furthermore, the data shows a significant relationship between teachers providing substantial technical support in monitoring student learning outputs and increased student engagement across cognitive, affective, and behavioral domains. According to Castor, et al. (2015) the impact of teachers' monitoring efforts on student engagement within the learning environment. The results suggest a correlation exists between teachers' counseling and students' cognitive and affective engagement, with a weaker correlation found in behavioral engagement. Teachers play a vital role in monitoring learners' progress and providing technical assistance when needed, particularly for challenging lessons. Support can be offered through various means such as text, chat, calls, email, home visits, or other available resources or multimedia platforms (Llego, 2020).

CONCLUSION

The study findings indicate that ongoing technical support and assistance from teachers play a crucial role in enhancing satisfaction, academic development, and engagement among students and teachers. The guidance and instructional approaches of teachers, as well as their efforts in fostering student engagement, are key considerations. However, there are various challenges institutions face, such as issues related to learners, teachers, and instructional materials. Engaging students and encouraging their active participation in the teaching-learning process can be difficult. By providing appropriate technical support to students, institutions can address their needs and promote increased satisfaction and engagement. The study highlighted the significant impact of teacher support on student satisfaction and engagement, even in a distance learning setting. The research found that learners perceived a high level of technical assistance in various aspects, such as preparing instructional materials, distributing learning resources, and providing feedback. There was also a notable level of follow-up on tasks, counseling through home visits, and support system counseling. In terms of satisfaction, learners expressed high levels of satisfaction with the teaching methods and learning environment. Additionally, learners were highly engaged in cognitive, affective, and behavioral aspects of learning.

It was discovered that a strong correlation exists between the level of technical assistance given by the teacher and the satisfaction and engagement of learners. To summarize the aforementioned findings, it can be concluded that the amount of technical assistance provided by the teacher directly impacts learner satisfaction and engagement. Subsequently, it is recommended that teachers consider utilizing technical assistance as an effective intervention and alternative teaching strategy for struggling learners, as supported by the results and conclusions of the study. Before commencing with the intervention, the teacher should assess the needs and abilities of their students in distance learning to determine the appropriate teaching strategies and technical assistance required. Continuous and thorough monitoring of the learners' progress may be necessary to effectively meet their educational needs.

DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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