

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

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ABSTRACT

The sudden shift of COVID-19, from an outbreak in the East Asian region to a pandemic, brought onslaught and catastrophe in our lives. Lockdowns and travel bans were implemented in the different parts of the globe to minimize the transmission of the virus. Online mode of learning is the safest and practical way to promote and empower education during the pandemic. Colegio de San Juan de Letran-Bataan, one of the catholic schools in Bataan, implemented during the academic year 2020-2021, the program developed by the Colegio de San Juan de Letran-Manila with regards to Emergency Remote Learning during the pandemic 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 for S.Y. 2020-2021. A total of 606 stakeholders became the respondent of the survey while 50 selected stakeholders were the informants of the interview. The findings revealed that the Colegio were able to provide informative presentation about the online learning program, accessible Learning Management System, interactive learning materials. However, school-life balance, time management, and learning materials' ability to motivate to study were opportunities for improvement of the department. Therefore, the department should provide teachers and students necessary trainings and programs that will empower the implementation of the LET'S FLEX Program.

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

INTRODUCTION

The sudden shift of COVID-19, from an outbreak in the East Asian region to a pandemic, brought onslaught and catastrophe in our lives. Lockdowns and travel bans were implemented in the different parts of the globe to minimize the transmission of the virus. Moreover, closing of nonessential establishments was necessary as part of the health protocols issued by the government. This action resulted to the increase of the unemployment rate and other related issues. Schools both in public and private were also closed because the face-to-face mode of teaching and learning can be a major cause of the virus transmission and majority of the students were high risk of getting the virus. Thus, the health sector is not the only one that endured the outcomes of the pandemic but rather, the other economic sectors such as the education were greatly affected by the current global disaster. (Raza et al., 2021).

In the case of the education sector, the change of learning modality from the traditional face-to face classes to full online class instruction becomes necessary to continue the concept of "learning never stops" even the society is currently facing a global catastrophe. On the other hand, challenges and issues with regards to the shift of the learning modality occurred dramatically especially from the less-economically developed countries (Alipio, 2020). The issues and concerns were technical problems (Marcial et al., 2015), slow internet connectivity (Ibrahim et al., 2020), faculty technological skills (Arinto, 2013), to name a few. However, the problems regarding the state of education in the pandemic did not stop most of the institution to innovate their resources to sustain the quality of learning as well

as to help the students to complete their education despite in this kind of situation.

Online mode of learning is the safest and practical way to promote and empower education during the pandemic. Online learning education can be purely online where the teacher will meet the students virtually and the teachers will give them a set of activities on the internet that must also be submitted online, or a combination of meeting the students virtually and give them a learning task at the same time (Francisco & Barcelona, 2020). There are also positive effects that can be associated on the online-based education like the development of student's 21st century skills, personalized learning (Intel, 2012), and maximized technological capacity and practice responsibility of the students (Gilbert et al., 2015). The benefits were very essential because online-based education can maximize the lessons to be learned by the students during this kind of setup and can accommodate the students to achieve lifelong learning skills like independency and digital literacy. Such skills are very important to acquire nowadays.

In terms of availability, online learning is very accessible and consistent to the students anytime since the lessons are uploaded in the Learning Management System where students can access anytime at any place (Guragain, 2016). With the sudden transfer of the learning modality from face-face to more individualized online learning, some institutions used up all of available technological capabilities just to address the gap on sustaining education during the pandemic. This situation can be observed on schools that were forced to close because most institution argued that educational system under the online learning setup is not sustainable and consisted of many student-related issues and

problems (Ionescu et al., 2020). Thus, crafting a concrete plan with regards to the use of Learning Management System, and the implementation of online learning education is important to avoid the exhaustion of learning technology and to sustain the learning process amidst of pandemic.

The process where most academic institutions changed the learning modality is called curriculum transformation. This method is the modification and integration of the curriculum to maximize the learning experience of the students. Planning the online education curriculum is extremely important because without a proper strategy of this matter will result to the failure of achieving the best way of learning. (Picciano, 2015) revealed that planning the online learning of the school to be implemented must involve all of the stakeholders regardless of diversity. With this, all stakeholders must be included to identify the features to be prepared by the schools to further improve the education in the online setup. Maximizing learning through faculty development workshop and migration of learning resources to the internet is one approach that can be done.

However, the beneficiaries of the learning modality which are the students seem to be another vital factor even though the availability of online learning resources and preparation of the teachers to utilize technology in learning have been thoroughly accomplished. The purpose of the teaching and learning phase whether it is face-face or online class is to provide the learners with the required skills; nonetheless, the instructional method to facilitate learning rests with the teacher. Several personal problems of the students were also associated during online classes such as not taking care of own health (Al-Kumaim et al., 2021). In addition, individualized learning could lead to lack of self-esteem and other mental health related problems (Aristovnik et al., 2020).

The problems and concerns for development must be addressed immediately by the authorities responsible for education system as well as schools that are implementing the online learning modality because of the pandemic. Despite the short transition period, measures are needed to establish virtual training in order to reduce resource allocation and optimize the technology to be utilized in education. The use of the Learning Management System (LMS) is necessary for every school to have a venue for the transition of online class. In terms on the control of the Learning Management System (LMS), teachers have been given authority to maximize learning using respective LMS (Al-Sharhan et al., 2020). Therefore, the functionality added to the LMS as well as the teacher's capacity in utilizing its feature is the requisites of having an engaging and meaningful online class.

The adverse effects of the COVID-19 include a declining economic trend. On that note, schools need to schedule education more thoroughly. This preparation should result in a collaborative effort among institutional stakeholders without jeopardizing educational efficiency. The measured choices can be coordinated by developing and implementing an instructional curriculum that is distributed online.

The Philippines, like other countries, ceased the traditional face-face classes from basic education to tertiary education in a way to

stop the transmission of the COVID-19. Subsequently, schools have moved to remote and online learning. While the rate of change between organizations was inconsistent, experience can be considered as mutual and comparable. Colegio de San Juan de Letran-Bataan, one of the catholic schools in Bataan implemented in the Academic Year 2020-2021, the program developed by the Colegio de San Juan de Letran-Manila with regards to online-based education during the pandemic. The system aims to support all partners in developing the modality for online education. After the school year, the researchers intend to investigate the evaluation of the program in the Junior High School Department of the Colegio. In addition, the study described the insights of the stakeholders with regards to the quality of the teaching and learning process.

Objectives of the Study

The general problem of the study is to evaluate the LET'S FLEX Program of the Colegio de San Juan de Letran-Bataan Junior High School Department for SY. 2020-2021. Specifically, the researchers sought to answer the following questions.

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 in relation to LET'S FLEX components; and
4. Provide recommendations for academic policy and program development.

Contribution of the Paper

School Administrators. The findings of the study will help the school administrators of the Colegio to come up with a more inclusive online learning education plan that will empower the three elements of the LET'S FLEX Program namely the Connection, Content & Context. Moreover, the study will also serve as a basis in crafting effective alternative learning resources that will cater the needs of the students that opted to choose modular learning. More effective and efficient transition of the LET'S FLEX Program is expected once the findings of the study will be utilized in the upcoming school year.

Junior High School Teachers. Educators will be able to identify the appropriate teaching strategies and techniques to be used in the online learning setup using the insights extracted from the study.

In addition, teachers will also be able to exert modification and integration of the activities included in the modules in order to maximize learning during the pandemic. Appropriate learning materials will also be utilized by the Junior High School teachers in the module as well as during the Synchronous classes.

Junior High School Students. The results of the study will give the students insights on what the LET'S FLEX program is really all about. The issues and concerns of the students about the LET'S FLEX will be addressed on the research through recommendation and consideration of the results to strengthen the program. Parents. As stakeholders, the findings of the research will give the parents an assurance that the children are receiving the quality education that the students deserve amidst of the pandemic. The involvement of the parents in the study will also help the study to strengthen the LET'S FLEX program.

Theoretical Background

Theoretical framework

The researchers adopted the following theories to support this study: Garrison and Anderson's Community of Inquiry, Siemen's Connectivism and Blended Learning Theory.

According to Community of Inquiry Theory developed by Garrison and Anderson, framework of three interrelated aspects which is the social, cognitive, and instructional presence must be present in every learning environment whether it is face to face or online learning because such idea can lead to create a purposeful and lasting teaching and learning process. Social presence pertains to the capacity of members to engage with the society in which can speak meaningfully in a welcoming atmosphere and can build deeper bonds by exhibiting distinct behavior. Teaching presence refers to the framework, support, and guidance of social and mental processes functions for the aim of achieving truly relevant and academically desirable teaching and learning process. Cognitive presence is defined as the amount to which students can build and reinforce information via extended thinking and speech.

Understanding the contributions of the social, cognitive, and instructional presence in the teaching and learning process is significant, especially in the sudden shift of the learning modality from the traditional face to face classes to online learning. The theory advocates the framework of blended learning as active and conducive learning process in which educators and learners share knowledge, facts, and views. One must remember that "presence" is a phenomenon which can be revealed via exchanges between learners and educators. This particular idea is truly essential in the attainment of quality learning in the online learning space because this approach really promotes interaction between the teacher and the students with the use of various online learning platform such as the learning management system of the institution that offers applications suitable for online learning interaction which is also flexible and practical in nature.

Meanwhile, George Siemens proposed the Connectivism, an educational framework that recognizes important transformations in how ideas and insights travel, develop, and change over the course of huge data communication systems. Moreover, the framework is motivated in the realization that judgments are made on continually changing bases. New data is constantly gathered. To be able to distinguish between crucial and irrelevant knowledge is critical. Therefore, to be able to

detect when the newly acquired knowledge changes the landscaped based on judgments made on past occasions with the use of social media, and other sources of information that can be acquired in the internet is indeed vital.

The theory tackles the difficulties that various organizations confront in their learning attainment operations. To be categorized as acquisition of information, knowledge must be stored in the system and must be linked with the correct individuals in the appropriate manner. The educational industry has indeed been sluggish to realize the effects of new educational technology as well as the changing environmental conditions about what takes to learn. Connectivism sheds light on the academic style and activities required for students to be successful in the technological environment. Thus, the theory is significant in the study to further understand the students learning capabilities in the new learning modality implemented by the institution.

Review of related literature Content

The spread of the COVID-19 pandemic has had a significant impact on practically every sector of life, including education. Due to these changes, schools are obligatory to shift to incorporate distant education or online learning.

As education moves toward blended learning or flexible learning, two terms arose: synchronous and asynchronous sessions. The teacher and the learner engage in "real time" when they are in synchronous, while asynchronous delivery occurs oppositely wherein the teacher may post a question and wait for the students to answer it after 2-3 days or may offer teaching through video, or other methods. In addition, Farros et al., (2020) `experiments about the effect of synchronous and asynchronous discussion sessions, concluded that there was no significant difference between performance in synchronous or asynchronous sessions. Despite the fact that one discussion style had no consistent effect on performance outcomes, synchronous discussion sessions did result in greater student engagement, which has been demonstrated to boost student performance.

Furthermore, the design of multimedia components used in video for online learning can boost students' impressions of their instructor's trustworthiness and accessibility. Also, the learners through video-based communication made their teachers appear more genuine, present, and familiar, and these interactions resembled face-to-face education. (Ramlatchan2020).

Connection

Blended learning is when traditional classroom approaches are combined with online activities. Many scholars have proposed that blended learning strategies can help to facilitate the process of online collaborative learning. This approach is supported by learning management system. A learning management system (LMS) is a software program or web-based technology that is used to organize, implement, and evaluate a particular learning process. (Kabassi, K., Dragonas, I., Ntouzevits, A. et al. 2016).

In addition, LMS has a capacity to optimize learning quality and to establish an interactive learning system. One of the positive aspects of LMS includes user friendliness, adaptability, and openness, among others. An LMS is a student-centered, informal learning environment that accommodates students' social and personal needs, facilitates feedback, and is, most importantly, interactive. (Mohd Kasim, N., & Khalid, F., 2016).

According to the findings of the study by Muhammad et. al., (2019), about the Civic Education through E-Learning in Higher Education, Google Classroom is a flexible and user-friendly e-learning platform based on the resulted conclusion. Also, as stated in the study of Al-Marouf and Al- Erman (2018), Google classroom allows students to submit works online to be graded by the professors within the specified timeframes. Teachers, meanwhile, may have a thorough picture of each student's development and may return outputs with the required comments so that the students may amend the projects. This application considers the accomplishment of specific functions, such as simplifying student-teacher communication.

The stated studies above are relevant to the present study in terms of the discussed information about the blended learning and the online platform or LMS available however; the presented ideas above deal only with the overall flexibility and adaptability of the platform while this study is concerned more about the needs to be addressed in the online teaching and learning process.

Context

The Covid-19 pandemic had caused a lot of changes in daily living. Shifts of different nonessential establishments and different government institutions were felt from left to right. Schools were required to conduct their classes online. With these, teachers from private up to public schools were tasked to plan long-term academic goals for the entire class (Guinco, Rosen-Reynoso, Friedman, Hunter, & Cownie III, 2020). Planning involves different aspects such as designing and developing routinary activities, creating effective lesson plans, and tracing learners' progress for the entire school year. Teachers were demanded to adapt a procedure for handling their traditional teaching to remote online classes.

Implementing the "new normal" way of teaching was faced to different struggles such as providing multiple options of engagement in learning which can be done face-to-face, online, or modular (Gillett-Swan, 2017) and shortage to no resources needed for the shifting to another mode of teaching (Guinco et al., 2020). With the sudden shift, educators were made responsible for the adaptation of new mode of teaching, and were tasked for designing, instructing, and assessing students' performances. Hence, educators' perspectives were not only locked on planning effective protocols on delivering lessons, but also on evaluating the effectiveness of the remote and blended learning.

The impact of the lockdown during the pandemic had caused a lot of closure of most educational institutions (Bonal & Gonzalez, 2020). With this, researchers and international organizations have studied the effects of school closure to the acquisition of

basic knowledge and skills that the students need to develop before going out to the real world. Unequal opportunities of learning were inevitable since not all students can adjust to the "new normal" setting of schooling even though online classes were offered. Shorter instructional time, unavailability of learning materials, and unstable internet connections hindered the students to get the quality education they deserve.

With the current situation, teachers must be equipped with different online collaboration to raise the efficacy of teaching (Arnold, 2020). Distributing feedbacks were focused to improve teacher efficacy on instructional practices. The online collaboration was anchored on the purpose of increasing the effectiveness of the teachers in meeting the learning goals in spite of the pandemic. Teacher-administration devised different tactics and plans to enforce teaching-learning process, thus, giving way to the different online learning systems.

While many teachers and students were locked on their houses, teachers and higher educational administrators utilized different information technology to reach the students and provide them with quality education students were after. Deployment of online classes and different learning platforms was launched to continue with learning. Electronically based learning has made the teaching-learning process possible even teachers and students were not physically meeting. Using Learning Management System has been one of the ways to give students learning activities during lockdowns.

Learning Management System during the Pandemic

Making use of Learning Management System (LMS) in the learning process helps facilitate the electronic learning as this provides materials without the restriction of time and place, enabling students to continue their education free from going out their houses (Raza, Qazi, Khan, & Salam, 2021). This material will enable the students to interact via internet and facilities sharing various course related information and resources. This practice implies that utilization of this technology will be the top priority for different schools to keep the learning process continuous.

Because of the existing setup, the teachers and students accepted and embraced the adaptation of the new method of education. Teachers will prepare the materials and the students will access those materials to one unified online platform.

Online platforms are ideal in today's system of education. Teachers and students unnecessarily need to meet physically for the materials required in learning. Institutions around the world have accepted the fact the learning through physical contact is prohibited, thus, implementing online platforms to reinforce the teaching-learning procedures (Khan, Vivek, Nabi, & Khojah, 2020). LMS provides educators opportunities to implement Information Technology solutions for delivering lessons as well as assessment procedures for the completion of course work of students. The efforts of stakeholders namely the teachers, students, and institutional administrators are on for the ideal use of technology and effective learning process. Minimizing the learning gap that stir up in every school due to left-to-right lockdowns was the ultimate goal of LMS.

With the reason of easy to use, learning flexibility, and controllable environment, educational sectors have fully accepted and have completely used the online platforms in education. However, disadvantages such as isolation, face-to-face interaction with the teacher and students, and connectivity issues may come with the different benefits of elearning (Khan et al., 2020). Educators were new to the utilization of e-learning. As a matter of fact, teachers and students were still adapting and adjusting to the new mode of education. Exploration of most programs and applications was still the problem of most stakeholders. At this prevailing situation of virtual teaching and setting of new pedagogies and methodologies, knowing the opinions of the learners to this new face of schooling deemed necessary.

During this pandemic, the students were engaged to the “new normal” form of education. With the abovementioned advantages and disadvantages of online classes, the students were faced to adapting the online classes as the primary form of learning. As stated on the discussion enforced with statistic examination of Khan et al (2020), more than half the student respondents were confident to using the online classes IT-based learning as the new mode of studying. Most students were found to be comfortable with the use of learning systems. The study showed that students had positive perception to the new normal education.

In the study conducted by Coman et al., (2020), though internet-based learning is considered as an essential option to continue education during pandemic, the current educational system could still change the perception of students about the said concern. Students developed a decrease in motivation in learning. There were elements that became an obstacle for the learners to the new system of education. These obstacles could be distractions, loss of motivation, delayed feedback due to the fact that teachers are partially available during the times the students need help and supervision. Nevertheless, these obstacles can be overcome by teachers who should adapt the teaching styles based on the needs of the students. In order to do so, teachers must be equipped with the knowledge and skills necessary in online class. Thus, the said researchers stated that the problems could be more prominent while the educational process takes place exclusively online. The study explained that the situation could be reasoned with the fact that teachers had little time preparing and adjusting to the sudden shift of teaching process.

In the experiment of Doiron (2009), a study was conducted to test the effectiveness of online class to teach biology in laboratories. After a several tests, Doiron concluded that only some classes are suitable for online class learning. Many courses like biology were not the best subject that the students need to be taken online. Though teachers and students, who responded to the study, had positive experiences regarding the online biology laboratory, the findings of the study suggested that the course would probably better in a traditional laboratory setting. In addition, the online laboratory could impact the students’ practical skills if this subject would be taken online. Further conclusions showed biology and other science classes should be taken in a traditional laboratory.

Some of the courses may be unsuitable for online class system and some can be adjusted easily. In another study conducted by Dennis (2011) about the effectiveness of online fitness course, the researcher compared the teaching of fitness course in online and face-to-face setting. The result was stated positively. The researcher concluded that most of the students were able to meet almost all of the course objectives. Most of the students enjoyed every activity all over the course of the subject. This result indicates that online learning can be done in fitness education. Moreover, the researcher stated that if the students enjoy an activity, an opportunity to engage in the activity more frequently is attainable. On that take, students may spend more time in the content and in interactions with the course.

The Philippines, just like other countries, need to adjust from face-to-face to online remote learning. The main reason for this is to give way to the prevention of the spreading of the virus COVID-19. With the stated reviews of other papers, the implementation could pose positive and negative results of transforming of traditional classes to the distance learning system.

Conceptual framework

Figure 1 presents the paradigm of the study.

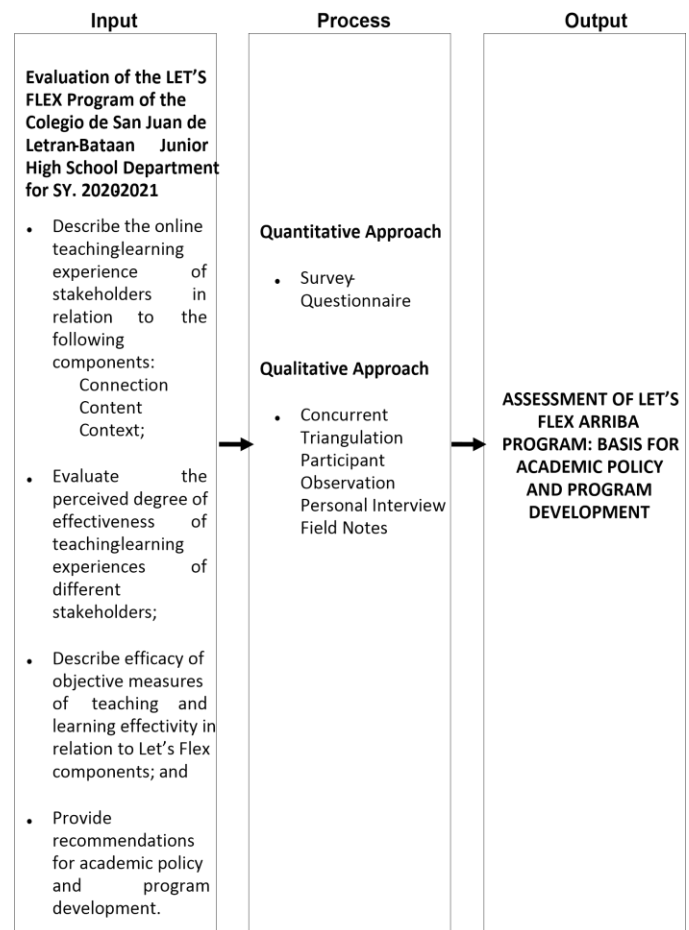


Figure 1. Paradigm of the Study

In this study, the researcher used input (I) - process (P) - output (O) approach. A conceptual framework can help the study by giving a graphical representation of theoretical arguments of interest.

The first frame presented the input which pertains to the Evaluation of the LET'S FLEX Program of the Colegio de San Juan de Letran-Bataan for SY. 20202021 through its elements: Connection Content Context. The program also included transition of the LET'S FLEX PROGRAM.

The second frame pertains to the processes which include the use of surveyquestionnaire and were triangulated by participant observation, one-on-one interview, and fieldnotes. Statistical treatment of data like frequency, percentage and mean measure the evaluation of the stakeholders on the LET'S FLEX program.

The third frame contained the output of the study which refers to the assessment of the LET'S FLEX program.

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 individual interviews with randomly selected representatives of each group. Moreover, the mixed method required simultaneous implementation of gathering data for qualitative and quantitative methods. As a result, coordination between and among teacher-researchers from various academic levels were highly necessary. 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 5 interviewees for each sample group – students, teachers, and parents. The selection of participants had been done using single-blind approach. Since participation in this investigation was voluntary, a list of alternate participants was prepared in case those initially selected decline to participate. Since the population for each grade level and sample groups varied, student and teacher samples may have a minimum of 40% of the total possible participants, while significantly lower with parent sample. 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. Considering that the evaluation of the program covered different academic levels, there had been general items and specific items for each level. The general items were those that had been administered to all participants across academic levels while specific items were supposed to be context specific to a specific academic or grade level. 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 a 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 regardless of their academic level while the specific questions aimed to describe the unique experiences in a selected level. 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. Included also in the validation was the interview protocol that had been developed for each academic level. 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 5 general questions and 5 academic-level specific questions. Interview protocol was revised based on the comments and suggestions.

Ethical Considerations

As part of observing an ethical research, the following was observed:

1. The participation of participants, both in qualitative and quantitative methods, were 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 Statistics. 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:

Familiarization with the data

The data gathered by the researcher through triangulation which were consequently transcribed were read and re-read. This allowed the researchers to control the pace of the analytical process to ensure that the participant was the focus of the analysis, rather than the researcher's own thoughts, opinions, or assumptions. The transcriptions of the audio-recorded interviews were done by the researcher after each interview was finished. After finishing the transcriptions, the 15 transcripts, which represented 15 participants, were analyzed. The first reading consisted of listening to the digital recordings while checking for and correcting transcription errors which provided for a careful, detail-oriented, and slow listening and reading-insured accuracy of the transcriptions and provided the initial immersive step into data analysis. The second level of immersion consisted of re-reading each transcript while listening to the digital recording, making notes about the ideas and thoughts so that the researcher could, initially, bracket them. In this way, the researcher listened to what the participant said as well as the delivery of saying the answers.

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" (Miles and Huberman, 1994). 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 Initial 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 (van Manen, 1990). 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.

Reviewing Themes

During this phase, the researcher reviewed the emerging themes to ensure the credibility and reliability of the qualitative data. The researchers also analyzed the categories, themes and preliminary findings for plausibility. The feedback and suggestions were provided after the reviewing of the themes to ensure the relevance and plausibility of the data interpretation. To secure the confidentiality and anonymity, no identifiable

participant information was revealed during this peer review process.

Defining and naming Themes

Developing emergent themes is reducing the amount of data, which includes both transcripts and the researcher's notes, while simultaneously keeping the complexity of the content (Smith et al., 2009). Thematic development and the resultant themes are the researcher's tools for delineating aspects of the experiences that are essential. On the other hand, searching for connections across emergent themes means moving from sequentially established themes to mapping how the themes fit together (Smith et al., 2009) which involve collapsing or discarding themes as the researcher develops a structure that expresses the most salient components of the participant's experience. 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.

Writing up

The purpose of this step is to provide an interpretation in keeping with the purpose and research questions of the study (Smith et al., 2009). The analysis was discursive which included both extracts from transcripts and the researcher's interpretations. 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 Statements of the Problem in Chapter I.

Part I presents the profile of the respondents in terms of device 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. Profile of the Respondents

Table 1 presents the respondent type in terms of count and percentage.

Table 1. Respondent Type

Department	Parents		Students		Teachers	
	f	%	f	%	f	%
Elementary (n = 30)	17	55.7	11	36.7	2	6.7
Junior High School (n = 249)	46	18.5	194	77.9	9	3.6
Senior High School (n = 173)	18	10.4	144	83.2	11	6.4
College (n = 157)	57	36.3	89	56.7	11	7.0

As presented in Table 1, data reveals that the total population of the respondents wherein the parents count was 138. On the other hand, the students had the highest count of the study with 438 while the teacher respondents had lowest count with 33.

Table 2 presents the most used device of the participants in the online classes.

Table 2. Device Used in Online Classes

Devices	Students (n=438)		Teachers (n=33)	
	f	%	f	%
Laptop	350	79.9	32	96.97
Desktop	116	26.5	2	6.06
Tablet	137	31.3	4	12.12
Smartphone	283	64.6	28	84.85

The findings revealed that laptop was the most used device of both the student and teacher during online class with a count of 350 or 79.91% and 32 or 96.97% respectively. Moreover, most of the teacher and student respondent were also using smartphone comprising 64.61% of the students and 84.85% of the teachers, this was given to the fact of the durability and features of the said device that could also run learning applications of the laptop. However, the least on the presented device in the table was desktop with only 116 or 26.48% students equipped with the said device while no teacher respondents used desktop during the transition of the online class. The durability and accessibility of the certain features of laptop made it the most used device of

the students and teachers during the new learning modality unlike the desktop due to the lack of battery storage and is needed to be upgraded in order to function properly (Kay & Lauricella, 2011).

Table 3 presents the most used device of the participants in the online classes.

Table 3. Learning Application Accessibility

Devices	Students (n=438)		Teachers (n=33)	
	f	%	f	%
Video Streaming	352	80.4	29	87.9
Photos	426	97.3	33	100
Portable Document Format (PDF)	407	92.9	33	100
Documents (MS Word)	416	95	33	100
Spreadsheets (MS Excel)	380	86.8	33	100
Presentations (power points)	403	92	33	100
Podcasts	229	52.3	13	39.4
Online/Video Conference Applications	374	85.4	33	100

Generally, the students and teachers used most of the presented learning application in table 3 like the video photos, documents (MS word) and portable document format which enabled the teaching and learning process during the new learning modality effective with the use of the learning applications. However, Podcasts was the least used learning application of the students and teachers with only a count of 229 or 52.28% and 13 or 39.39% respectively. Various factors could be associated on the inaccessibility of the participants in using podcast such as its bandwidth requirement to download learning application together with its required capacity and being exclusive to those who do not suffer from any hearing problems (Nataatmadja & Dyson, 2008).

Table 4 presents the most used device of the participants in the online classes.

Table 4. Form of Internet Connectivity Used in Online Class

Devices	Students (n=438)		Teachers (n=33)	
	f	%	f	%
Prepaid Mobile Data	168	38.36	9	27.27
Postpaid Mobile Data	141	32.19	18	54.55
Broadband	280	63.93	17	51.52

Broadband was the most used internet connectivity of the students with a count of 280 or 63.93% while many teacher-respondents used the postpaid data instead with a count of 18 or 54.55% of the participant population. The least used form of internet connectivity used in online class by both of students and teachers is the prepaid data with a total of 38.36% and 27.27% respectively. The use of postpaid data and broadband was more practical in using devices such as laptop and smartphone because using such material only faces minor problems unlike the use of prepaid data in which the Philippines has the most expensive rate on internet connectivity with 20.35 USD per MBPS (Ookla, 2014). Given this fact, prepaid internet providers will negatively give their best to maximize internet connectivity in the country so that many subscribers will continue to purchase prepaid promos just to sustain the internet connectivity (Salac & Kim, 2016).

Part II. Pre-implementation Findings of the Study

Presents the Pre-implementation findings of the study.

Table 5 presents the most used device of the participants in the online classes.

Table 5 Needs Assessment/Consultation

Needs	Parent (n = 138)		Students (n = 438)		Teachers (n = 33)	
	M	SD	M	SD	M	SD
The administration conducted survey/s to know what the stakeholders feel about online classes.]	4.2	0.9	4.27	0.2	4.59	0.3

The administration conducted survey to know the perception of the Letran community about Let's Flex program]

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

As deduced from the table, the needs assessment/consultation of the Colegio to the stakeholders was the strength of the LET'S Flex Program. This means that the administration was able to conduct series of survey on the perception of the stakeholders regarding the online classes. The efforts of the administration to identify the perception of the Letran community on the online learning program were also observed having a mean of 4.59 coming from the teacher-respondents. The administration together with its stakeholders played a specific role aimed at ensuring the sustainability of the distant education paradigm. Authentic partnership occurs when individuals work together to achieve the same goals in such a manner the stakeholders can divide the task, the thoughts, and the accountability. Cooperation and interchange in an academic institution aid in the diffusion of knowledge (Beatriz et al., 2015). In such, the Colegio together with its stakeholders were able to have a timely partnership in the consultation of the learning program to make it more effective and efficient on its implementation.

Table 6 presents the capacity building of the LET'S FLEX Program.

Table 6 Capacity Building of the Program

	Parent (n = 138)		Students (n = 438)		Teachers (n = 33)	
	M	SD	M	SD	M	SD
Training was provided in converting learning materials into digital versions.] Alternative strategies were	4	0.15	4.11	0.33	4.49	0.34

provided to						
maximize the conduct of online classes.] I have attended a tutorial session on how to use the technological tools (e.g. google classroom, mabini)] I was given with an instructional aid/material discussing how to navigate google suites or other learning tools While preparing for the start of online classes, I can be assisted in dealing with technological issues in our used platform]	4.1	0.19	4.22	0.3	4.57	0.31
3.8	0.05	3.88	0.24	4.54	0.34	
4	0.17	3.98	0.18	4.39	0.46	
4.02	0.21	4.05	0.38	4.33	0.35	
Capacity Building	3.98	0.13	4.05	0.13	4.46	0.13

In terms of the information and dissemination of the LET’S FLEX Program, data reveals that parents and student-respondents found that there was an opportunity for improvement in the (E1-C4) distribution of the copy of the LET’s Flex Program in which received a mean of 3.8 and 3.88 from the parents and students respectively.

Different perception was associated on the online learning such as its degree of effectiveness compared to the traditional face-face classes, monotonous pedagogy and lack of technical support from others (Yang & Cornelius, 2004). Therefore, information dissemination and orientation of the program is very integral to every stakeholder because this approach gives stakeholder the knowledge and information on what will be the new learning modality is all about which also eliminates misconception about the program.

As shown, the Colegio needs to improve its information dissemination efforts to maximize the effectiveness of the LET’S Flex program in the teaching and learning process. Moreover, the results can also be implied that even the stakeholders attended webinar and presented the overall policy of the program, there is still a lack of assurance that the stakeholders completely understood what the online learning program is all about. The distribution of information on the online learning modality throughout the early years of its implementation was a policy driven by the administration. Leadership is crucial in the institution’s community because that idea sets the information to be distributed as a plan and a goal, as it also provide the environment and shaping the situational variables that transmit knowledge (Beatriz et al., 2015).

Part III. Quantitative Findings of the Study
Presents the quantitative findings of the study under the components of connection, content and context. Table 7 presents the overall mean and standard deviation of every domain of the three components of the LET’S FLEX Program.

Table 7 Mean and Standard Deviation of Every Domain of the LET’S FLEX Program

	Parents (n = 138)		Students (n = 438)		Teachers (n = 33)	
	M	SD	M	SD	M	SD
Interactivity Score	3.38	0.22	3.21	0.15	3.61	0.28
Flexibility Score	3.97	0.13	3.6	0.16	4.11	0.24
Scalability Score	3.85	0.38	3.62	0.26	4.07	0.5
Standardization Score	3.94	0.24	3.57	0.31	4.26	0.13
School-Life Balance Score	4.04	0.24	3.86	0.41	3.93	0.28

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

Time-Management Score	4.1	0.16	4	0.29	4.13	0.37
Acceptance of Personal Responsibilities Score	4.3	0.08	4.19	0.2	4.31	0.18
Instructor Accessibility Score	4.29	0.21	4.15	0.4	4.62	0.28
Connection with Peers Score	3.84	0.04	3.82	0.17	4.4	0.26
Motivation to Study Score	4.01	0.33	3.97	0.39	4.34	0.3
Cognitive Overload Score	3.99	0.34	3.98	0.37	4.29	0.25
Active Learning Score	3.9	0.21	3.91	0.24	4.15	0.38
Concept Visualization Score	4.06	0.25	4.02	0.32	4.32	0.27

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

The table above discusses the summary of the weighted mean and standard deviation of every component of the LET'S FLEX Program namely the connection (blue), content (yellow) and context (green). As implied, teachers were able to receive adequate seminar and trainings regarding the implementation of the LET'S FLEX Program that was why teachers had the readiness to implement the program in their respective classes. The virtual training of the teachers to ensure the mastery of knowledge and skills on the use of Learning Management System is very important to cope up with the flexibility, interactivity and decentralized teaching of the online learning modality (Arancibia Muñoz & Halal Orfali, 2018).

However, there were many of the sub-domains of the programs scored 3.99 and below which could be interpreted as an opportunity of improvement to Colegio to further strengthen the online learning program. Specifically, both students and parents had frequent mean of 3.99 and below compared to the overall mean and standard deviation of the teachers across the three domains of the program. As a result of the pandemic, online learning became widely accepted all across the globe. However, owing to the abrupt introduction and continual modification of the said learning modality without face-to-face sessions, this situation causes stress and problems to the stakeholders of the academic institution (Saminathan, 2021).

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

Connection

Table 8 presents the findings on the flexibility sub-domain.

Table 8 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.]
 [E2-B2: The tools/applications in G Suite are reliable and do not have persistent issues.]
 [E2-B3: If there are unexpected problems or issues, technical support (*help assistance) in any of the G Suite tools/applications is always available.]
 [E2-B4: The tools/applications in G Suite consume large internet data/bandwidth]

4	0.6	3.9	1.2	4.2	0.7
4	0.6	3.7	1.3	4	1
3.9	0.7	3.7	1.3	4.3	0.9
3.9	0.6	3.6	1.3	4.3	0.7

[E2-B5: The tools/applications in G Suite can be used and accessed by any kind of OS (operating system) on a desktop/laptop.]	4.1	0.6	3.8	1.3	4.2	0.8
[E2-B6: The tools/applications in G Suite can be used and accessed by any kind of browser]	4	0.6	3.8	1.3	4.1	0.8
[E2-B7: G suite tools/applications can be accessed thru any mobile device (e.g. mobile phone or tablets).]	4	0.8	3.8	1.3	4.4	0.7

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

The table reiterates that students were somehow skeptic regarding on the reliability of the Learning Management System (E2-B2) of the Colegio scoring a mean of 3.7. In addition, students and parents had the same evaluation on the lack of technical assistance (E2- B3) when the Learning Management System experienced unexpected problems and issues having a mean of 3.9 and 3.7 respectively, even the Colegio provided technical support in every department of the institution to address the said problem. Moreover, there was also a same sentiment between the parent and student-participants regarding the large internet consumption of the Learning Management System of the Colegio (E2- B4). In this matter, some students with prepaid internet subscription did really experience the large internet consumption of the LMS making online learning very difficult for the students and parents to frequently buy consumable data just to attend the online classes every week. Teachers should have adequate knowledge regarding the use of Learning Management System in order to assist the students in encountering problems using the online learning tools.

As mentioned by (Nawaz & Zubair Khan, 2012), teachers must be able to have the passion and commitment to learn the utilization of technology in the teaching and learning process to achieve

efficient digital literacy in order to satisfy the demands of the parents and learners of the online learning setup. In addition, parents and students must also have adequate knowledge on the use of institution’s learning management system in order to avoid the misconception on its lapses and maximize the teaching and learning process. Adequate knowledge and necessary skills on the use of Learning Management System is very integral for the students in achieving the adaptation that could also lead to the avoidance of barriers in achieving online learning optimization (Alshammari, 2020).

Table 9 presents the findings on the Standardization sub-domain.

	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/platforms.]	4	0.7	3.9	1.2	4.2	0.8
[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]	3.8	0.7	3.7	1.4	4.2	0.7
[E2-D3: G Suite encourages teachers and students to engage in teaching and learning	3.9	0.7	3.9	1.2	4.4	0.7

through the use of different forms of media.]

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

Generally, students perceived that there must be an improvement in the use of G-suite as the Learning Management System of the Colegio wherein there is a mean score of 3.9 in the direct accessibility of the learning materials in the G-suite without accessing other websites (E2-D1). There was also a concern coming from the parent and student-respondents about the utilization of the third-party applications in the Learning

Management System (E2-D2) having a mean score of 3.7 and 3.8 respectively. Parents and students also evaluated that G-Suite that there must be a development in the use of various forms of media to empower the teachers and students in the teaching and learning engagement (E2-D3).

Strengthening the collaboration between the stakeholders in maximizing the use of G-suite is a must in order to attain innovation and transformative education during the transition of online learning education under the LET'S FLEX Program. Teachers are not the only ones that will exert effort in utilizing the features and third-party application of the G-suite but also the students must be willing to embrace the changes brought by the pandemic in the field of education (Auwah, 2015). Moreover, parents must give their earnest support in the new learning setup to the teachers and students to make teaching and learning process reach its full capacity (Alim et al., 2019). The use of third-party application is also highly encouraged to explore other learning opportunities using the exclusive features of the G-suite.

Content

Table 10 presents the findings on the school-life balance sub-domain.

Table 10 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.]	4	0.7	4	0.9	3.9	1.2

[E3:A2: In spite of workload, there is still time for hobbies and interests.]	3.6	1	3.6	1.2	3.7	1.3
[E3:A3: In spite of workload, there is still time for family and friends]	3.8	0.8	3.7	1.1	3.9	1.1
[E3:A4: In spite of being at home, there is an area available that is conducive for online classes.]	4.1	0.6	4	0.9	3.6	1.2
[E3:A5: There is time for short breaks in between online classes and tasks.]	4.1	0.6	4.1	0.9	4.2	1.1
[E3:A6: Online classes still allow opportunities for quick vacations for some down time.]	3.7	0.9	3.6	1.1	3.6	1.4

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

As revealed, in terms of school-life balance, all of the stakeholders agreed that the Colegio must improve its services on the schedule of the synchronous and asynchronous classes because the teachers, students themselves together with the observance of their parents felt that there was no time allocated for hobbies and interests because of the heavy workload (E3:A4) scoring an overall mean of 3.6 from both parents and students while garnering a total of 3.7 on the teacher-respondents. In addition,

as interpreted in the data, all of the respondents saw an opportunity for improvement in the ability of the Colegio to modify the class schedule and submission of workload to have ample time in giving the teachers and students for their family and friends (E3:A3) having a mean of 3.8 from the parents, scoring a 3.7 from the students while gathering a total mean of 3.9 from the teacher-participants. Lastly, the study found out that the LET'S FLEX Program did not allow much opportunities for quick vacations for some down time (E3:A6) having a score of 3.7 from the parent-respondents and 3.6 from both the students and teachers.

This result means that the synchronous and asynchronous classes implement through the policy of the program took most of the time of the teachers and students alike, doing the learning task to submit it before the deadline and checking as well as giving feedback on the output was very time consuming since the aim of the online learning education is to maximize the learning like on the traditional face-to-face classes. Giving a lot of task lacks the ability to assure the attainment of quality education at all but chances of being overwhelmed and burnout are possible (Baca, 2016). Teachers could present time management techniques that will maximize learning in this new setup while enjoying time for personal affairs such as doing hobbies, interest and time for family. Instilling them the techniques would develop the students self-discipline and being getting used on the online learning modality that would like follow the attainment of fruitful teaching and learning process.(Foltynek & Motycka, 2018).

Table 11 presents the findings on the time management sub-domain.

Table 11 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	1	3.7	1	4	1
[E3:B2: The deadlines of submissions vary across subjects/courses.]	3.7	1.1	3.8	1.1	4.1	0.8

[E3:B3: Tasks are given ahead of time.]	4.2	0.6	4.2	0.8	4.3	1.1
[E3:B4: There is a regular meeting set for synchronous class on each subject/courses]	4.2	0.6	4.3	0.8	4.8	0.4
[E3:B5: Synchronous class is done during the official subject/course time]	4.3	0.6	4.3	0.7	4.7	0.5
[E3:B8: The daily activities are planned and scheduled]	4	0.7	4	0.9	4.1	0.8
[E3:B9: There is a daily routine to be followed]	4	0.7	4	0.9	4	0.9
[E3:B10: The tasks are prioritized accordingly]	4	0.8	4	0.8	4	0.7
[E3:B11: Tasks are usually done at the last minute.]	3.5	1	3.5	1	3.7	0.9

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

The table shows that there was opportunity for improvement in the time-management like giving enough time to finish the learning tasks as reflected on the overall mean of the parents and students scoring 3.8 and 3.7 respectively (E3:B1). Due to the sudden shift of the traditional face-to-face classes to the blended learning, students had difficulty to adapt in the situation which resulted to late submission of outputs. Moreover, students tended to practice procrastination due to the flexibility and self-paced nature of the online learning program but they still attributed the said personal factor to the school and somehow blamed them for having lack of time in preparing the learning task. There was also a variation of deadline submissions across the subjects (E3:B2) scoring a mean of 3.7 and 3.8 from the parents and students respectively. Different schedule on the submission of the task provides flexibility for the students and give the teachers a time to check the output of the students to avoid experiencing bulky paper works which might

affect their objectivity while checking (Ionescu et al., 2020). Lastly, the table also emphasized that stakeholders agreed that most of the task are usually done at the last minute (E3:B11) which indicates a poor study habit because outputs done in the last minute might actually be less impactful unlike the ones that have been planned and done in long period of time (Aristovnik et al., 2020).

The findings only implied that the Colegio must come up with a more proactive approach in promoting the time management of the stakeholders specifically the students in order for them to be more responsible in their learning as well as to promote independency which is the main essence of this new learning modality during the pandemic. On the one hand, teachers must also frequently orient the students about the importance of time management as well as submitting the learning activities on time to avoid procrastination as well as poorly developed outputs that would affect their class performance poorly

practice good time management in learning might experience stress, mental burnout and unmet expectations on finishing learning activities hours before the deadline.

Concentrating on time aids is in the maintenance of fiscally impactful instructional setups and procedures. Given this fact, particular emphasis has been placed in the contemporary educational setting on time-management issues through measuring student's cognitive ability and behaviors associated with time management. Therefore, students must strive in having an effective time management because the said skill serves as one of the primary academic achievement (Ahmad et al., 2019).

Context

Table 12 presents the findings on the motivation to study sub-domain.

Table 12 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.]	3.5	0.9	3.8	1	4.4	0.7

[E4:A2: The course materials are connected with each other.]	3.9	0.6	4	0.8	4.3	0.5
[E4:A3: The learning materials (readings, video materials, modules) were appropriate to the course outcomes]	3.9	0.6	4.1	0.7	4.7	0.5
[E4:A4: The tasks and materials are suitable for online learning]	3.9	0.7	4	0.8	4.6	0.5
[E4:A5: The tasks and materials are interesting and fun to do]	3.5	0.9	3.6	1	4.3	0.7
[E4:A6: Digital materials sustain students' interest in the course]	3.7	0.9	3.9	0.9	4.4	0.7
[E4:A7: Digital materials help obtain the objective of the course.]	3.8	0.7	4	0.8	4.4	0.7
[E4:A8: Digital materials assist in creating connections	3.7	0.8	4	0.8	4.6	0.5

between and among topics.] [E4:A9: Digital materials are inviting to learn.]

3.6 0.9 3.9 0.9 4.3 0.7

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

The table reiterates that students and parents felt that the workload and requirements given on every subject were inappropriate and needed to be improved scoring a mean of 3.5 from the parents and 3.8 from the student-respondents (E4:A1). In addition, parents were skeptic about the connection of the course materials from one another with a mean of 3.9. However, student and teacher-respondents disagreed on the parents having a score of 4.0 and 4.3 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.

In addition, there is also a call from the parents and students for the improvement of the learning task to be more interesting and fun (E4:A5) gathering a mean of 3.5 from the parents and 3.6 from the students. Moreover, same evaluation was also observed on the digital materials uploaded on the Learning Management System of the Colegio where the efforts must be considered in the sustainability of the students' interest through the mentioned materials (E4:A6) garnering a mean of 3.7 from the parents and 3.9 from the students. According to (Harden et al., 2011), learning modules must be creative and interactive to make the acquisition of knowledge fun and interesting for the students. This could be done through the use of innovative and relevant learning activities in the module

with the use of appropriate graphical content to make the module more appealing. Following the said principles, student will find the learning modules as fun and interesting and as a primary source of learning during the transition of the new learning modality.

As revealed in the table, there was a suggestion coming from the parent and student- respondent that digital materials must be more engaging the students to learn (E4:A9) gathering a mean score of 3.6 from the parents and 3.9 from the students. The study of (Junk et al., 2011) stated that the level of engagement between learners and the created learning materials is a significant factor in the level of student learning experiences and success in blended learning education. Hence, when there is no adequate involvement of the teacher in crafting the engaging learning materials, the consequences are unfavorable as the case would be in the tradition face-to-face classes. Educators should exert effort to attain the necessary and effective learning materials for the students during this new learning setup.

Table 13 presents the findings on the active learning sub-domain.

Table 13 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]	3.8	0.7	4	0.9	4.4	0.7
[E4:C2: The downloaded materials/files can be edited using any device]	3.7	0.7	3.8	0.9	3.8	1.3
[E4:C3: There is no need for additional software or browser extension for the materials]	3.5	0.7	3.9	0.9	3.6	1
[E4:C4: Once downloaded, materials are accessible even without internet connection.]	3.8	0.7	3.9	0.9	3.7	1.1

[E4:C5: The materials give opportunities for learners to learn on their own]	3.8	0.6	4	0.8	4.3	0.9
[E4:C6: The materials allow learners to be resourceful in order to further understand the topic]	3.9	0.6	4	0.8	4.2	0.8

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

The table shows that all of the stakeholders shared same evaluation on the device compatibility in editing the downloaded learning materials (E4:C2) having a mean score of 3.7 from the parents and both tallying 3.7 from the teachers and students. Not being able to edit the downloadable learning materials indicated the exclusiveness of device in order for the students to edit the materials that they need to answer. This makes the activity time consuming and stressful for the students especially if they lack to have the compatible device to utilize the downloaded learning materials.

One the other hand, most of the respondents revealed that there was an opportunity for improvement in the need of additional software or browser extension for the learning materials (E4:C3) in which it gathered a mean score of 3.5 from the parents, 3.9 from the students and 3.6 from the teachers. The function of extended software and browser application is to enrich the students learning in answering the learning materials of the teacher. As stated by (Valverde-Berrocso et al., 2020), the achievement of efficient technological-knowledge of the teacher is the ability of utilizing suitable and interactive software extension that will facilitate the independent study of the learners during E- learning and blended learning. Therefore, teachers together with the ICT department of the Colegio must come up with collaboration on the use of available extended browser and software application for the online classes.

Moreover, the accessibility of the learning materials once downloaded (E4:C4) is a concern of the stakeholders where it gathered a total mean score of 3.8 from the parents, 3.9 from the parents and 3.7 coming from the teachers. Digital learning materials poses numerous accessibility problems, not really the slightest of which will be ensuring that the learner can interact with the instructional materials created for the program as planned (Jeffels & Marston, 2003). However, the accessibility of digital learning materials is a must in this new learning setup

because not all learners have the opportunity to access the internet anytime. In this sense, teachers could plan and create learning materials that will surely have the accessibility even without the use of internet. To integrate a polished plan in crafting of learning materials, educators who become instructional architects must be cognizant on the transformation that the 21st century community is experiencing, in which one of the demand gap is imagining on how to conceptualize accessible instructional material from a face-to-face learning setup to a blended learning viewpoint (Cuesta, 2010).

Part IV. Qualitative Findings of the Study Thematic Representation

The responses of the key informants were summarized into significant meaning units to facilitate thematic analysis. From the fifteen (15) narratives, over 350 meaning units were drawn which were further analyzed to yield six (6) themes.

Thematic Interlace

Through the reduction of the narratives of the participants, the thickness and richness of the diverse experiences of parents, teachers and students on the implementation of the LET’S FLEX program resulted to the emergence of several themes to wit: flexibility in the propagation of information of LET’S FLEX program for the pre-implementation phase, the adaptive nature of Learning Management System for the connection domain, teachers as facilitators in the new learning modality and investing for personal time for the content, relevant and suitable learning materials as well as multimedia materials for learning optimization for the context domain.

Pre-Implementation

Flexibility in the Propagation of Information of LET’S FLEX Program.

One of the themes emerging from the personal interviews with the students, parents and teachers was the flexibility in the propagation of information of LET’S FLEX Program. The theme have many faces in the context of information dissemination efforts of the Colegio to give the stakeholders the necessary information about the policies of the online learning program that has been implemented in the school year of 2020-2021. Several strategies were revealed by the participants that enabled them to have a deeper insight about the program. Teacher Julius stated that:

“Ahmm.... In Letran the teachers and parents are well informed on what will be the new learning setup and what will be expected during the upcoming academic year through Gmail.”

As stated above, Gmail became one of the sources of information for the teachers and students regarding the implementation of the Emergency Remote Learning of the Colegio. The Junior High School Department of the institution issued a series of email during the pre-implementation stage of the LET’S Flex program that will ensure that the stakeholders were informed on the program as well as to avoid misconceptions and to continue to

enrol the learner despite of pandemic. Google Mail or Gmail is one of the applications under the Google Suite or G-Suite, which is the official Learning Management System of the institution, Gmail provides various features that will help the subscriber to communicate with each in another level. It was supported by the study of (Cuesta, 2010) that due to the Google Mail having a significant trust system, the application has the ability to spread data rapidly, readily utilized as well as accessibility, and also shows extra insights to the receiver of the mail. Thus, the Junior High School Department were able to maximize its features making it an effective tool in informing the stakeholders.

Another tool in the pre-implementation stage of the LET'S FLEX Program was revealed which was the use of social media applications such as Facebook and Messenger of the department. Teacher Kate shared her experiences regarding the said strategy of dissemination.

"If I am not mistaken it is also posted through the official Facebook page of Letran."

Mommy Meghan also shared sentiments with Teacher Kate stated that:

"We have read from messengers regarding the LET's flex program."

These experiences of participants imposed that the Colegio were able to facilitate the dissemination of knowledge about the online learning program through the utilization of relevant and accessible social media application which frequently used by the stakeholders. Pre-implementation phase of the program to be implemented was a crucial step in building the foundation and smooth transition in the whole school year and usage of convenient social media for the stakeholders was an effective strategy to address the concern. The knowledge provided in social media such as Facebook provides a prognostic value in maximizing the preparation of learners in the Blended 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, the department must also utilize other social media sites such Twitter and Instagram that could boost the information dissemination initiatives.

On the one hand, webinars about the LET'S FLEX Program also played an important role in helping the stakeholders acquired knowledge regarding the program. Teacher Rica stated on her interview that:

"The Colegio has various seminars and meetings during the implementation of the LET'S FLEX PROGRAM."

This was supported by Mommy Sonya she shared that:

"The classroom adviser always informed us regarding the webinars about the online learning program."

For (Toquero & Talidong, 2020), the unavailability of face-to-face training courses because of the pandemic-related health protocols that are imposed internationally, webinars can augment instructors', learners', and other stakeholders' sets of skills and information that will give them deeper understanding on virtual learning. In addition, (Ebner & Gegenfurtner, 2019) stated that in terms of memory recall, webinars appeared to have been on par with conventional face-to-face instruction. Therefore, Junior 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 should also be considered 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 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.

Teacher Rica in her narratives stated that:

"The program is good since it is online, it's convenient to us teachers, at first, I find it easy because we are working at home since it is very accessible, but on the actual, it is very hard especially in managing the attitude of the students during online classes."

While Teacher Kate also gave an emphasis on the accessibility of the Learning Management System, she said that:

"Actually, hmmm all in all it was very useful. Actually, it is the very useful because aah it was so practical and accessible to use."

Mommy Meghan had same sentiment like the two teacher-participants, she also describes the accessibility of the Learning Management System of the Colegio, and she shared that:

"They can attend their classes everywhere; it is very flexible as long as you have internet connection."

According to (Alturki et al., 2016), the main objective of the Learning Management System 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. Thus, to be implied, the Colegio was able to equip the department with accessible 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. As suggested by (Bühler & Fisseler, 2007), developing inclusive online learning activities entails so much more than improving the accessibility of online learning materials, devices, and learning management system. Extensive design and construction must be taken into account when developing the learning activities to be integrated into the LMS.

Content

Investing on Personal Time. Another theme that emerged from the finding of the study was the investing on personal time. The implementation of the new learning setup resulted to various issues and concerns coming from the teachers and students such as lack of learning resources for the online learning and lack of adequate time for non-school related activities. Despite the busy schedule in the school, participants revealed that they are managing 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 needs 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.

Mommy Bianca and Charles had similar response regarding the prioritization of health as a kind of investing in personal time.

"I am doing work out after I finish answering all of the learning task to eliminate stress."

"She (child of Mommy Bianca) also has other things to do like doing workout so that she will not be distracted on the things brought by the pandemic."

In the study of (Violant-Holz et al., 2020), the researchers stated that there is a difficulty in cultivating good adaptive mechanisms and resiliency during the pandemic. Finding methods to promote physical and mental health under the said situation is important and challenging as well. However, the informants revealed that doing workout or exercise as a daily routine is helpful to achieve physical fitness and to eliminate negativity that might affect mental health due to the pandemic as well as the sudden transition of face-to-face classes to blended learning modality. This was related to the findings on the study of (Dunn & Jewell, 2010) in which the researchers concluded that workout is somehow beneficial as more traditional wellness techniques are promising, particularly given the time and resources required for interventions such as psychotherapy. Hence,

doing workout is a form of personal time that will help the teacher and participants to achieve a good well-being.

On the other hand, doing non-school related activities was also revealed as a kind of investment of the participants in their

personal time. Mommy Paula shared her views on the personal time of her children studying in the Colegio:

"So that is the time (personal time) we do outdoor activities, we do hike or nature tripping."

Jenna also stated her type of personal time, she stated that:

"I am always here at home. I have been with family a lot."

The time of parents spent with their youngsters both on personal or learning experience is a key predictor of their children's growth physically, socially and cognitively. Alterations in jobs caused by pandemic might just have boosted the length of time opportunity for the parents at hand to spend time with their children, and yet they also may have altered the institution and trends of home life, such as how parents manage their lives at households with their kids (Y. Zhang, 2020). Thus, the personal time which revolved around family-related activities helps the participants eliminate stress and builds deeper relationship with their family members. This concept was less established during the face- to-face classes and on-site working arrangement.

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.

When educators and learners integrate information from many disciplines and perspectives, as well as critically analyze substantially various viewpoints, and include multiple questions, education may become transformational. Teachers may create such

opportunities by organizing appropriate online learning environments in which learners are inspired to develop their analytical and imaginative skills (Sun & Chen, 2016). The use of appropriate online pedagogies that are student-centered will lead to the teachers as facilitators in this new learning setup. This serves as a challenge to the students to exert more effort to learn, and develop their independency and creativity.

The use of appropriate teaching methodologies during the Synchronous class was included in the experiences of Sachi as she stated that:

"Science is the subject where I am enjoying because the teacher uses appropriate online learning task that stimulates learning."

Sally also shared her experience regarding the facilitation of the teacher in the virtual class:

"There are teachers who are presenting PowerPoint and elaborate and ideas which are not written on the books or modules, so we really have to listen."

While Teacher Kate revealed one of her strategies that made her class interactive and stimulate learning, she said that:

“I make sure that there is happy session. For example, if the lesson and time is making the students to fell asleep, I said some jokes to enlighten the mood and to get their attention.”

Teacher Agnes had her different strategy as well in facilitating learning during the classroom session, she mentioned that:

“I’ll be explaining to them practically as if I’m just talking to a friend and it’s called the conversational tone so that the students will not be overwhelmed.”

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

Relevant and Suitable Learning Materials. Another theme that emerged from the findings was relevant and suitable learning materials. 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 Junior High School Department. Since before the implementation of the Emergency Remote Learning (EML), this approach is integral for the educators to create and utilize relevant and appropriate learning materials that will help the students to achieve meaningful learning. As such, participants revealed that they have received learning materials that truly give emphasis on the context domain of the LET’S Flex Program.

Jenna shared her experience regarding the great features of the learning module that the department created for its students. She said that:

“I guess our money was not wasted in buying book because it was utilized and integrated on the learning modules given to us by the Junior High School Department.”

While Sachi stated that:

“I believe it is very practical (learning materials) because we don’t need to go outside to get the module in the school because it was uploaded in the Google Classroom and it is very easy to understand.”

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 fulfil the requirements of a given curriculum. Moreover, (Stansfield et al., 2004), revealed that creating effective learning activities necessitates a thorough understanding of both the necessary learning content and maximizing learning. Wherein, as observed in the created learning modules of every teacher on the Junior High School Department, who designed an instructional material that is congruent to the learning competencies of the curriculum and has an in- depth accessibility and flexibility that ensured the attainment of meaningful learning.

On the other hand, Kenneth emphasized that:

“Uhm, the tasks that they made for us are very doable and manageable in a sense that we can do it all by ourselves or with only a little guidance from the teacher because all of the activities are very understandable.”

While Charles also shared same sentiments with Kenneth, he said that:

“There (learning modules) are very in line, understandable and appropriate regarding on the lessons the teacher discussed to us.”

Understandable learning materials that are free from errors and confusing instruction is a very significant principle in instructional development and design. Junior High School Teachers of the Colegio were able to create the said kind of learning materials that enable the students to answer it correctly. As mentioned by (Al-Khafaji & Sriram, 2014) understandable learning materials would stimulate interest, motivation and critical thinking of the learners on the subject. As revealed on the response, 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. Therefore, the Junior High School Department must continue to provide learning materials that are free from confusing instruction, typographical and grammatical error as well as it contextualizes learning of the students.

Multimedia Materials for Learning Optimization. Another theme that emerged from the findings was multimedia materials for learning optimization. The emerged theme gave emphasis on the teachers’ usage of multimedia materials and application that boosted the learning experience in the blended learning setup. Due to time constraints of the Synchronous classes, teachers were able to find ways to make the multimedia materials interactive and effective in the promotion of meaning learning.

Charles shared his experience in the use of multimedia materials of his teacher during the Synchronous session.

“The teachers presented the colorful and interactive slides about the lesson which enable us (students) to participate in the class actively. The class were able to maximize every Synchronous session because of the Power point presentation.”

Jenna also shared her experience on the use of power point presentation in their Synchronous classes.

“PowerPoint presentation helps the teachers to make discussion easy and better. It also engaged the students during the Synchronous classes by participating in the virtual recitation.”

According to (Ögeyik, 2017), educational technology provides wide applicability for instructional materials, teaching techniques, data transmission, content selection, and interactivity. In the 21st century teaching and learning process, it is a norm for the teacher to utilize technology in teaching the subject and one of the most common applications in this matter is the PowerPoint Presentation. Before the transition of the face-to-face

classes to blended learning, the use of PowerPoint Presentation was very observable in public schools and mostly in private institutions due to its feature digitalizing typical textual information into interactive and dynamic presentation. As mentioned by (Lari, 2014), the study discovered that learners who were frequently encounter discussions on PowerPoint Presentation lectures favored the said presentation than the textual graphics of the books. The students learned faster if their concentration was caught through graphics, color, various and visual arts. The teachers of the department were able to use PowerPoint Presentation in their synchronous classes that were very interactive and presentable enough to catch the interest of the students to learn the lesson. This can be implied that PowerPoint Presentation is an effective learning application in the online learning setup that helped the LET’S FLEX Program implemented its policy effectively. Therefore, educators in the department must continue to utilize PowerPoint Presentation in the teaching and learning process, the Colegio can also conduct webinars that will equip the teachers an additional knowledge and skills on how to maximize the use of power point presentation in during virtual classes.

In addition, the use of videos about the lesson is also a multimedia material that was frequently used during the online learning program. The uploaded videos of teachers are either personally created or downloaded in YouTube and other learning websites. Instructional videos where uploaded in the Google Classroom and sometimes presented in the Synchronous classes in order for the students easily understand the lesson.

Teacher John on the use of instructional videos stated that:

“After lecturing the topic, I will present instructional videos and stories on my classes so that it will be easy for them (students) to understand the lesson.”

While Mommy Meghan shared her narrative on the use of instructional videos in the online learning program. She said that:

“The videos uploaded by the teacher in the Google Classroom are more interesting, there is excitement from within and truly maximize the learning.”

As mentioned by (Kosterelioglu, 2016) the use of videos or hypermedia resources in education enhances learning especially if the approach will be differentiated to traditional pedagogies. This method offers more benefits in achieving learning outcomes. Considering the situation of the learning modality, using instructional videos in the virtual classes is very practical because it promotes interactivity and accessibility. Moreover, (D. Zhang et al., 2006) stated that in blended learning, video is a significant and usable medium because it has the ability to convey knowledge in an appealing and systematic way. Teachers in the department were able to create videos that are very informative. Teachers were also able to integrate on the learning modules that the learners need to answer in order to have the congruency and desired learning materials. Although instructional videos are not a new medium in the teaching and learning process, evolutionary concepts have not been thoroughly articulated. The majority of the concepts that pertain to typical face-to-face classes can also be applied in the use of instructional videos (Giannakos et al., 2014). Therefore, teachers are evidently able to create the videos due to the content flexibility that is highly similar to traditional learning setup. This only implies that the use of videos in the LET’S FLEX Program must be continued because doing such will help the students to learn easily.

Conclusion and Recommendation Summary of Findings

The general problem of the study was to evaluate the LET’S FLEX Program of the Colegio de San Juan de Letran-Bataan for S.Y. 2020-2021.

Specifically, the researcher sought answers to the following questions.

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 in relation to LET’S FLEX components; and
4. Provide recommendations for academic policy and program development.

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, utilized individual interviews with randomly selected representatives of each group. Moreover, the mixed method requires simultaneous implementation of gathering data for qualitative and quantitative methods. As a result, coordination between and among teacher-researchers from various academic levels are highly necessary. Upon

completion of the quantitative instruments, interview guide questions, and protocols, the data gathering commenced.

Conclusion

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

1. Laptop was the most used learning device of the teacher and students during the implementation of the online classes under the LET'S FLEX Program.
2. Posting about the online learning program on the official social media account of the Colegio as well as conducting series of webinar became an effective strategy to disseminate information about the LET'S FLEX Program
3. The Learning Management System of the Colegio offers accessibility, practicality and appropriateness in the online learning experiences of the teacher and students.
4. Despite of heavy workload brought by the online class, teachers and students had found ways to have personal time in order to avoid stress and exhaustion.
5. The learning materials provided to the students were practical and accessible.

However, there was an opportunity for improvement in its promotion of active learning and motivation to study.

Recommendations:

Based on the implications of the research, the recommendations were made for the academic policy and program development:

1. The Colegio should provide the teachers and students with learning applications that have compatibility to laptop and other devices utilized by the stakeholders. This could be done through series of orientation and webinar on how to maximize learning experience through the use of laptop and other devices.
2. Conducting of webinars and information dissemination of the LET'S FLEX program through social media should be continued. Moreover, the Colegio must find other ways to empower the transmission of information about the salient features of the online learning program.
3. The use of G-Suite in the online learning program of the Colegio could achieve maximum learning experience through series of trainings that will equip the teachers and students to utilize the Colegio's Learning Management System more effectively.

The Colegio could provide the teachers Google certified educator training to assure G-Suite competency.

4. The Colegio should review its Synchronous and Asynchronous schedule in order to come up with a class schedule that will promote school-life balance to its teachers and students. In addition, webinars about mental health, time management techniques and self-care could help the teachers and students to cope up in this new learning setup.

5. The Colegio should review its learning module to assure that it is free from errors as well modification of its activities is highly encouraged to promote active learning and motivate the students to study.

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