

ASSESSMENT OF LET'S FLEX PROGRAM: BASIS FOR PROGRAM AND POLICY DEVELOPMENT

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ABSTRACT

As the COVID-19 pandemic hits the world, different sectors around the globe have adapted to the new normal. Issuance of public policies including social distancing, isolation, and self-quarantine were the responses by the government to mitigate the outbreak (Anderson et al., 2020). Hence, different industry sectors started implementing the work-from-home option in order to continuously provide services and to safeguard the health of the stakeholders. One of the catholic schools in Bataan namely Colegio de San Juan de Letran-Bataan, implemented the program developed by the Colegio de San Juan de Letran-Manila during the academic year 2020-2021. It aims to adhere to the Emergency Remote Learning during the pandemic and is called LET'S FLEX Program which has three domains namely: (1) connection, (2) content and (3) context. This mixed methodology study evaluated the online learning program of the Colegio de San Juan de Letran-Bataan Senior High School Department for academic year 2020-2021. A total of 173 stakeholders became the respondents of the survey while 15 stakeholders willingly participated in the interviews. The findings revealed that the Colegio was able to provide a comprehensive yet accurate presentation of the online learning program, accessible Learning Management System, and innovative learning materials integrating educational technology. However, school-life balance, time management, and self-management such as mental health were opportunities for improvement of the department for the stakeholders to properly cope with the online learning modality. Therefore, the department should provide teachers and students necessary trainings and program for the improvement of the implementation of the LET'S FLEX Program.

Keywords: *online learning, emergency remote learning, pandemic, flexible learning, distance learning*

INTRODUCTION

Issuance of public policies including social distancing, isolation, and self-quarantine were the responses by the government to mitigate the outbreak (Anderson et al., 2020). Hence, different industry sectors started implementing the work-from-home option in order to continuously provide services and to safeguard the health of the stakeholders. The education sector is included in this sudden change. The new normal shifted the traditional face-to-face class to a full online-based education as schools, both private and public, were closed to safeguard the health of all the stakeholders. The basic education sector adopted a basic education learning continuity plan for the school year 2020-2021 as per DepEd Order Nos. 12 and 13 s. 2020; thus, transforming the curriculum according to the current situation. And so, private schools implemented the use of either online platforms or modular learning.

The delivery of online-based education is commonly called in different literature as online learning, online class, or online education, but Mohammed, Khidhir, Nazeer, & Vijayan (2020) and Bozkurt & Sharma (2020) described this online-based instruction as Emergency Remote Teaching (ERT). This Emergency remote learning or online learning offers the

possibility to learn anywhere and anytime using any Internet capable devices (Cojocariu et al., 2014). Online classes are a combination of video recordings and live lectures with course reading and tests. They are generally conducted using a virtual portal through which students gather reading materials, interact with teachers and classmates, view grades, and monitor progress. Therefore, online education is electronically supported learning that relies on the Internet for teacher and student interaction and the distribution of class materials (Partlow & Gibbs, 2003; & Singh & Thurman, 2019). Online classes provide students with full control and accountability for their learning. This allows them to co-ordinate their education around their commitments and ensures that they are learning at the best time (Kim & Bonk, 2006).

Different literatures suggest that employment of online-based education increases the effectiveness of teachers. Keeping up with fast-paced technology can assist the teaching and learning process (Casillano, 2019; Jahjouh, 2014). Training teachers to become better in delivering lessons in this digital age will develop professional competencies in teaching using technologies (Jahjouh, 2014; Karkar-Esperat, 2018; Zaytseva, Kravtsova & Puliaieva, 2019; and Tuladhar et al., 2020). It can equip teachers with planning skills of the traditional teaching

and other aspects of learning such as achievement, skills and attitudes.

Before and during the crisis, several literatures stated the different advantages to students in an online-based education. Consistently, flexibility and convenience made students suggest online-based education. Students can attend the class at any place without a face-to-face interaction (Zhang & Kenny, 2010; and Nagi & Bojiah, 2020), replay the lesson (Harmon & Lambrinos, 2012), save a significant amount money (Sadeghi, 2019), It simulates and intensify work-based learning situations (Keeton, 2004), and execute time management (Kang, Rho, & Kim, 2021).

But with the current issue on congested competencies of the K-12 curriculum (Narcoda et al., 2019) it poses a problem to online-based education. The Department of Education proposed the Most Essential Learning Competencies (MELC) as a response to distance learning which is the same curriculum of the K-12. It removed the unnecessary competencies to be able to focus on those essential and indispensable competencies (Alcober, 2020) but not applicable for online-based education.

The problem with the online-based education is the ability of both teachers and students to take control of the technology (Rasheed et al., 2020), the inadequate facilities to conduct the online-based education (Narcoda et al., 2019; Lestiyawati, 2020; Barrot, Llenares & Del Rosario, 2021) and the lack of interaction between students and teachers (Adnan & Anwar, 2020). Before conducting an online-based education, the ability of students and teachers must be taken into account (Casillano, 2019). According Al-Amin et al. (2021), it is a must to examine the student preparedness to the online-based education by administrators and policy-makers to know the readiness of the students and ensure inclusiveness in education. Thus, the implementation of online-based education has a lot to consider such as Internet connectivity (Ventayen & Orlanda-Ventayen, 2018; Lestiyawati, 2020; Pastor, 2020; & Tuladhar et al., 2020), students' capability to use an Internet-capable gadget (Casillano, 2019), mental health (Khawar 2021), and the readiness of faculty to teach online (Karkar-Esperat, 2018; Martin, Budhrani, & Wang, 2019; Race, 2020; Sarwar, 2020) are the utmost concerns that must be considered in the implementation of the program. As suggested by Race (2020) and Ancheta & Ancheta (2020), private institutions should increase their level of preparation particularly with regard.

The Colegio de San Juan de Letran-Bataan developed a flexible learning program that addresses the current issues of online-based education, dubbed as Letran's Flexible Learning (Let's Flex Learning) Program. This program intends to support all the stakeholders in online-based education.

Table 1.0 Functions of stakeholders in the elements of Let's Flex Arriba Program

Elements	Focal of Activity	Administration	Teachers	Learners
1. Connection	Learning Management System	Decide on the LMS provider	Setting-up of the LMS	Registration in the LMS
2. Content	Delivery of Instructions	Develop general guidelines	Calibrate course activities	Assess connectivity
3. Context	Learning Materials	Set-up institutional repository	Conversion of learning materials	Access learning materials

These three elements are the focus of the program evaluation. After a year, the Senior High School Department of the institution intends to investigate and evaluate the said program. Thus, the researchers aim to evaluate of the Letran's Flexible Learning Program and provide a school policy and program implementation for different education sectors as a guide in their implementation of online-base education. These identify the strengths and opportunities for improvement and perceive the degree of effectiveness and efficiency of teaching-learning experiences of different stakeholders during the school year 2020-2021. This helps to further provide opportunities for academic policy and program development.

RESEARCH QUESTIONS

The main objectives of the study are the following:

1. Describe the online teaching-learning experience of stakeholders in relation to the following components:
 - a. Connection
 - b. Content
 - c. Context;
2. Evaluate the perceived degree of effectiveness of teaching-learning experiences of different stakeholders;

3. Describe efficacy of objective measures of teaching and learning effectivity in relation to Let's Flex components; and

4. Provide recommendations for academic policy and program development.

LITERATURE REVIEW

Connection

Due to the decision of the government for community quarantine, institutions made way for online platforms to deliver learning to students. Educational institutions opted to use different learning platform such as the University of the Philippines Open University using Moodle (Esteves, 2012) and the Colegio de San Juan de Letran using Google Classroom (Crisis Management Committee, 2020). The Learning Management System (LMS) manages the learning process (Watson & Watson, 2007) which handles content, assesses students, monitors progress of specific goals, and collects data of the learning process (Szabo & Flesher, 2002). The online mode of learning using a structured LMS became a practical and safest way for students to continue learning. Administrators and teachers alike have the power to utilize technology to get the students engaged, committed, and motivated to learn in the midst of the pandemic crisis. An intensive examination of the features and possible additions to the LMS being used is a must for better future implementation.

Content

Administrators and educators must explore innovative teaching strategies with the application of technologies to ensure the effectiveness of instructional delivery. Engagement and motivation are necessary factors that in an online learning set-up. There should be enough consideration to learners' demographic profile as it is a contributing factor to identify the essential instructional materials appropriate for the improvement of learning. There should be readiness of the stakeholders for online learning. According to Warner, Christie, & Choy (1998), three aspects define online learning readiness: (1) students should have the options for the learning delivery as an alternative to the face-to-face classroom instruction; (2) students should at least have the skills in using electronic communication for learning and skills in using the Internet and computer mediated communication; (3) ability to engage in self-learning.

Context

Digitalization should be a mindful exertion in relation to evaluating the features of the LMS as well as how it will be delivered. It is always associated with the conversion of paper-based processes (or analog) into computer-based processing. But presentation of words and images to promote active learning should be considered when designing digital educational materials to foster learning (Churchill, 2007). Designs promoting active learning effectively facilitate a level of understanding that can be referred to as mental representation. Presenting words and images together can enhance this processing, and enable learning than through use of words alone while also catering for different learning styles.

Furthermore, Busstra, Veer, Müller, & Hartog (2008) summarized the observed similarities in previous research projects that are directed toward digital learning materials. First, digitized materials should have an objective to motivate learners to study. It should, in a sense, make learners interested in acquiring the knowledge by paying attention to it; identify the relevance; and feel confident in it. Second, prevent cognitive overload; it highlights both the amount and the timing of information to learners. Digital materials, despite its simplicity, can cause cognitive overload when learners are continuously given without considering the learner's capability to learn on their own (Silverajah & Govindaraj, 2017). Third, digital materials should promote active learning. This allows the learners to be part of the learning experience and permits them to self-learn (Silverajah & Govindaraj, 2017). Lastly, digital materials must provide opportunities for learners to visualize concepts whenever possible. This emphasizes the provision of having graphical illustrations and animations that can further assist in making connections between and among abstract concepts.

In the assessment of this program, it is significant to explain the preparation and the ways forward for the program. The efficacy of the application is as good as the number of preparations which had been done. This contains, but not limited to, preparations of structures, making of policies, orientations, and relocation of learning resources to digital setup. Also, to further improve the program, impressions about its execution should be evaluated. This will regulate how much plans were carried out in the real engagement in teaching and learning. Lastly, stakeholders themselves can provide suggestions on how particularly the program can be improved. Their suggestions, founded on their actual experience, can benefit as a direct feedback mechanism of the program as well as possible actions that can make the implementation better.

METHODOLOGY

This study used a concurrent mixed method. This design required simultaneous use of quantitative and qualitative and eventually converged at the end. This was a

useful approach in both collecting data and the context from which these responses come from. In the quantitative aspect, the survey approach was utilized among parents, teachers, and students across all levels. Qualitative approach, on the other hand, was utilized through the individual interviews with randomly selected representatives of each group. Moreover, the mixed method required simultaneous implementation of gathering data for qualitative and quantitative methods. Upon completion of the quantitative instruments, interview guide questions, and protocols, the data gathering commenced.

Subjects

With the use of both qualitative and quantitative methods, there were two sets of representatives. For the qualitative method, there were five (5) interviewees for each sample group – students, teachers, and parents. The selection of participants was done using convenient sampling. Since participation in this investigation was voluntary, a list of alternate participants was prepared in case those initially selected decline to participate. The link of the survey had been distributed to the academic heads and teaching personnel for students and parents. The same as to the qualitative method, their participation was voluntary.

Study site

The quantitative data had been gathered through survey questionnaire created in Google forms. All the qualified respondents received an email as invitation to participate in the survey. On the other hand, the qualitative data had been gathered through an individual interview. In order to ensure safety and security among researchers and participants, the interview had been conducted via Google Meet. Upon providing consent, the Google Meet had been recorded. The interview had been conducted by an external expert to ensure objectivity in its conduct. The interview had an orientation on the protocol developed intended for this study. The data had been analyzed after the transcription of the interview. The teacher-researchers served as process-observers whose task was to record important aspects of the interview that may have an effect in the analysis of the data and to ensure that protocol of the interview was followed.

DATA MEASURES

The common areas of evaluation of the program had been identified as reference for the development of instruments for both qualitative and quantitative designs. The quantitative used a survey form while the qualitative used an interview guide. There were 3 general instruments that had been used. First was the evaluation of the degree of preparations made to implement the program; second was the actual implementation highlighting the connection, content, and

context; and lastly was the post program implementation. On top of these measures, the profile (ex. academic and technological) of the participants was obtained.

Development of quantitative measures

A. Item pool

The item pool came from several references, primarily teachers' experience in the delivery of the online classes, informal discussions with students and teachers, documents pertaining to the Let's Flex Arriba Program, and empirical reports on the conduct of online classes during the COVID-19 pandemic. The researchers prepared the general items while specific items had been generated from teacher-researchers in those levels.

B. Validation of item pool

The initially prepared items had been assessed by the group of experts in terms of construct and content validities. This action ensured that items were congruent with how the presented items were associated with a domain and enough items were prepared to measure those domains. This had been done by asking teacher-researchers to rate the statements in terms of the degree of validity. A five-point Likert scale was used in this strategy. In addition, the teacher-researchers were asked to provide qualitative comments on how items can be improved. Mean ratings had been used to determine whether to retain, modify, or delete the item.

C. Finalization of the instrument

The final version of the instrument was a 4-point Likert scale; either a measure of extent of their agreement (strongly agree, agree, disagree, strongly disagree) or frequency response (always, sometimes, seldom, never) depending on the applicability of the item. There were also ranking items, checklist, and open-ended items to further inquire about a specific domain. The final instrument was in Google Form.

Development of qualitative measures

A. Identification of questions

Like the quantitative measure, the interview guide questions had been generated based on the domains identified in the table 3. They were also classified into two kinds: the general question and academic level-specific questions. The general questions aimed to describe the experience of participants while the specific questions aimed to describe the unique experiences of the participants. The researchers

prepared the general items while the teacher-researchers initially wrote questions for specific academic levels.

B. Validation of interview guide questions and protocol

Initially written interview questions have been validated by other teacher-researchers and by external experts. Considering the different levels of information processing of the participants necessary questions were calibrated in their capability to respond. This validation ensured the quality of response obtained during the interview. The questions were evaluated in terms of the content and linguistic appropriateness, scope, and length. Comments and suggestions had been consolidated to revise the interview guide. The protocol covered guidelines before, during, and after the conduct of the interview.

C. Finalization of interview guide questions and protocol

Upon consolidation of the feedback on interview guide questions and protocol, revisions had been made. Since the target time for the interview was less than 1 hour, each element (pre-implementation, connection, content, context, and post-implementation) was limited to 2 questions. In total, there were five general questions and five academic-level specific questions. Interview protocol was revised based on the comments and suggestions.

Ethical Considerations

As part of observing ethical research, the following points were observed:

1. The participation of participants, both in qualitative and quantitative methods, was primarily voluntary.
2. Personal information was obtained only for the purpose of monitoring since data collection was done via online mechanism. This was excluded in the analysis of the results; data was only analyzed at group level.
3. Since this investigation involves children who were in the early grades, middle school, and junior high school, parental consent was obtained prior to the conduct of both quantitative and qualitative data collection.
4. Quantitative data was accessed from online form by the technical assistant and by the researchers. All personal information was immediately removed prior to the analysis of the data. This served as the master data. The statistician was given access to the master data while storage and future access was secured by the lead researcher. The data

was permanently deleted after the report had been submitted to the funding agency and publication of the manuscript/s.

5. In terms of the qualitative data, the recordings were transcribed by the researchers. Participants were given a pseudonym to maintain anonymity of their participation. The researchers removed all personal identification prior to conducting thematic analysis. These transcriptions were stored and could be accessed in the future through the lead researcher. This was permanently deleted after the report had been submitted to the funding agency and publication of the manuscript/s.

DATA ANALYSIS

The quantitative and qualitative data were analyzed separately. The techniques used are consistent on how the objectives of this investigation had been achieved. Likewise, data had been analyzed using different layers of procedures in order to fully serve the purpose.

Quantitative analysis

The data were statistically analyzed using appropriate statistical treatments including descriptive statistics such as frequency, percentage, mean and standard deviation. These statistical tools were carried out using the statistical software called IBM-SPSS Software. Percentage, mean and standard deviation were utilized in presenting the online teaching-learning experience of stakeholders in relation to the three components of the program namely: (1) connection, (2) content and (3) context; as well the efficacy of objective measures of teaching and learning effectivity in relation to the said program components.

Qualitative analysis

After the transcription, the corpus of data was analyzed by identifying the emerging themes. There were no a priori themes that were used in this process. The following processes suggested by Braun and Clarke (2006) were followed:

Coding

Necessary in describing, classifying, and interpreting the data was the coding of the individual transcripts. Pattern coding involves identifying explanatory or inferential codes, ones that identify an emergent theme, configuration, or explanation. Pattern coding is helpful for reducing large amounts of data into related themes. To this end, each individual transcript was coded, and emerging themes were used to construct the individual narratives.

Generating and Defining Themes

Throughout this process, ongoing thematic analysis of the data helped the researcher identify themes that are essential to represent the structure of the experience. The coding of transcripts followed this part-to-whole interpretation. Codes are the labels for assigning units of meaning to words, phrases or chunks of text. The process began with immersion in the data through reading and re-reading in order to engage with the meaning of the texts for preliminary interpretation that facilitated coding. Using an inductive process, the researcher coded the data and clustered them into patterns from which overarching categories, themes, sub-themes and the essence of home care were subsequently drawn. Categories and themes are an outcome of coding or the larger units of meaning that encompass multiple codes. The researcher organized analysis around the research question(s) and identified patterns by abstraction, by combining like data together and articulating themes for each cluster. The researcher organized the written analysis in a way that promotes reader understanding and around the themes that emerged, elaborating and exemplifying each theme with quotations from participants. The written analysis also related research findings to extant literature and incorporated theoretical formulations as relevant.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data relevant to the study “Assessment of LET’S FLEX ARRIBA PROGRAM: Basis for Academic Policy and Program Development”.

For a clear and comprehensive presentation of findings, this chapter was subdivided into four (4) parts corresponding to the objectives of the research.

- Part I presents the profile of the respondents in terms of devices used in online classes; learning application accessibility; and form of Internet connectivity used in online classes.
- Part II presents the pre-implementation findings of the study.
- Part III presents the quantitative findings of the study under the components of connection, content and context.
- Part IV presents the qualitative findings of the study under the components of connection, content and context.

Part I. The Profile of the Respondents

Table 2.0. Respondent’s type

Participant	Count	Column N %
Parent	18	10.4
Student	144	83.24
Teacher	11	6.36
Total	173	100

Table 2.0 represent the total numbers of respondents per category. Among the respondent’s types, the teachers are the least compared to others, with a count of 11 which compromised of 6.36% of the total population. These were the only teachers who are basically part of the senior high school department including the part-time who do not have any teaching units aside from the senior high school. While the parents are the second to the least, with a count of 18 which is the 10.40% of the total parents’ population. The population was too little due to some reasons including the condition that most of the parents of the senior high school students were not that knowledgeable when it comes to technology. The data gathering was done through online means and this hinders the ability of the other parents to take the questionnaire. On the other hand, the researchers were able to gather a large sample of students with a number of 144 which compromised of 83.24% of the total population.

Table 2.1. Device used in online classes of students and teachers

		Respondent Type			
		Student		Teacher	
		Count	%	Count	%
Laptop	Yes	120	83.33	10	90.91
	No	24	16.67	1	9.09
Desktop	Yes	36	25	2	18.18
	No	108	75	9	81.82
Tablet	Yes	52	36.11	1	9.09
	No	92	63.89	10	90.91
Smartphone	Yes	107	74.31	10	90.91
	No	37	25.69	1	9.09

Table 2.1 represents the devices used by students and teachers in the online class. Among the devices, *laptop* is the most used device by both the teachers and students having a result of 120 and 10 or 83.33% and 90.91% of the sample population respectively. While the least device used by the respondents is the *desktop*, only 36 students or 25.0% of the sample population and only 2 teachers or 18.0% for sample population of teachers is using a desktop for the online class. This proves that laptop is the most common and preferable device for students and teachers in studying and working due to its accessibility and functionality (Ling, & Bridgeman, 2013; & Castillo-Manzano, et al., 2017). The smartphone should be taken into consideration as 107 or 74.31% of students are using it in the online class while 10 or 90.91% of the teachers are also using smartphone for the online class and work. As smartphone is the main device for communication and mobile-Internet, the educational purposes of the smartphone are getting acknowledged (Koçak & Göktaş, 2021). As a result, learning settings should be built with the good and negative impacts of smart phones in mind (Fabito, et al., 2020).

Table 2.2. Accessibility to Learning Application

		Respondent Type			
		Student		Teacher	
		Count	%	Count	%
Video Streaming	Yes	124	86.11	11	100
	No	20	13.89	0	0
Photos	Yes	143	99.31	11	100
	No	1	0.69	0	0
Portable Document Format (PDF)	Yes	139	96.53	11	100
	No	5	3.47	0	0
Documents (ex. MS Word)	Yes	140	97.22	10	90.91
	No	4	2.78	1	9.09
Spreadsheets (ex. MS Excel)	Yes	135	93.75	11	100
	No	9	6.25	0	0
Presentations (ex. MS PowerPoint)	Yes	140	97.22	11	100
	No	4	2.78	0	0
Podcasts	Yes	80	55.56	7	63.64
	No	64	44.44	4	36.36
Online / Video Conference App	Yes	129	89.58	11	100
	No	15	10.42	0	0

Table 2.2 shows the most used applications in the online class. Video streaming, photos and portable documents are the common application used in the online class by students and teachers. Only the podcast is the least use with a result of 80 or 55.56% of the students and 7 or 63.64% of the teachers. Podcast is one of underutilized tools in education (Strickland et al., 2021) but its popularity in the educational field is rising and needs further studies (Najafipour et al., 2020).

Table 2.3. Form of internet connectivity use for online classes

		Respondent Type			
		Student		Teacher	
		Count	%	Count	%
Prepaid Data	Yes	61	42.36	4	36.36
	No	83	57.64	7	63.64
Postpaid Data	Yes	49	34.03	7	63.64
	No	95	65.97	4	36.36
Broadband	Yes	93	64.58	4	36.36
	No	51	35.42	7	63.64

Table 2.3 shows the Internet connectivity available to the students and teachers. Base on the results, 93 or 64.58% of the student but only 4 or 36.36% of teachers have a broadband Internet connection. This result shows that broadband connection is the commonly used Internet connectivity for the students due to its stable connection compared to prepaid and postpaid Internet connection. Teachers on other hand have a lower count when it comes to broadband but has a higher count in postpaid with a result of 7 or 63.64% of the sample population.

Part II. Pre-implementation findings of the study

Table 3.0. Needs assessment/ consultations

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E1-A1: The administration conducted survey/s to know what the stakeholders feel about online classes.]	4.2	.7	4.2	.8	4.5	.7
[E1-A2: The administration conducted survey to know the perception of the Letran community about Let's Flex program]	4.3	.8	4.2	.7	4.5	.7

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

Table 3.0, the *needs assessment/consultation* of the Colegio to the stakeholders was the strength of the LET'S Flex Program. This shows that the administration run a series of surveys to ascertain stakeholders' perceptions of online class. By considering the opinion of the people who are part of the institution, it can help to strengthen the relationship with the stakeholders (Alves et al., 2010). Collaboration and exchange inside an academic institution contribute to the diffusion of knowledge (Beatriz et al., 2015). Letran-Bataan was able to show this collaboration, with an effective and efficient consultation with the stakeholders.

Table 3.1. Information dissemination/orientation

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E1-C1: Policies and approach to online classes were presented to stakeholders.]	4.2	.5	4.0	.7	4.5	.7
[E1-C2: Online venues were constantly updated about the online classes.]	4.2	.6	4.0	.7	4.6	.5
[E1-C3: I have attended a webinar where Let's flex program was discussed]	3.9	.9	3.9	.9	4.5	.7
[E1-C4: I have received a copy (print or electronic) of the Let's flex program manual]	3.8	1.2	3.8	1.0	4.3	1.0

[E1-C5:
I am knowledgeable of the different frameworks (A, B, C) offered by the Let's flex program]

3.7	.8	3.8	.9	4.3	.6
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[E1-C6:
I have understood everything about the Let's flex program]

3.8	.8	3.9	.8	4.3	.6
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Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

Table 3.1. Discusses the information dissemination of Letran-Bataan to the stakeholders. The results show that the Let's Flex Program has a strength in information dissemination to the teachers. The [E1-C2] has a mean score of 4.6 for the teachers. It shows that constantly updating with the online classes can lead with good feedback to the teachers.

While for the parents and students results for the information and dissemination, it shows that there is an opportunity for improvement. Among the following, [E1-C5] has a mean score of 3.7 for parents. This shows that the information dissemination in the different frameworks of the Let's Flex Program needs more improvement for the parents.

Part III. Quantitative Findings of the Study

Table 4.0. Mean and Standard Deviation of Mean Scores per Domain

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Interactivity Score	3.62	0.68	3.41	0.56	3.59	0.53
Flexibility Score	3.84	0.77	3.69	0.96	4.38	0.66
Scalability Score	3.44	0.88	3.74	0.88	4.51	0.59
Communication Score	3.73	0.94	3.81	0.93	4.42	0.67
School-Life Balance Score	3.93	0.71	3.6	0.76	4.32	0.53
Time-Management Score	4.07	0.46	3.83	0.59	4.51	0.45
Acceptance of Personal Responsibilities Score	4.39	0.51	4.06	0.68	4.57	0.56
Instructor Accessibility Score	4.24	0.59	3.97	0.69	4.64	0.45

Connection with Peers Score	3.83	0.6	3.74	0.86	4.45	0.69
Motivation to Study Score	3.95	0.74	3.67	0.71	4.69	0.46
Cognitive Overload Score	3.95	0.7	3.73	0.72	4.61	0.49
Active Learning Score	3.81	0.59	3.71	0.71	4.64	0.5
Concept Visualization Score	3.99	0.76	3.77	0.71	4.64	0.5

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The table can be seen that there are many parts of the program that resulted in a mean score lower than 3.99 which can be interpreted as an opportunity for an improvement of the program compared to the higher mean score that can be observed to the teachers having above 4.00 mean score. Unexpected life alteration requires immediate adaptation and schools around the globe immediately adapted with emergency remote learning but with the sudden changes in the field of education and faced with many challenges with the online education (Chowdhury & Mahapatra, 2021). This contributes to the stress and difficulties experienced by the stakeholders (Saminathan, 2021).

The researchers presented the selected tables of the sub-domains that acquired the overall mean under the opportunity for improvement.

Connection

Table 5.0. Interactivity

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E2-A1: There is an available option for comments, messages, mails and other materials in the G Suite tools/applications.]	4.2	0.4	4.1	0.7	4.5	0.7
[E2-A2: Tools/applications such as Google Docs, Sheets and Slides can be used for collaborative work.]	4.2	0.5	4.2	0.7	4.5	0.5
[E2-A3: Tools/applications such as Gmail, Meet & Chat can be used for communication purposes.]	4.4	0.6	4.2	0.7	4.6	0.5
[E2-A4: Google Classroom, Meet and Forms are used for class activities.]	4.4	0.6	4.3	0.7	4.5	0.5

[E2-A5: Google Keep and Calendar are tools that can be used in organizing task (e. g. making a to-do list, reminders)]	4.2	0.7	4.1	0.7	4.5	0.5
[E2-A6: Google classroom's notifications are helpful to keep track of the activities, deadlines, and announcements.]	4.3	0.5	4.2	0.7	4.5	0.5
[E2-A7: Learning materials can be accessed directly in the G Suite tools/applications without the need to access it through other websites/platforms.]	4.3	0.5	4	0.8	4.4	0.7

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The results of the table can be interpreted as one of the strengths of the Colegio. E2-A3 has the highest score for both parents and teachers obtaining a mean score of 4.4 and 4.6 respectively. While it has a mean score of 4.2 for the students. It only shows that Google Services is an effective tool for communication and collaboration of ideas through online communication. The results agree with the study of Bordialba & Bochaca, (2019) which shows that parents acknowledge the adoption of family-school communication through digital media is highly effective during the COVID-19 pandemic.

Table 5.1. Flexibility

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E2-B1: The tools/applications available in G Suite are user-friendly and easy to navigate.]	4.1	0.6	3.8	1	4.4	0.7
[E2-B2: The tools/applications in G Suite are reliable and do not have persistent issues.]	3.9	0.7	3.7	1	4.4	0.7
[E2-B3: If there are unexpected problems or issues, technical support (*help assistance) in any of the G Suite tools/applications is always available.]	4.1	0.8	3.5	1.2	4.5	0.7
[E2-B4: The tools/applications in G Suite consume large internet data/bandwidth]	3.4	1.2	3.6	1.3	4.4	0.8

[E2-B5: The tools/applications in G Suite can be used and accessed by any kind of OS (operating system) on a desktop/laptop.]

4	0.8	3.7	1.1	4.4	0.7
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[E2-B6: The tools/applications in G Suite can be used and accessed by any kind of browser]

3.8	0.8	3.7	1.1	4.5	0.7
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[E2-B7: G suite tools/applications can be accessed thru any mobile device (e.g. mobile phone or tablets).]

3.8	1.1	3.8	1.1	4.3	0.6
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Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The Table 5.1 shows the Flexibility of the Let’s Flex Program in the Senior High School department. Based on the result of the parents on [E2-B4] with a mean score of 3.4 which means they believe that the tools/applications in G Suite do not consume large Internet data/bandwidth. It has the same results with the student with a mean score of 3.6, this indicates that students and parents do not agree that the Google Services consume a large amount of data. While the teachers believe that it consumes a lot of data, the teachers have a mean score of 4.4 on [E2-B4]. Teaching preparations, checking of students works, and the synchronous class sessions consume large Internet data/bandwidth making teachers to have a higher result when it comes to [E2-B4].

While on the [E2-B3] resulted with a lower mean score of 3.5 compared to the parents and teachers. It just shows the if there are unexpected problems or issues, technical support (help assistance) in any of the G Suite tools/applications may or may not be available at all times even when the Colegio provided Google technical support for the parents and the students.

In this manner, teachers should be proficient in the usage of Learning Management Systems in order to help students who experience difficulties when using online learning resources.

Table 5.2. Scalability

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E2-C1: Google Classroom can accept 50 students in each classroom.]	3.7	.9	3.8	1.2	4.6	.5
[E2-C2: Google Meet can accommodate 50 students all at the same time]	3.7	.9	.9		.6	.5
[E2-C3: Parents/guardians can also access Google Classroom to monitor the student's progress.]	3.3	.1	.6	.2	.5	.7

[E2-C4: 3.5 .9 .9 .6 .5
Other teachers can be [were] invited to join another classroom for possible collaboration of activities.]

[E2-C5: G 3.2 .2 .6 .2 .2 .1
Suite tools such as Google Meet crashes whenever the meeting reaches a certain number of participants.]

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The strength of the program shows in the [E2-C5] where both parents and students have a mean score of 3.2 and 3.6 respectively. This shows that the chosen platform does not crash during synchronous meeting even it reaches certain number of participants. But for the teachers with a mean score of 4.2 it means that the devices they are using crash when there is a certain number of students who entered the Google Meet. This may be due the reason that teachers need to use two different tabs to monitor the students in grid mode and the other tab has to be used for presenting the lesson causing the device to heat up and crash at times.

Additionally, in [E2-C3], parents and students have a mean score of 3.3 and 3.6 respectively. This means that most of the Parents/guardian were not able to access or monitor the students' progress in the Learning Management System. To remain informed, parents often request updates on their child's grades/progress. Parents want to know about impending and past-due tasks of their child. A learning management system (LMS) may assist instructors balance the desire for parent interaction with the necessity to organize it all (Linane, n.d.). This is one of the opportunities for the Colegio to invite the

parents in the google classroom to have a real-time update on the progress of their child.

For the teachers, the [E2-C1], [E2-C2], and [E2-C4] have a mean score of 4.6, it is the strength of the program when it comes to accommodation of students and teachers in the Learning Management System.

Table 5.3. Standardization

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E2-D1: Learning materials can be accessed directly in the G Suite tools/applications without the need to access it through other websites/pla tforms.]	3.7	0.9	3.7	1	4.5	0.7
[E2-D2: Teachers and students can access third party applications or websites (e.g., Canva, Prezi, Adobe, ProQuest, EBSCO, SPSS, Turnitin) directly through the G Suite tools/applications]	3.9	0.9	3.8	1.1	4.4	0.7

[E2-D3: G Suite encourages teachers and students to engage in teaching and learning through the use of different forms of media.]

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The table shows that both stakeholders, parents and students, have a mean score of lower than 3.99. The results show that students and parents both have a mean score of 3.7 on [E2-D1]. It suggests that students and parents perceived that there has to be improvement in the Colegio's practice of G-suite as the Learning Management System. There should a direct access to learning resources inside G-suite without navigating to other websites. [E2-D2] results have a mean score of 3.9 to the parents and 3.8 to the students. It indicates that there is a mean of improvement on the use of third-party application that can directly be used on the learning management system. It is congruent to the [E2-D1] where the stakeholders suggest an improvement with the use of third-party application without navigating to other websites. Stakeholders are highly motivated to have one site only for the Learning Management system and use all of the third-party application that is needed to be use in each course. Lastly, [E2-D3] has a mean score from parents and students 3.8 and 3.8 respectively. It can be interpreted that there is an opportunity for improvement when it comes to teaching and learning process through the use of different forms of media. Thus, encouraging the Colegio to improve the trainings for teachers in the online class. The importance of giving sufficient technical training to instructors on the methods for conducting online courses should be emphasized, as it has been shown to be a necessary condition for effective online class implementation (Nambiar, 2020). According to (Candarli & Yuksel, 2012), providing several modes of distant learning may also assist students in overcoming their unfavorable views about videoconference learning, which is often regarded negatively by undergraduate students.

Strengthening cooperation among stakeholders in order to maximize the usage of G-suite is critical for achieving innovation and transformational education throughout the transition to online education under the LET'S FLEX Program.

Content

Table 6.0. School-Life Balance

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E3:A1: Learning materials are posted during class hours.]	3.9	0.8	3.8	0.9	4.6	0.5
[E3:A2: In spite of workload, there is still time for hobbies and interests.]	3.8	1	3.4	1	4.2	0.6
[E3:A3: In spite of workload, there is still time for family and friends]	3.8	0.9	3.5	1	4.3	0.6
[E3:A4: In spite of being at home, there is an area available that is conducive for online classes.]	4.2	0.8	3.7	0.9	4.5	0.7

[E3:A5: 4.1 0.7 3.9 0.8 4.4 0.5
There is time for short breaks in between online classes and tasks.]

[E3:A6: 3.6 1 3.4 1 4 0.9
Online classes still allow opportunities for quick vacations for some down time.]

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

Table 6.0 presents the findings on the school-life balance sub-domain. The students were the ones affected the most having all mean score are lower than 3.99. Base on the result of [E3:A1] having a mean score of 3.8 for the students and 3.9 to the parents, there are times that teachers are posting materials outside the class schedule. Additionally, on [E3:A2] the mean score of parents, students and teachers are 3.8, 3.4 and 4.2 respectively. The results show that there is a means of opportunity for the Colegio to modify the program to be able for all the stakeholders to still have time for hobbies and interest. Lastly, parents, students and teachers have a mean score on [E3:A6] of 3.6, 3.4 and 4.0 respectively. The study showed that the LET'S FLEX Program did not provide many chances for short getaways to recharge.

This result indicates that the synchronous and asynchronous classes implemented through the program's policy consumed majority of the time of teachers and students alike. Completing the learning task and submitting it on time, as well as checking and providing feedback on the output were extremely time consuming, as the goal of online learning education is to maximize learning, just as it is with traditional education.

While assigning a large number of tasks does not guarantee the achievement of a high-quality education, it can increase the likelihood of becoming overwhelmed and burned out (Baca, 2016). Frustration with the organization and design of the classroom may result in a poor learning experience for students (Nambiar, 2020). Teachers may demonstrate time management methods that would optimize learning in this new environment while still allowing for personal activities such as hobbies, interests, and family time.

Instilling them with these methods will help students build self-discipline and will prepare them for the online learning mode that will facilitate the achievement of a successful teaching and learning process (Foltynek & Motycka, 2018).

Table 6.1. Time Management

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E3:B1: There is enough time to finish learning tasks.]	3.8	0.8	3.6	1	4.5	0.5
[E3:B2: The deadlines of submissions vary across subjects/courses.]	4.2	0.5	3.9	0.8	4.5	0.5
[E3:B3: Tasks are given ahead of time.]	4.1	0.7	3.8	0.8	4.5	0.5
[E3:B4: There is a regular meeting set for synchronous class on each subject/course]	4.2	0.5	4	0.8	4.5	0.5
[E3:B5: Synchronous class is done during the official subject/course time]	4.2	0.8	4.1	0.8	4.5	0.5

[E3:B8: The daily activities are planned and scheduled]	4.4	0.6	3.9	0.8	4.7	0.5
[E3:B9: There is a daily routine to be followed]	4.3	0.6	3.8	0.8	4.7	0.5
[E3:B10: The tasks are prioritized accordingly]	4.3	0.7	3.9	0.9	4.6	0.5
[E3:B11: Tasks are usually done at the last minute.]	3.2	1.2	3.5	1.1	3.9	1.4

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

Table 6.1 presents the findings on the time management sub-domain. The table showed that mostly on the Time Management sub-domain, students have a result of mean score lower than 3.99. In the [E3:B1] the parents and students have a mean score of 3.8 and 3.6 respectively giving a means of opportunity for the Colegio to improve the time allocation to finish the learning task of the students. On the other parts of the time management sub-domain, students have a lower mean score of 3.99 which are: [E3:B2] that has a mean score of 3.9, [E2:B3] with mean score of 3.8, [E3:B8] with a mean score of 3.9, and [E3:B10] with a mean score of 3.9. This can be interpreted that there is an opportunity of improvement in planning the procedure on posting and deadlines of the activities. But according to Unger & Meiran, (2020), students tend to get biased with answering evaluation because of the sudden change of the curriculum and short amount of time of preparation for adjusting with the sudden shift from face-to-face classes into an online class.

Lastly, the [E3: B11], the mean scores are 3.2, 3.5, and 3.9 by the parents, students, teachers respectively. It shows that even with the problem with the time management, the stakeholders do not do the tasks at the last minute. This can be interpreted that even with doing the task ahead of time, students tend to have problem with the submission of the activities. Thus, the Let's Flex Program of the Senior High School needs to be adjusted and further improved in terms of the schedule of posting and deadlines.

Context

Table 7.0. Motivation to study

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E4:A1: The workload and requirements were appropriate for the subject.]	3.7	0.9	3.5	1	4.7	0.5
[E4:A2: The course materials are connected with each other.]	3.9	0.8	3.8	0.8	4.7	0.5
[E4:A3: The learning materials (readings, video materials, modules) were appropriate to the course outcomes]	4.2	0.8	3.9	0.7	4.7	0.5
[E4:A4: The tasks and materials are suitable for online learning]	3.9	0.9	3.8	0.8	4.7	0.5
[E4:A5: The tasks and materials are interesting and fun to do]	3.8	1	3.4	1	4.7	0.5

[E4:A6: Digital materials sustain students' interest in the course]	3.9	0.7	3.6	0.9	4.6	0.5
[E4:A7: Digital materials help obtain the objective of the course.]	4.2	0.8	3.7	0.8	4.6	0.5
[E4:A8: Digital materials assist in creating connections between and among topics.]	4.1	0.8	3.7	0.8	4.6	0.5
[E4:A9: Digital materials are inviting to learn.]	3.8	0.8	3.6	0.9	4.6	0.5

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The table 7.0 represent the results of Motivation to study sub-domain under domain context. Based on the result, the students and parents have a mean score of lower than 3.99. It shows that there is an opportunity of improvement to the Colegio when it comes to creating motivation for the students to study. [E4:A1] has a mean score of 3.7 and 3.5 for both parents and students. The table reiterates that students and parents felt that the workload and requirements given on every subject were inappropriate and needed to be improved. In addition, parents and students were skeptic about the connection of the course materials from one another with a mean of 3.9 and 3.8 respectively. The same interpretation can be given to [E4:A3], [E3:A4], and [E3:A5] where the mean score from students is 3.8, 3.9 and 3.8 respectively. As mentioned by (Samuel, 2009), the goal of creating teaching resources is to make the learning cycle easier. Teaching materials are not utilized as a type of decoration in the classrooms as well as not to showcase in a contest. As a result, educators must consider the appropriateness of the learning materials in crafting it to maximize its facilitation in the teaching and learning process.

On the sub-domain of motivation to study, the [E3:A5] got a mean score of 3.8 and 3.4 on students and parents respectively. This tackles about if the task and materials are interesting and fun to do, the results can be interpreted as an opportunity for improvement for the Colegio. Additionally, the

same evaluation can be observed on the digital materials uploaded to the Colegio's Learning Management System, where efforts must be made to ensure the sustainability of the students' interest to learn through the aforementioned materials [E4:A6], which received an average of 3.9 from parents and 3.6 from students and [E3:A9] with a mean score of 3.8 and 3.6 for parents and students respectively.

According to (Harden et al., 2011), learning modules must be innovative and engaging in order for students to find the process of information acquisition enjoyable and fascinating. This may be accomplished by including creative and relevant learning exercises in the program, as well as by providing visually attractive material. By adhering to these criteria, students will see the learning modules as enjoyable and engaging, as well as a main source of information throughout the transition to the new mode of instruction.

Table 7.1. Cognitive overload

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E4:B1: The materials are challenging enough to facilitate learning]	3.9	0.8	3.7	0.9	4.6	0.5
[E4:B2: The materials are useful to understand the topic easily]	3.9	0.9	3.7	0.8	4.6	0.5
[E4:B3: The amount of materials is just enough to learn the topic.]	3.9	0.8	3.7	0.8	4.5	0.5

[E4:B4: The materials contain all the necessary information (e.g. links, format, deadlines) to accomplish necessary tasks]	4.1	0.7	3.9	0.8	4.6	0.5
[E4:B5: The materials help simplify difficult concepts]	4	0.8	3.7	0.8	4.5	0.5
[E4:B6: The difficulty of the materials are appropriate to the level of skills and abilities of the learners]	3.9	0.8	3.7	0.8	4.6	0.5

Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

Table 7.1 represents Cognitive overload sub-domain. The table shows that parents and students mostly have mean score of lower than 3.99, which means that the Colegio has an opportunity for improvement when it comes to cognition of lesson. The [E4:B1] has a mean score of 3.9 and 3.7 for parents and students respectively. This can be interpreted that there should be an improvement on the learning materials to facilitate learning. Meanwhile, [E4:B2] has a mean score of 3.9 and 3.7 for parents and students. It suggests that the learning materials need improvement to be able to understand the topic easily by the learners. Aligned with the result of [E4:B2] for the improvement of learning materials, [E4:B3] results also state an improvement on the content of the learning materials to be able to learn the lessons easily, [E4:B3] has a mean score of 3.9 and 3.7 for parents and students respectively. Further than that, [E4:B5] has a mean score of 3.7 on students only and [E4:B6] has a mean score of 3.9 and 3.7 for parents and students respectively

which means that indeed, there is an opportunity for an improvement for the learning materials appropriateness to the online class.

Table 7.2. Active learning

	Respondent Type					
	Parent		Student		Teacher	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
[E4:C1: The materials increased my knowledge and skills regarding the topic covered]	4	0.8	3.7	0.9	4.6	0.5
[E4:C2: The downloaded materials/files can be edited using any device]	3.4	1	3.6	0.8	4.6	0.5
[E4:C3: There is no need for additional software or browser extension for the materials]	3.6	0.8	3.6	0.9	4.6	0.5
[E4:C4: Once downloaded, materials are accessible even without internet connection.]	3.9	0.9	3.7	0.9	4.6	0.5
[E4:C5: The materials give opportunities for learners to learn on their own]	3.9	0.7	3.8	0.9	4.6	0.5

[E4:C6: The materials allow learners to be resourceful in order to further understand the topic]

4.1	0.7	3.8	0.8	4.6	0.5
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Legend: 4.00 – 5.00 (Strength); 3.00 – 3.99 (Opportunity); 1.00 – 2.99 (Weakness)

The table 7.2 presents the data for active learning sub-domain. The parents and students have a lower mean score below 3.99. [E4:C1] has a mean score of 3.7 to the students which means that there is an opportunity for improvement on the learning materials to increase knowledge and skills needed for the topics. While both parents and students have a mean score of 3.4 and 3.6 on ability to edit the downloaded materials/files using any device. Inability to modify downloaded learning materials demonstrated the device's exclusivity in allowing students to edit the resources they needed to respond. This adds time and stress to the task for students, particularly if they do not have a suitable device to access the downloaded learning materials. The same with the results of [E4:C3] with a mean score of 3.6 and 3.6 for parents and students, respectively. There is a means of improvement on learning materials to be able to use without using another software or application. This stresses the students to use different software to use to be able to cope with the lesson. However, the purpose of extended software and web applications is to supplement students' learning by responding to the teacher's learning materials. According to (Valverde-Berrosco et al., 2020), achieving effective technical knowledge on the part of the instructor entails the capacity to use appropriate and engaging software extensions that support the learners' independent study during E-learning and blended learning. As a result, instructors and the Colegio's ICT department must collaborate on the usage of accessible expanded browsers and software applications for online courses.

Lastly, the access with the learning materials using the Internet is one of the things needed for improvement by the Colegio. Based on the result of [E4:C4], students have a mean score of 3.7. Even though the Colegio has a flexible learning arrangement, there are still students who experience troubles with Internet connection and when materials are online, it can pose problem for the learning of the students. This is another means of improvements for the Colegio in terms of the availability of different learning materials that can be used online and offline. However, accessibility to digital learning resources is critical in this new learning environment since not all learners have access to the Internet at all times. In this way, instructors may plan and develop educational materials that are guaranteed to be accessible even without the availability of the Internet. To incorporate a polished plan into the creation of learning materials, educators who become instructional architects must be aware of the transformation that the twenty-

first-century community is undergoing, one of which is the demand gap for conceptualizing accessible instructional material from a face-to-face learning setup to a blended learning perspective (Cuesta, 2010).

Party IV Qualitative Findings of the Study

Thematic Representation

The responses of the students, teachers, and parents were summarized into significant meaning units to facilitate thematic analysis. From the fifteen (15) narratives, over 300 meaning units were drawn which were further analyzed to yield five (5) themes.

Information Dissemination Flexibility of LET'S FLEX Program

One main emerging theme from the participants' narratives was the flexibility of the information dissemination of the LET'S FLEX Program. Several sub-themes are included in the context of the information dissemination efforts of the Colegio in providing the stakeholders the policies and guidelines of the flexible learning program that has been implemented during the 2020-2021 academic year. Several information dissemination strategies were pointed out by the participants that enabled them to understand and fully grasp the intention of the program. Teacher Participant 5 stated, "We started out with the planning, we developed different planning committees in preparing for the LET'S FLEX Arriba Program," supported by Teacher Participant 4, "Nagbigay rin po sila ng parang heads-up po, or, nasa, nakapaloob po sa isang email, yung kung ano po yung nilalaman n'on."

Another online platform used during the pre-implementation stage of the LET'S FLEX Program was the use of social media applications such as Facebook and Messenger of the Colegio and the department as Student Participant 2 stated, "Ay meron po 'yung sa live po napanood ko po siya sa Facebook live po 'yung LET'S FLEX program po. Meron po dung mga kung ano po 'yung purpose ng LET'S FLEX tapos kung paano po s'ya makatutulong tapos paano rin po uhm, makaka apekto sa pag-aaral 'yun po 'yung na aanuhan ko sa live po sa Facebook."

As a crucial step in building the foundation and smooth transition for the whole school year, the pre-implementation phase of the program was able to take advantage of the usage of convenient social media for informing the stakeholders which has been an effective strategy to address concerns relating to the program itself. The information provided through social media such as the Colegio's official Facebook page, provides a prognostic value in maximizing the preparation of learners in the online learning experience with the assistance of their parents. This also leads to effective time management, learning optimization, and structured learning output (Avila & Cabrera, 2020). Hence, the use of Facebook and Messenger in promoting the LET'S FLEX Program must be continued and the department

must take information dissemination initiatives to also utilize other social media sites such Twitter and Instagram.

Moreover, webinars and trainings related to the LET'S FLEX Program also played an important role in helping the stakeholders acquire knowledge regarding the program. This was supported by Teacher Participant 1 during the interview, "*Nung come first semester nagkaroon na ng mga seminars regarding sa Google Classroom and then how to properly use the Google Meet nagkaroon na din ng mga policy regarding sa asynchronous and synchronous class,*" which was agreed by Student Participant 2, "*Okay din po 'yung sa Letran dahil marami po silang binibigay na seminars para maging ready din naman po kami.*"

This infers that the Senior High School Department must sustain its implementation of webinar-based trainings that will enable every stakeholder to be fully informed about the LET'S FLEX Program. Other trainings like efficient utilization of learning application in the Learning Management System were already considered beforehand for the teachers as stated by Teacher Participant 1 but must still be considered further for the development of the digital literacy of the students during the transition of blended learning modality.

Connection

The Adaptive Nature of the Learning Management System

One of the themes emerging from the personal interviews with different respondents was the adaptive nature of the learning management system. For Uddin et al., (2017), the adaptability of Learning Management System (LMS) under specific setting will result in a more effective education situations by concentrating on the requirements and principles of learning. The system also gives relevant learning applications that will help a student understand the lectures when they are required. The participants pointed out that with proper guidance and training in using the LMS results to ease of its access and convenience. As Student Participant 5 stated, "*I think ano po effective naman po 'yung ano po 'yung sa Google Classroom po kase meron po syang option po dun sa may pang add file po na pwedeng deretsong mag gawa ka nalang po ng Google Doc or kung ano ano po tapos pwede rin po mag madali rin po,*" which was supported by Parent Participant 1, "*So all of them has, I think, maximized, well not really maximized, but maybe 95% effectiveness and efficacy in terms of the LMS.*" Additionally, Teacher Participant 4 stated, "*Mas sobrang dali po n'yung gamitin, convenient, and very, uhm, readily accessible.*"

According to Alturki et al. (2016), the Learning Management System's main objective is to efficiently provide education to its learners. To guarantee optimal application usage, the LMS must be configured with multiple components

that will enable engagement and training delivery to the instructors and learners such as its usability and accessibility. With this, the Colegio was able to equip the department with a Learning Management System that helped both the teachers and students to deliver the teaching and learning process virtually and efficiently. Furthermore, accessibility is one of the important aspects of the new learning setup and in order to maximize it, teachers must also incorporate teaching strategies and learning activities in the LMS to make learning more accessible.

Content

Time Management for Work/Study and Life Balance

Another main theme that emerged from the findings was time management for work/study life balance among the stakeholders included in the LET'S FLEX program. As the students, teachers, and parents adjust to the new learning modality, there have been factors that were pointed out by the participants with regards to their time management such as inadequate time for preparation of learning materials and non-school related activities. The participants pointed out that since the LET'S FLEX program promotes flexibility, they are still able to manage their time in order to do other things than school-related activities. As mentioned by Khan (2017), the key in earning success in life is to efficiently manage and balance the time for career and personal life, which all has in indistinguishable measure, and to place appropriate focus on the things that need to be done. Balancing time for school and personal affair is integral to avoid physical and mental exhaustion as well as incompetency in the school.

As to what Student Participant 5 stated, "*Uhm hawak ko po kasi oras ko kapag Let's Flex program po ef...]so di po tulad ng face to face gigising ka po ng maaga mag ba byahe ka pa po. Diba po ang hassle po noon dito po gabi palang ayusin n'yo na po 'yung set up n'yo for online class tapos pagka gising n'yo po take a bath tapos po upo na lang kayo tapos pasok po ganun po,*" the flexible learning modality eases participants' time to prepare for school.

Issues concerning the preparations for learning materials were pointed out by Teacher Participant 5 who stated, "*I think it took more time now to prepare the activities than I used to before when we were still in a physical arrangement,*" but since the LET'S FLEX Program has the synchronous and asynchronous modes for learning, Teacher Participant 1 stated, "*Kaya 'pag synchronous lang dun lang hectic pero kapag asynchronous I have time naman to do other activities naman.*"

Teacher Participant 3 stated, "*Meron pa rin naman po akong time for family and then sa iba pa rin pong mga personal concerns,*" supported by Parent Participant 5, "*Advantage in a sense na kasama mo 'yung anak, kumbaga online 'di ba. So more*

time with the family, mas nakikita mo 'yung progress n'ya parang ganun."

Teachers as Facilitators in the New Learning Modality

Another theme that emerged from the findings was teachers as facilitators in the new learning modality. The theme has many faces in the context on the role embraced by the teachers during the Blended Learning modality. The effort and initiatives of the teachers in order for the implementation of the LET'S FLEX Program became effective on the first year of its implementation.

Using appropriate teaching methodologies that promote independence and creativity during the synchronous classes of the LET'S FLEX Program was evident in the experiences of Student Participant 1 who stated, "*From my experience ko po mas nae-enjoy ko po 'yung mga essay writing po ganon and halibawa po opinion writing ganon po mas nae enjoy ko po 'yung ganon kase mas gusto ko po 'yung nag susulat kase ma nae-express ko po 'yung ideas ko than filming or editing videos ganon."* Student Participant 5 also added, "*Mga digital arts po tulad ng Personal Development po namen tulad ng nag pagawa po ng digital arts sobrang enjoy ko po 'yun tapos po tulad ng sa mga activities po sa Math and Basic Calculus I love it po."*

The use of appropriate online learning pedagogies has the probability to reshape the academic arrangement by increasing learning experience and empowering the emergence of new innovative pedagogical methods suitable for the new learning setup, creating the educational process more credible, productive, and much less frustrating for both educators and learners (Butnaru et al., 2021). In addition, Martin & Bolliger (2018) revealed that the utilization of numerous teacher-learner communication in the online learning modality may be associated to high student involvement. As suggested, educators must strictly adhere in using online teaching strategies that will develop the student-instructor relationship since it can influence learning results.

Context

Appropriateness of Digital Learning Materials.

The emergence of the theme with regards to the appropriateness of digital learning materials was evident as educational technology is applied to the online learning set-up. The use of relevant and suitable learning materials that will enrich the synchronous and asynchronous session was observed in the implementation of the LET'S FLEX program in the Senior High School Department. Participants revealed that they have received learning materials that truly give emphasis on the context domain of the LET'S FLEX Program. According to

Parent Participant 5, "*Yung mga recorded na mga learnings, nakita ko s'ya na, nasusunod n'ya or 'yun 'yung nagiging basis sa kan'yang study,"* added by Parent Participant 1, "*They also provided some PowerPoint, I think it's a PowerPoint presentation, yes as materials."* Additionally, Teacher Participant 1 shared, "*I think they are actually having fun and you can see that they are actually engaged in what they are doing or if what, if you see effort in their activities."*

According to Alenezi (2020), education elements are specific idea of instructional materials constructed on the basis of a certain lesson objective that are used to create better education content such as a lecture tailored to fulfill the requirements of a given curriculum. The designed instructional materials are congruent to the learning competencies of the curriculum and has an in-depth accessibility and flexibility that ensured the attainment of meaningful learning. Easy to understand and free from errors are the main factors that are followed as a principle in instructional development and design which the Senior High School teachers of the Colegio were able to achieve to facilitate accurate learning to students. As revealed on the responses, the students found modules easier to answer because of its technicality and precise content which is very significant in the policies under the LET'S FLEX Program. As Student Participant 2 stated, "*Yung, opo, madali naman po dahil may step-by-step procedures po na binibigay 'yung teachers and may objectives po sa unahin na malalaman mo kung ano 'yung objectives ng isang lessons para maging aware din po kami kung ano 'yung ilesson namin."* With this, the Senior High School Department must ensure to provide learning materials to students with clear and accurate instructions, without errors, and with contextualization of learning.

CONCLUSION

Based on the findings of the study, the following conclusions were made:

1. One of the strengths of the Let's Flex Program is the pre-implementation where it conducted surveys to the stakeholders. It helps to strengthen the relationship with the stakeholders (Alves et al., 2010) through collaboration and exchange inside the academic institution (Beatriz et al., 2015).
2. The flexibility of the Information Dissemination LET'S FLEX Program makes the stakeholders well-informed of the policies and guideline of the program as the Colegio has exerted its efforts to use different online platform to inform its stakeholders such as Gmail and Facebook.
3. Laptop is the most used device in online classes of students and teachers, second to this is the smartphone. This proves that laptop is the most common and preferable device for students and teachers in studying and working due to its accessibility and functionality (Ling, & Bridgeman, 2013; & Castillo-Manzano, et al., 2017).

4. The stakeholders use broadband and postpaid Internet connection as the form of Internet connectivity use for online classes, according to Casillano (2019) students are able to use the e-learning system with ease only if there is an access to Internet and Internet enable devices.
 5. One of the strengths of the program is also its adaptive nature of the learning management system which stakeholders pointed out that the training and guidance in the use of the LMS result to ease of access, practicality and convenience.
 6. The stakeholders agreed that the program does not hinder them in doing their personal activities since they usually have a lot of time on their hands due to the flexible schedule of classes.
 7. The digital learning materials promoted integration of educational technology which makes these learning materials suitable, engaging, and practical to learn.
 8. Teachers provided knowledge by using innovative strategies which promote independence and creativity for their academic related activities and tasks.
5. Synchronous and Asynchronous class schedule must be taken consideration and review to promote school-life balance to the stakeholders.
 6. Promoting the well-being of the parents, students and teachers should be taken into consideration. Webinars about mental health, self-management and self-care techniques can help the stakeholders to cope with the online learning modality.
 7. The Senior High School department must review the module to assure that it is free from error and modification of activities that is practical and appropriate to the students but still promotes active and enjoyable learning.
 8. Revisit the research questionnaires for both the quantitative and qualitative as some questions were unclear to the participants of the study.

RECOMMENDATION

Based on the conclusions of the study, the following recommendations were made for the academic policy and program development:

1. The Colegio should provide a learning material that are accessible to students and teachers that has compatibility to any devices. Utilize the ability of the Learning Management system on integrating different google services to avoid use of another third-party application. Training and seminar for integrating the different learning management system tools and application should be done to harness the teachers' capabilities to integrate different learning materials without the expense of using one or two different applications.
2. Continue the information dissemination and promotion of the Let's Flex Program through social media and website. But further discuss and clarify the different features of the Let's Flex program to both student and parents.
3. The abilities of the teachers should be enhanced through different workshops to be able to navigate and teach the students how to use the Google Suite. Google Certified Educator program can be given to improve the teachers' capabilities. Thus, giving chance to have more ways to communicate and troubleshoot the technical problems experienced by the stakeholders and improve the teaching and learning experience.
4. The teachers should revisit the activities given to the students for the practicality, accessibility, effectiveness and appropriateness. Due dates of activities per subject must be taken consideration to avoid piling up of activities and give the stakeholders a school-life balance.