Online Delivery Learning as a Pandemic Platform Towards Student Satisfaction

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Abstract

This study focused on the online delivery learning as a pandemic platform towards student satisfaction. It aimed to determine the students' satisfaction with online delivery learning as a pandemic platform for the School Year 2021-2022.

It sought answers to the following questions: 1. What is the level of teacher's online delivery learning regarding course design, teacher factor, technology dimension, and environmental aspect? 2. What is the level of student satisfaction in assessment, interaction, and feedback? 3. Does online delivery learning as a pandemic platform significantly relate to the student's satisfaction in senior high school?

The study employed a quantitative research method. The researcher obtained the level of online delivery learning in terms of course design, teacher factor, and environmental aspect, which yielded an overall mean of 3.01, 3.41, and 3.07, interpreted as High, respectively. In contrast, the technology dimension garnered an overall mean of 3.23, interpreted as Very High. This means that the online delivery learning provided by the subject teachers to the senior high school students is commendable and satisfactory. Also, the level of student satisfaction yielded an overall mean of 3.18 for assessment, 2.82 for interaction, and 3.32 for feedback with a verbal interpretation of High and Very High, respectively. It means that Laguna Senior High School students were satisfied with the online learning delivery when it comes to the abovementioned variables.

Lastly, the teacher's online delivery of learning as a pandemic platform and student satisfaction upon garnering a straight significant correlation analysis revealed that the teachers were able to satisfy the students in terms of the practical assessment tools, engaging interaction, and meaningful feedback. It became possible because of the creative course design, skills of the teachers, accessible technology dimension, and the environmental aspect of the online delivery learning they provided and used as a pandemic pedagogy in helping the learners improve their academic performance.

Keywords: *Online Delivery Learning, Pandemic Pedagogy, and Student's Satisfaction.*

1. Main Text

Introduction

COVID-19, which arose and transformed into a worldwide pandemic within a short period, has caused extraordinary concern in our health, community, and economy. More importantly, it has also brought challenges and forced lockdown to the education sector. Events such as these highlight the importance of efficient implementation of alternative learning modalities that will cater to the students' needs and maintain quality education. Equally, school closure also affects the students because of disturbance between the networks of the teacher and students, leading to poor performance. Bridge (2020) reported that schools and universities are moving towards educational technologies for student learning to avoid a strain during the pandemic season. That is why the Department of Education and other educational sectors recommended and pushed the use of different learning modalities, one of which is Online Distance Learning (ODL).

To recuperate from the interruption of the classes, many institutions went for online classes Shehzadi (2020). In contrast to traditional learning, academics, educators, and other practitioners are enthusiastic about online learning that may produce better outcomes and academic achievements. Only by analyzing student satisfaction and their performance can the answer be sought. The interaction would be minimal without utilizing appropriate technologies in the fully online learning settings. Limited interaction may decrease students' course satisfaction and affect their performance.

Hence, the present study investigated the relationship between online delivery learning as a pandemic methodology in the senior high school setting.

Background of the Study

As the researcher experience the first rollout of Online Distance Learning in the surge of COVID-19, it has become a realization that learners are yet to be keen on the modality. Teachers, students, and parents were not well-trained to conduct ODL, but the modality was pursued due to the circumstance given, even without the right mentality and attitude. In the late 1990s, Biner argued that student satisfaction is valuable for investigation because it is critical to academic achievement because of the attitudinal theories. More recently, Palmer (2012) also called for studying affective variables in technology-improved environments that can aid in teaching online class scenarios.

Hsieh (2011) confirmed that students' satisfaction, which indicates how positively students perceive their learning experiences, is an important indicator of the program and student-related outcomes. For example, students' satisfaction is associated with program quality, student retention, and student success in program evaluation. High student satisfaction can lead to lower drop-out rates, higher persistence, and greater commitment to the program. Little is known about why some users stop online learning after their initial experience. Information system research clearly shows that user satisfaction is one of the most important factors in assessing the success of system implementation.

Interaction is related to the quality of online learning, collaborative learning, low attrition, and effectiveness of online learning (Jain, 2011). The effective use of technology with a good platform enhances the interactive process between students and instructors or content in online learning. The pandemic highlights that teachers' professional preparation must reach beyond the technical skills required for effective teaching in the 'normal' classroom. Teachers need resilience, responsiveness, and flexibility to respond to crises and prepare students to embrace the opportunities of the challenging twenty-first century education.

In the light of our situation, however, a meager amount of literature is available on the factors that affect the students' satisfaction and performance in online classes during the pandemic of Covid-19 (Rajabalee, 2020). As a result, the researcher conducted quantitative research to explore the relationship between online delivery learning as a pandemic platform and the students' satisfaction with course design and other important variables during the pandemic period of COVID–19.

Theoretical Framework

The study explored the effectiveness of online instruction amidst the pandemic and investigate the students' course satisfaction. To give a solid foundation, a theoretical framework is presented to provide an idea and facilitate a more comprehensive conceptualization of these notions, their possible basis, and their lines of inquisition.

Stereotype Threat Theory

According to Steele (2016), stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one's social group. It was first used in their research that black college students performed more poorly on tests than white students when the race was given prominence. However, they performed better when their race was not used as the underlined status. Stereotype threat (ST) denotes a situation in which a group members fear that their performance will verify an existing negative performance stereotype, thereby causing a decrease in academic performance.

This theory can be linked to the notion that learning on an online modality is complex, and learners are not ready for this setup. In the launch of this modality, a lot have expressed their disapproval, especially students and parents, to continue the education and just opt for an academic freeze but the Department of Education and other educational sectors stood their ground to continue distance learning, that is under different categories. Nevertheless, for the department to bridge the gap brought by this pandemic, the said department immediately decides how to address the situation by creating a system or modalities to make it possible. Moreover, one of those learning modalities was Online Distance Learning.

With the said condition, research has shown that stereotype threat affects the academic performance of any individual whose situation implores a stereotype-based expectation of poor performance. ODL has been off stereotype before it began in the Philippines; that is why it is necessary to investigate this theory's effect on the satisfaction of the ODL learners.

Transformation Theory

The Transformative Learning Theory, introduced by Mezirow (1997), is based on the principle that personal experience is an integral part of the learning process. It suggests that a learner's interpretation of the experience creates meaning, which leads to a change in behavior, mindset, and beliefs. When transformational learning occurs, a learner may undergo a "paradigm shift" that directly impacts future experiences. Learners of the future need to be autonomous and independent learners so that they can acquire current information to build a good and accurate knowledge base. Appropriate Internet use is an ideal learning strategy in a networked world.

Furthermore, for learning to occur, there must be a change in the learner's perspective. The Transformative Learning Theory also states that a change in the meaning structures must occur. Transformation of the belief system, such as personal values and assumptions spelled the transition from traditional learning to the pandemic transformed system in the education sector. Instead of going along with the status quo, learners shift their cognitions based on their personal experience; this may serve as a way to change their behavior or perspective about the ODL.

Connectivist Theory

According to Siemens (2004), connectivist theory is for the digital age, where individuals learn and work in a networked environment. As a result, we do not have control over what we learn since others in the network continually change information, requiring new learning, unlearning old information, and/or learning current information. In view of these, Siemens proposes some guidelines for designing learning materials for the learner based on connectivist theory. Connectivism is a model of learning that can guide first-year advising through "the integration of principles explored as chaos, network, and complexity, and self-organization theories" are found useful for academic advising as a theory that links previous information to current information, incorporates technology within the realm of knowledge, and guides students to look beyond their understanding to connect information.

The theoretical framework described above was chosen to undergird this study and offers multiple lenses to assess the relationship between minority students' satisfaction and experiences with online learning and their academic performance. Thus, there is a need to examine the students' satisfaction in learning in the Online Delivery Learning setup.

Statement of the Problem

The primary purpose of this research was to identify the relationship between students' satisfaction and online delivery learning as a pandemic platform.

Distinctively, it sought answers to the subsequent questions:
1. What is the level of teachers' online delivery learning in terms of:
   1.1 Couse Design
   1.2 Teacher Factor
   1.3 Technology Dimension
   1.4 Environmental Aspect
2. What is the level of student satisfaction in terms of:
   2.1 Assessment
   2.2 Interaction
   2.3 Feedback
3. Does online delivery learn as a pandemic platform significantly relate to the students' satisfaction in Senior High School?

Research Methodology

This research is designed to explore the relationship between online delivery learning as a pandemic platform and student satisfaction.

Research Design

The research design employed the quantitative research to address the research questions. It included the examination of the perceptions of students with regard to the course satisfaction from the online delivery learning provided by their teachers. Quantitative methodology is also incorporated in this research because, as Demuth and Mey (2015) have noted, "the increasing recognition of the sociocultural embeddedness of human development, and the importance of studying individuals' subjective experience, however, calls for adequate methodological procedures that allow for the study of processes of transformation across the life span."

This research intends to gain a perception of these variations in interpreting the relationship between online delivery learning and student satisfaction. Bhandari (2020) noted that research offers ways to understand how people experience the world. Because while there are many research approaches, they tend to be flexible and focus on retaining rich meaning when interpreting data. The research question of this study is centered on the perceptions of students who had experienced online delivery learning; thus, a quantitative method is most appropriate. The chance given to these participants to share their experiences provides the teachers and school administration with the insight to further research and give attention to these matters, and to know the status of the learners to make them feel that they are together in this challenging journey of using the pandemic platform.

Population and Sampling Technique

The research participants are the Laguna Senior High School Students who chose to study online. The researcher utilized the stratified sampling technique to identify the study's respondents. Where one samples specific proportions of individuals from various sub populations (strata) in the larger population—is meant to ensure that the subjects selected were representatives of the population interest.

The number of respondents was identified through Slovin's formula with a margin of error of 0.05, and out of 700 online Senior High School Learners, 162 were selected as respondents of this study. Student participants were selected considering their

grade level and learning set-up. The participants included Grade 11 and 12 Senior High School Students of Laguna Senior High School. The data gathering was conducted online but involved the said student participants. The data gathering or the distribution of the research instrument was done during the Second Half of the School Year, 2021-2022.

Research Procedure

The purpose of the study was explained to the participants through a letter in the questionnaire. There, they were notified that they had the right to decline to participate in the study and could depart from the researcher whenever they wanted to upon asking for consent from the proper school personnel. Participants were also ensured that their personal information would be suitably protected and not be revealed to anyone. Second, data were collected from the participants through a questionnaire made by the researcher, with multiple-choice questions. The respondents answered the questionnaire through Google Forms channeled to the teachers of the participating school.

Critical questions in the questionnaire include: "I can easily monitor my academic progress in online learning." and "I can maintain a work-life balance while teaching remotely." The responses to the questionnaire could vary from one participant to another, assumed to take 5 to 10 minutes, and the average answering of the questionnaire will be seven and a half minutes. Furthermore, the responses from the questionnaire were gathered, and the data were analyzed.

Research Instrument

The author formulated a questionnaire that experts validated for this research. This is to ensure that the questions included are appropriate to the Philippine context and necessary and relevant data for the study were gathered. Multiple-choice type of question were formulated and each item was expressed by which languages the participants were more comfortable with. Questions on gauging respondents' satisfaction with their course design and online delivery learning were based on the researcher's own experience, assessment, and observation.

The questionnaire evaluated the level of teachers' online delivery learning, the level of student satisfaction, and academic performance. It also determined the relationship between online delivery learning and student satisfaction as to the different variables.

The Likert scale was used to interpret the values of the gathered data. The equivalent raw scores were as follows:

Scale	Description
4	Extremely Agree
3	Agree
2	Disagree
1	Extremely Disagree

Statistical Treatment of Data

The following statistical tools were utilized to give a more precise meaning to the gathered data.

The researcher used the mean, weighted mean, and standard deviation as statistical tools to determine the level of online delivery learning (course design, teacher factor, technology dimension, and environmental aspect) and student satisfaction (assessment, interaction, and feedback) of the Laguna Senior High School Students.

Pearson-r was also used to determine the relationship between online delivery learning (course design, teacher factor, technology dimension, and environmental aspect) and student satisfaction (assessment, interaction, and feedback) of the Laguna Senior High School Students.

Results and Discussion

Level of Online Learning Delivery

This part determined the level of relationship of the online delivery learning in terms of the course design providing a High verbal interpretation.

Table 1 showcases the level of online delivery learning as a pandemic platform in course design.

Table 1. Level of Teachers' Online Delivery Learning in terms of Course Design

STATEMENT	Mean	SD	Remarks
Online learning helps me understand the course material.	2.95	0.61	Agree
I have opportunities to reflect on what I have learned in online learning.	2.94	0.57	Agree
I can easily monitor my academic progress in online learning.	2.94	0.75	Agree
It was easy to access the subject learning material.	3.22	0.72	Agree
My expectations for this course were met.	3.00	0.64	Agree

Overall Mean = 3.01
Standard Deviation = 0.67
Verbal Interpretation = High

Table 1 illustrates the level of teachers' online delivery learning in course design. Among the statements above, "It was easy to access the subject learning material" yielded the highest mean score (M=3.22, SD=0.72) and was remarked as Agree. This is followed by "My expectations for this course were met" with a mean score (M=3.00, SD=0.64) and was also remarked as Agree. On the other hand, the statements "I have opportunities to reflect on what I have learned in online learning" and "I can easily monitor my academic progress in online learning" received the lowest mean score of responses with (M=2.94, SD=0.57) and (M=2.94, SD=0.75) respectively, yet were also remarked as Agree.

Table 2 revealed the level of online delivery learning in terms of the teacher factor, which refers to a professional who understands the students' educational needs, has unique teaching skills, and understands how to meet the students' learning needs despite delivering the lessons online. It also showed strongly agreed remarks with a Very High verbal interpretation.

Table 2. Level of Teachers' Online Delivery Learning in terms of Teacher Factor

STATEMENT	Mean	SD	Remarks
My teachers are supportive and responsive to my questions.	3.45	0.71	Strongly Agree
My teachers made learning active by stimulating thought, encouraging participation, and guiding the discussion.	3.46	0.69	Strongly Agree
My teachers used the class time well.	3.38	0.75	Strongly Agree
My teachers were readily available for consultation with students.	3.33	0.67	Strongly Agree
My teachers make students feel a sense of belonging.	3.43	0.68	Strongly Agree

Overall Mean = 3.41
Standard Deviation = 0.70
Verbal Interpretation = Very High

Table 2 illustrates the level of teachers' online delivery of instruction in terms of teacher factors. Among the statements above, "My teachers made learning an active process by stimulating thought, encouraging, participation, and guiding discussion" yielded the highest mean score (M=3.46, SD=0.69) and was remarked as Strongly Agree. This is followed by "My teachers are supportive and responsive to my questions" with a mean score (M=3.45, SD=0.71) and was also remarked as Strongly Agree. On the other hand, the statement "My teachers were readily available for consultation with students" received the lowest mean score of responses with (M=3.33, SD=0.67) yet was also remarked Strongly Agree. Overall, the level of teachers' online delivery of instruction in terms of teacher factor attained a mean score of 3.41 and a standard deviation of 0.70 and was Very High among the respondents. The students appreciate the teachers because they are responsive and supportive. Also, the teachers can make the learning an active process by using time well. It makes the student have the feeling of belongingness.

Table 3 below reveals the level of online delivery learning in terms of technology dimension, which refers to a computer and media literacy that allows learners and instructors to employ online learning without technical difficulties; this also refers to the readiness or literary to use the technology of today or the knowledge of the teachers in using the technology for creating assessment tools and utilizing different online platforms for class.

Table 3. Level of Teachers' Online Delivery Learning in terms of Technology Dimension

STATEMENT	Mean	SD	REmarks
My online experience has increased my opportunity to access and use information.	3.31	0.67	Strongly Agree
I feel the online applications are easy to use.	3.14	0.65	Agree
I am satisfied with the quality of graphic aids such as sound and picture (PPT).	3.32	0.67	Strongly Agree
I feel sudden interruption in delivering the information due to technological error (internet) hinders learning.	3.25	0.72	Strongly Agree
I feel internet connection strength determines our effective learning opportunity.	3.15	0.71	Agree

Overall Mean = 3.23
Standard Deviation = 0.68
Verbal Interpretation = High

Table 3 illustrates the level of teachers' online delivery of instruction in terms of the technology dimension. Among the statements above, "I am satisfied with the quality of graphic aids such as sound and picture (PPT) being displayed" yielded the highest mean score (M=3.32, SD=0.67) and was remarked as Strongly Agree. This is followed by "My online experience has increased my opportunity to access and use information" with a mean score (M=3.31, SD=0.67) and was also remarked as Strongly Agree. On the other hand, the statement "I feel the online applications are easy to use" received the lowest mean score of responses with (M=3.14, SD=0.65) yet was remarked Agree. Overall, the level of teachers' online delivery of instruction in terms of technology dimension attained a mean score of 3.23 and a standard deviation of 0.68 and was High among the respondents. This means that the students perceived that their experience in online delivery learning increased their opportunities to use and access information with regard to the topics being discussed. Also, the students are satisfied with the graphics and presentation of the said online delivery learning.

Table 4 showcased the level of online delivery learning in terms of environmental aspects, which refers to the situation or setup teachers and learners have during their synchronous classes. It also revealed a High verbal interpretation remarked as Agree and Strongly Agree due to the gathered data using the indicators below.

Table 4. Level of Teachers' Online Delivery Learning in terms of Environmental Aspect

STATEMENT	Mean	SD	REmarks
I feel online learning is comfortable and enjoyable.	2.80	0.67	Agree
I feel the teacher's organization, and preparation for a class provides a comfortable learning environment.	3.28	0.63	Strongly Agree
I am satisfied with the teacher's accessibility and professional behavior during the class.	3.43	0.63	Strongly Agree
I share information with other students.	2.94	0.77	Agree
As a result of online classes, one feels more confident about tackling unfamiliar problems.	2.88	0.68	Agree

Overall Mean = 3.07
Standard Deviation = 0.72
Verbal Interpretation = High

Table 4 illustrates the level of teachers' online delivery of instruction in terms of environmental aspects. Among the statements above, "I am satisfied with the teacher's accessibility and professional behavior during the class" yielded the highest mean score (M=3.43, SD=0.63) and was remarked as Strongly Agree. This is followed by "I feel the teacher's organization and preparation for a class provides a comfortable learning environment" with a mean score (M=3.28, SD=0.63) and was also remarked as Strongly Agree. On the other hand, the statement "I feel online learning is comfortable and enjoyable" received the lowest mean score of responses with (M=2.80, SD=0.67) yet was remarked Agree. Overall, the level of teachers' online delivery of instruction in terms of environmental aspects attained a mean score of 3.07 and a standard deviation of 0.72 and was High among the respondents of the Laguna Senior High School in Santa Cruz Laguna.

Level of Students' Satisfaction

This part determined the level of student satisfaction in terms of assessment provided by the teachers in their online delivery learning.

Table 5. Level of Students' Satisfaction and Academic Performance in terms of Assessment

STATEMENT	Mean	SD	REmarks
The activities of my teachers are enjoyable, even online.	3.06	0.63	Agree
The learning activities were relevant to the goals of the subject.	3.30	0.63	Strongly Agree
The assignments or tasks deal with real-world information that I can relate to everyday life.	3.04	0.61	Agree
The teachers use different online platforms in our activities.	3.29	0.67	Strongly Agree
The assignments for the subjects were appropriate for my level.	3.20	0.69	Agree

Overall Mean = 3.18
Standard Deviation = 0.65
Verbal Interpretation = High

Table 5 illustrates students' satisfaction and academic performance in terms of assessment. Among the statements above, "The learning activities were relevant to the goals of the subject" yielded the highest mean score (M=3.30, SD=0.63) and was remarked as Strongly Agree. This is followed by "The teachers use different online platforms in our activities" with a mean score (M=3.29, SD=0.67) and remarked as Strongly Agree. On the other hand, the statement "The assignments or tasks deal with real-

world information that I can relate to everyday life" received the lowest mean score of responses with (M=3.04, SD=0.61) yet was remarked Agree.

Overall, the level of students' satisfaction and academic performance in terms of assessment attained a mean score of 3.18 and a standard deviation of 0.65 and was High among the respondents. This revealed the satisfaction of the learners from Laguna Senior High School because the assessment tools and activities provided during online delivery learning were enjoyable and that it is relevant to the goals of the lessons.

Table 6 revealed the level of student satisfaction in terms of interaction in online delivery learning. This also revealed an Agree and Strongly Agree remark with a verbal interpretation of High due to the gathered data using the indicators below.

Table 6. Level of Students' Satisfaction and Academic Performance in terms of Interaction

STATEMENT	Mean	SD	REmarks
I am involved in the class activities of my online classes.	3.25	0.67	Strongly Agree
I have enough opportunities to collaborate with other students in an online class.	3.09	0.69	Agree
I am likely to ask questions in an online class.	2.53	0.81	Agree
I found it easy to communicate online with other students.	2.64	0.82	Agree
I feel I can interact with my teachers and classmates even past school hours.	2.61	0.86	Agree

Overall Mean = 2.82
Standard Deviation = 0.82
Verbal Interpretation = High

Table 6 illustrates students' satisfaction and academic performance in terms of interaction. Among the statements above, "I am involved in the class activities of my online classes" yielded the highest mean score (M=3.25, SD=0.67) and was remarked as Strongly Agree. This is followed by "I have enough opportunities to collaborate with other students in an online class" with a mean score (M=3.09, SD=0.69) and was remarked as Agree. On the other hand, the statement "I am likely to ask questions in an online class" received the lowest mean score of responses with (M=2.53, SD=0.81) yet was remarked Agree.

Overall, the level of students' satisfaction and academic performance in terms of interaction attained a mean score of 2.82 and a standard deviation of 0.82, which was High among the respondents. This means that the students perceived that they were involved and had enough opportunities to collaborate, even in online classes. They also feel that they can communicate well with their classmates and that they feel that they can interact with their teachers even past school hours.

Table 7 below reveals the level of student satisfaction and academic performance in terms of feedback, defined as teachers' information about students' performance. Within this context, feedback is a consequence of performance. This also revealed a Strongly Agree remarks with a verbal interpretation of Very High.

Table 7. Level of Students' Satisfaction and Academic Performance in terms of Feedback

STATEMENT	Mean	SD	REmarks
My teachers' feedbacks are clear and is leading me to improvements.	3.34	0.71	Strongly Agree
My teachers' comments or feedback are motivating.	3.36	0.68	Strongly Agree
My teachers respond promptly to questions.	3.27	0.66	Strongly Agree
My teachers are prompt in providing feedback on my work.	3.19	0.71	Agree
My teachers' comments on our performances inspired me to do better.	3.44	0.69	Strongly Agree

Overall Mean = 3.32
Standard Deviation = 0.69
Verbal Interpretation = Very High

Table 7 illustrates students' satisfaction and academic performance in terms of feedback. Among the statements above, "My teachers' comments on our performances were inspiring me to do better" yielded the highest mean score (M=3.44, SD=0.69) and was remarked as Strongly Agree. This is followed by "My teachers' comments or feedbacks are motivating" with a mean score (M=3.36, SD=0.68) and was also remarked as Strongly Agree. On the other hand, the statement "My teachers are prompt in providing feedback for my works" received the lowest mean score of responses with (M=3.19, SD=0.71) yet was remarked Agree.

Overall, the level of students' satisfaction and academic performance in terms of feedback attained a mean score of 3.32 and a standard deviation of 0.69 and was Very High among the respondents. This means that the teacher's feedback is motivating and clear, leading them to gain progress and improvement. And since the teachers can give feedback promptly, the students perceive that they are being inspired to do better in their classes. A limitation of most learner survey instruments is the lack of focus on critical elements of rich learning, such as interaction, assessment, and feedback.

Table 8 reveals a statistically significant analysis of the relationship between online delivery learning as a pandemic platform and the student's satisfaction with the Laguna Senior High School students having a moderate and strong verbal interpretation for the variables below. This also reveals a straight significant analysis provided by the gathered data from the student participants using the variables below.

Table 8. Significant Relationship between Learning as Pandemic Platform and Students' Satisfaction in Senior High School.

Teachers' Online Delivery	Students' Satisfaction	Computed r value	Strength	Critical r value	p-value	Analysis
Course Design	Assessment	0.635	Strong	0.129	0.000	Significant
	Interaction	0.479	Moderate	0.129	0.000	Significant
	Feedback	0.565	Moderate	0.129	0.000	Significant
Teacher Factor	Assessment	0.682	Strong	0.129	0.000	Significant
	Interaction	0.489	Moderate	0.129	0.000	Significant
	Feedback	0.760	Strong	0.129	0.000	Significant
Technology Dimension	Assessment	0.661	Strong	0.129	0.000	Significant
	Interaction	0.462	Moderate	0.129	0.000	Significant
	Feedback	0.580	Moderate	0.129	0.000	Significant
Environmental Aspect	Assessment	0.604	Strong	0.129	0.000	Significant
	Interaction	0.555	Moderate	0.129	0.000	Significant
	Feedback	0.582	Moderate	0.129	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 8 presents the significant relationship between learning as a pandemic platform and students' satisfaction in senior high school.

Course Design is observed to have a significant solid relationship with Assessment (r=0.635) and a moderate relationship with Interaction (r=0.479) and Feedback (r=0.565). This is evidenced by the computed r values greater than the critical r-value and the computed p-values less than the significance alpha. Similarly, the Teacher Factor is observed to have a significant solid relationship with Assessment (r=0.682) and Feedback (r=0.760) and a moderate relationship with Interaction (r=0.489). This is also implied by the computed r values greater than 0.129 and that of the computed p-values less than 0.05.

Also, Technology Dimension is observed to have a robust significant relationship with Assessment (r=0.661) and a moderate relationship with Interaction (r=0.462) and Feedback (r=0.580). This is suggested by the computed r values more excellent than the critical value of 0.129 and computed p-values less than 0.05. Lastly, Environmental Aspect is also observed to have a significant solid relationship with Assessment (r=0.604) and a moderate relationship with Interaction (r=0.555) and Feedback (r=0.582).

From the findings above, we can infer that at 0.05 level, the null hypothesis "The pandemic platform has no significant relationship with the students' satisfaction in senior high school" is rejected. This calls for the acceptance of the alternative, which implies a significant relationship. This means that even though the classes and lessons are being delivered online, the teachers are still efficient in providing quality education in terms of course design, teacher's skills, technology dimension, and environmental factors because the learners strongly agreed and showed satisfaction with the assessment tools, class interaction, and meaningful feedback coming from their subject teachers.

Summary of Findings

This chapter concludes by assessing the relationship between the online delivery learning and student satisfaction. It contains the summary, conclusion, and recommendations anchored on the conclusions and findings of the study.

The study aimed to know the relationship between online delivery learning as a pandemic platform and the students' satisfaction, which sought answers to the following questions: What is the level of teacher's online delivery learning in terms of course design, teacher factor, technology dimensions, and environmental aspect? What is the level of students' satisfaction in

terms of assessment, interaction, and feedback? And lastly, does online delivery of learning as a pandemic platform have a significant relationship to the students' satisfaction in Senior High School?

Likewise, the descriptive method was used to analyze the data systematically. The instrument used in gathering the data was a questionnaire through google forms. Weighted mean, standard deviation, and Spearman-rho were used to analyze and interpret the data.

Based on the data gathered, different findings are hereby presented:

1. Level of Teacher's Online Delivery Learning

The teacher's online delivery learning level yielded an overall mean of 3.01 for the Course Design, 3.23 for Technology Dimension, and 3.07 for Environmental Aspect, interpreted as High, respectively. In contrast, Teacher Factor gathered an overall mean of 3.41, interpreted as Very High.

2. Level of Student's Satisfaction and Academic Performance

The Student's Satisfaction and Academic Performance level yielded an overall mean of 3.18 for assessment and 2.18 for interaction with a verbal interpretation of High. On the other hand, Feedback gathered an overall mean of 3.32, interpreted as Very High.

3. Relationship between Online Delivery Learning as Pandemic Platform and Student's Satisfaction and their Academic Performance

The obtained r-values in terms of Assessment regarding Course Design, Teacher Factor, Technology Dimension, and Environmental Aspects were 0.635, 0.682, 0.661, and 0.604, respectively. This revealed a "strong and significant relationship" between the Online Delivery Learning as a Pandemic Platform and Student's Satisfaction and Academic Performance.

Also, the obtained r-values in terms of interaction when it comes to Course Design, Teacher Factor, Technology Dimension, and Environmental Aspects were 0.479, 0.489, 0.462, and 0.555, respectively. This showed a "moderate and significant relationship" between Online Delivery Learning as a Pandemic Platform and Student's Satisfaction and their Academic Performance.

Finally, feedback when it comes to Course Design, Technology Dimension, and Environmental Aspects obtained r-values of 0.565, 0.580, and 0.582, respectively. This revealed a "moderate and significant relationship" between Online Delivery Learning as a Pandemic Platform and Student's Satisfaction and their Academic Performance. While Teacher Factor obtained an r-value of 0.760, it showed a "strong and significant relationship" between Online Delivery Learning as a Pandemic Platform and the Student Satisfaction.

Conclusion

Based on the inferential questions and the results of the gathered data, the online delivery learning as a pandemic platform has a significant relationship to the students' satisfaction and academic performance of the student-respondents from Laguna Senior High School.

Therefore, it is concluded that the teachers are providing quality education through online delivery learning as a pandemic platform in terms of course design, teacher, factor, technology dimension, and environmental aspect because they can meet student's satisfaction in assessment, interaction, and feedback. Also, they can help them improve their academic performance despite these trying times.

Results showed a significant relationship between online delivery learning and student satisfaction; therefore, the hypothesis states that no significant relationship is not sustained. So, as an educator, the researcher will continue to provide a quality education through effective assessment tools, enjoyable interaction, and meaningful feedback to help my learners be the best versions of themselves.

Recommendations

Based on the results of the gathered data, the following are hereby recommended:

1. The teachers may take necessary actions to help the learners enjoy and embrace online delivery learning as a pandemic platform.
2. The teachers may continue developing assessment tools that can be rated according to course design, technology dimension, and environmental aspects.
3. The teachers may continue to promote interaction during online delivery learning to help the learners meet the necessary skills.
4. The School Administrators may support the teachers with funds or equipment to help them improve their skills in meeting the student's satisfaction through different assessment, interaction, and feedback techniques.
5. Future researchers may study the emerging and reemerging pandemic platform, especially in online delivery learning to meet the student's satisfaction.

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