

Parents' Perceptions in an Institutional Flexible Learning Program

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Abstract Parents play a vital role in supporting their children's learning. This paper mainly explored parents' perceptions of a flexible learning program in one laboratory school in Metro Manila. Convenient sampling was used to identify the participants. There were 86 parents who voluntarily participated in this study via survey which utilized a convergent parallel mixed-method research design. For the quantitative data, descriptive statistics was employed. Thematic analysis was used to analyze the qualitative data. Relevant findings revealed three themes namely, home-school communication, facilitation of instruction, and class time. Online communication tools can be maximized to provide feedback, monitor learners' status, and set up consultation time. The facilitation of instruction provided opportunities for active participation, independent learning, and production of creative outputs. Class time may be designed to provide sufficient synchronous meetings for learning and to accommodate parents'

schedules. The results of the study provided insights to revisit policy implementation in flexible learning and developed preparedness of parents in supporting their children's learning.

Keywords: class time, facilitation of instruction, flexible learning, home-school communication, parents' perceptions

Introduction

In order to reimagine education and accelerate changes in teaching and learning, The United Nations Educational Scientific and Cultural Organizations (UNESCO) (2020b) recommends exploring alternative modalities to implement flexible learning. The innovations would address access to education while maintaining safety against emergency crises. Provisions include children in primary levels and adolescents in secondary levels who are not in schools. Equivalency and bridging programs recognized and accredited by the state are suggested to ensure flexible learning in formal and non-formal settings (UNESCO, 2016).

In relation, Tadesse and Muluye (2020) explained that developed and developing countries respond to education crisis differently. On the one hand, developed countries deliver education mostly in fully online and broadcast modality or its combination. On the other hand, some middle- and low-income countries deliver education using television and radio, online and broadcast, or its combination. To deliver flexible learning, there should be options that the school may consider based on their context which would also encourage the use of learning modalities in different combinations.

Flexible Learning

Flexible learning is used synonymously with distance learning, distance education, online learning, e-learning, external studies, or massive open online courses (MOOCs) (UNESCO, 2020a). Features of this modality include the separation of space and/or time of teacher and learners, and the use of media and technology for communication and delivery of the learning process. It requires a new set of teaching, learning, and guidance strategies to successfully implement flexible learning (UNESCO, 2020b). In this regard, flexible pedagogy is re-conceptualized as a learner-centered educational strategy. It provides choices to learners from the main dimensions of study such as time and place of learning, resources for teaching and learning, instructional approaches, learning activities, and support services for teachers and learners. One way to provide flexible education is applying online learning. In this set-up, learners experience synchronous and asynchronous learning using different devices connected to an internet server. Learners and teachers can be anywhere as they interact with each other (Huang et al., 2020). To better facilitate online learning as a flexible learning program, support systems for learners are important. These are not only for teachers but also for the learners' parents, household members, or even community partnership (Department of Education, 2020). Therefore, parents' perceptions about the implementation of the flexible learning program are deemed important.

Parent's Perceptions to Flexible Learning

Perception is the comprehension of the reality and experiences through one's senses to discern behavior and action. It influences opinion and understanding of a situation and its response to the situations (SAGE Encyclopedia of Qualitative Research Methods, 2008). Parents are getting involved in their children's learning based on their perceptions.

Their perceptions are their feelings when the school and the teachers invited them to be involved in their children's learning (Hoover-Dempsey et al., 2005). In understanding parents' perceptions in flexible learning, researchers are able to discern parents' realities that may influence their thoughts and behaviors during their children's learning experience.

In the Philippine context, most research focus on perceptions about modular learning (Agaton & Cueto, 2021; Aksan, 2021; Ramirez et al., 2022). Available literature includes teachers' perspectives (Estrellan et al., 2021; Moralista et al., 2020) and students' perceptions (Barrot et al., 2021; Rotas & Cahapay, 2020). However, a thin knowledge is known about parents' perceptions about flexible learning.

In Latvia, Daniela et al. (2021) reported that parents particularly mothers viewed themselves as learning agents who tried to support their children during remote learning in the pandemic context. They also liked the schools to be interested in their children's well-being and their availability to use digital technologies. Children whose parents do not use digital technologies might experience larger educational gap because not all of them are able to attend synchronous meetings. Although parents can provide support for their children, they need teachers to communicate what children need and to monitor their progress. However, not all parents prefer online learning. In China, Dong et al. (2020) expounded that parents preferred traditional learning over online learning for reasons such as: children's inadequacy to self-regulate, and parents' lack of time and professional knowledge to support their children during online learning. Likewise, Hamad (2021) reported that Palestinian mothers realized the challenges of online learning such as lack of preparation, inadequacy of available technology, ineffective, dull, and demotivating online instruction, and a lack of overall Ministry preparation. For some schools who did flexible learning for the first time, it can be a challenge

for parents to provide technological resources and skills. More importantly, there is a need for government support to prepare not only teachers and learners but also parents in an online learning as a form of flexible modality.

Lau and Lee (2021) explained that more parents preferred interactive online learning to enhance instruction which aimed for better learning support from schools, flexibility in employment arrangements, and government aids. Even though there was a continuous technological development, parents still wanted their children to be active users of technology rather than passive recipients. Parents perceived that teachers need to design age-appropriate interactive activities to elicit children's interest but suggested sufficient time of technology exposure.

Another study by Lau et al. (2021) revealed that both the length of online learning and the amount of assignments were related to parents' satisfaction in relation to the competence of their children. Moreover, Bokayev et al. (2021) expounded that the quality of online education, assessment of teachers' competencies, and the level of government readiness to switch to the distance/online learning format determine parents' satisfaction.

During the lockdown in Malaysia, involvement of parents in their children's education at home had a big influence in their academic achievement, especially in primary education, like enhanced social relationships that promoted self-esteem and self-efficacy (Pek & Mee, 2020). In Nigeria, engaging parents to get involved in the online learning of their children increased participation and commitment among adolescent learners (Lawrence & Fakuade, 2021). In a flexible learning program, parents' perceptions are deemed important as they become school's partners. Likewise, how parents understand their realities influences their thoughts and behaviors as they assist their children. Hence, an investigation

on parents' perceptions in an institutional flexible learning program needs to be conducted.

Vincent-Lancrin et al. (2022) emphasized that the pandemic brought new roles for parents to get involved in the academic learning of their children not only for early childhood education but across basic education levels. In order to have effective and equitable educational recovery, enabling teachers and parents to support learners emerged as one of the essential principles. Moreover, Vincent-Lancrin et al. (2022) highlighted the importance of creating a more system-wide clarity of leadership communication and coordination so that the voices of teachers, students, and parents will be recognized, understood, and responded to, so as to continuously formulate and develop strategies in improving the efficacy in addressing learning initiatives. More importantly, the United Nations Children's Fund ([UNICEF], 2020) underscores the importance of engaging parents and caregivers in the continuity of their children's learning needs with guidance on home-learning modalities. Teacher and students' preparation to work with different distance learning modalities is one way to build the capacity of parents and caregivers. Facilitating home-schooling for parents will help them manage their family and professional commitments.

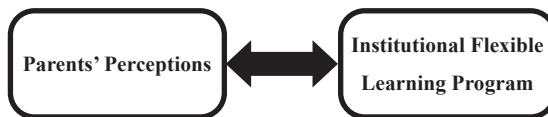
Many international studies have already investigated parents' perceptions about online class as a form of flexible learning. In the Philippines, Palma et al. (2021) compared the parental academic support both in online and modular learners during the pandemic period. Results revealed that parents consider different variables when participating in their children's education. These variables include their parental roles which are products of their beliefs, perceptions, and experiences; socioeconomic status which influences their skill, knowledge, energy, and availability; teachers and school's invitation to participate in their children's education; and their self-efficacy and confidence to actively participate.

Additionally, De Dios (2022) explored the remote learning experiences of children from the perspectives of their parents. Parents perceived that their children have positive experiences in remote learning. They also experienced challenges yet were able to manage the challenges using different learning strategies. Even parents of learners with special needs in elementary level did not have problems in attending online classes and in using different technological applications. Parents only encountered internet connectivity as their concern (Manguilimotan et al., 2022).

While the abovementioned studies concentrated on parents' perceptions about online learning, most research in the Philippines focused on teachers' and student's perspectives. Hence, the aim of the current study is to examine parents' perceptions of a flexible learning program. The study is important to schools which are offering flexible learning. Accordingly, parents are considered partners in their children's learning, hence schools may consider parents' perceptions to improve their implementation of flexible learning.

Figure 1

Framework of the Study



The framework is anchored on Home Learning Modalities Matrix (UNICEF, 2020) (Figure 1). Home Learning Modalities Matrix has four learning classifications from low/no technology to high technology access, in both ways children experience self-directed and/or teacher-guided learning. In whatever matrix the home and school would be based, learning should be supported by parents or caregivers. Hoover-Dempsey et al. (2005) explained that

parents are motivated to get involved in their children's learning experiences. Their motivations to get involved are anchored on their motivational beliefs, their perceptions of school's invitation to be involved, and their life-context. Parents' perceptions are products of their feelings when the school and teachers invited them to be involved in their children's learning.

As shown in Figure 1, parent's perceptions are influenced by the institution's implementation of flexible learning as represented by the double-ended arrow. By implementing online learning as a form of flexible learning, parents are encouraged to actively participate in their children's education.

Purpose of the Research

The main goal of this study was to investigate parents' perception in an institutional flexible learning program. Specifically, it explored major themes emerged from their perceptions. It also shed light to parents' realities that may influence their thoughts about flexible learning.

Methodology

This study employed a mixed method research design, wherein it collected and analyzed quantitative and qualitative data. Specifically, it utilized convergent parallel mixed method design where both data are gathered at the same time and merged together providing for a comprehensive analysis of the problem (Creswell, 2014). Closed-ended questions were utilized to gather quantitative data while open-ended questions were used to collect qualitative data. This design was used to gain a complete understanding or picture of the issue being explored and to validate one set of findings with the other (Creswell & Clark, 2018).

Participants and Study Context

The study was conducted in one laboratory school located in Metro Manila during the A.Y. 2020-2021. The school caters to learners from kindergarten to grade 10 level—with one section for each grade level and with a student population of 371. Most parents of these learners were employees from different government institutions and are characterized as middle-income earners. The participants of the study were parents who were readily and conveniently available to participate in the study. Thus, convenient sampling was used. Since the participation in the study was voluntary, only 86 parents responded. Distribution of participants per grade level is shown in Table 1. Sixty-six respondents had only one child and 20 parents had more than one child studying in the laboratory school. Sixty-five respondents mentioned that adult supervision was present during online classes while 21 responded, otherwise.

Table 1

Summary of Parent-Participants for each grade level

Grade Level	Participants
Kinder	11
Grade 1	13
Grade 2	13
Grade 3	1
Grade 4	7
Grade 5	4
Grade 6	8
Grade 7	1
Grade 8	1
Grade 9	4
Grade 10	3
More than one Grade level	20
Total (N)	86

Instrumentation

The Parent Online Evaluation Questionnaire from the Association of International School Africa ([AISA], 2022) was adapted in the study. The researcher sought permission to adapt the survey form and was granted permission by AISA. The questionnaire had five parts, which included close-ended and open-ended items pertaining to parents' perceptions about flexible learning programs.

Afterwards, the instrument was reviewed and validated by three experts. Experts' corrections established the validity of the tool. Also, a reliability test using Cronbach's alpha indicated good ($\alpha=.87$) internal consistency of the scale. Sample questions are shown in Table 2.

Table 2

Sample Survey Questions

Please describe your responses by ticking the appropriate box.

1. I have received communication from the adviser, subject teachers, and school administrators regarding online classes.
Always
Often
Sometimes
Seldom
Never

 2. My child understands the content of the lesson during online class?
Always
Often
Sometimes
Seldom
Never

 3. What is/are the highlight/s of your online class experience?
-

Data Collection and Analysis

All learners enrolled in the institution were given their own school email account for communication purposes. The institution's office and faculty had a list of the learners' school email addresses. Then, the adapted survey questionnaire was administered in April 2021 using Google form which was sent to the parents via the school email addresses of their respective children. In the form, the parent-participants were clearly informed that participation in the study was completely voluntary. The objectives of the study were explained and parent's participation or non-participation did not have any bearing on their children's grades. They were assured that all the data gathered in the study would be treated with utmost confidentiality and will be used for research purposes only. Clicking "*I express my consent to participate in this survey*" button in the first section of the Google form meant that the parents gave their permission to participate in the study. The survey lasted 10-15 minutes.

After the data collection period from 15th to 30th day of April 2021, data were analyzed. For the analysis of the quantitative data, descriptive statistics were employed. The weighted mean was computed based on a 5-point Likert scale. An interval range for each scale was calculated for reference of interpretation. For the analysis of the qualitative data, this study used and followed the step-by-step guidelines in thematic analysis (Braun & Clarke, 2012). First, familiarization of the data was done by reading the open-ended responses several times to avoid possible biases. Second, coding was done by generating labels for important features of the data and collating relevant data extracts. For anonymity, symbols for each participant were used in analyzing the data. Each participant was labeled with a "P and a number" (e.g., P03) Third, generating themes from the data with coherent and meaningful patterns was done.

Fourth, reviewing the themes was performed by checking the relationships between the coded extracts and elicited themes. Fifth, defining and naming the themes were conducted. Sixth, producing the report or write-up was instigated. After the quantitative and qualitative data were analyzed, a side-by-side comparison approach was used to merge them (Creswell, 2014). The generated themes that confirmed or disconfirmed the statistical results were presented and were compared to the quantitative results.

Results and Discussions

This section presents the parents’ perceptions in an institutional flexible learning program.

Table 3

Parents’ Perceptions

	5 Always (A)	4 Often (O)	3 Sometimes (So)	2 Seldom (Se)	1 Never (N)	Mean	Verbal Interpretation
I have received communication from the adviser, subject teachers, and school administrators regarding online classes.	50	17	12	8	0	4.3	A
I have received feedback from the adviser, subject teachers, and school administrators regarding online classes.	46	17	16	7	1	4.2	A

Legend: A 4.20-5.00, O 3.40-4.19, So 2.6 -3.39, Se 1.80-2.59; N 1.00-1.79

As shown in Table 3, parents always (A) receive communication (M=4.3) and feedback (M=4.2) from the advisers, subject teachers, and school administrators regarding online classes. Findings showed that communication and feedback is present during flexible learning. Currie-Rubin and Smith (2014) elucidated that schools can promote effective communication by doing regular e-mails, video conference, phone calls, and check-ins. Teachers need to communicate with the parents necessary information related to their children’s learning such as lessons to be discussed, activities to be finished, feedback on completed activities, and others. This information is important especially when teachers and parents monitor the learner’s progress. In this way, parents and teachers work as partners in achieving learners’ success (Ramirez et al., 2022).

Table 4

Emerging theme

Theme	Sample verbatim transcripts	Sub-themes (f)	General description of the themes
Home school communication	P21 <i>I get to monitor my child closely while (on) class.</i>	monitor the learner’s status (4)	Actions done by parents to establish communication
	P34 <i>My son already has the initiative to check (of) their LMS and do immediately what is ask (ed).</i>		
	P23 <i>There should be a scheduled quarterly feedback on (the) child’s performance from the adviser.</i>	provide feedback (3)	
	P9 <i>The teacher always commends the student after a task is done. My son feels he is being recognized and belongs to the group.</i>		

<hr/>	
<i>P58 The teacher gives feedback praises to the students.</i>	
<hr/>	
<i>P48 Is to communicate/ update with the parents if the child has (a) failing grade.</i>	set up consultation time (2)
<hr/>	
<i>P76 Teachers should be more available for consultation.</i>	
<hr/>	

Table 4 presents the parents' perceptions about flexible learning. Home-school communication emerged as the first theme. It describes the actions done by parents to establish communication. Sub-themes include monitoring the learner's status, providing feedback, and setting-up consultation. Results also show that parents accumulated views on how communication was established between home and school. It is apparent from this section that parents received communication and feedback from the school. From the qualitative result, parents expressed that they were able to monitor the learners' status using the school's Learning Management System (LMS). For instance,

P43 Lessons or topics being discussed are posted in the Moodle platform. With that being done, parents are able to see what we can do to help our child/children with. Parents or guardians are able to guide their child/children as they go through their lessons.

Feedback is also given not only for the child's status in the class but also for the learner's accomplishment of a task, as mentioned by:

P9 The teacher always commends the student after a task is done. My son feels he is being recognized and belongs to the group.

Parents also expressed to set-up more consultation time for parents to attend to, as shown below:

P76 Teachers should be more available for consultation.

The observation of home-school communication with the use of the school’s LMS revealed a positive way of directing concerns between the two parties. The theme suggests that parents want to receive communication and feedback, specifying the concerns in relation to their children. The results are in contrast with the findings of Misirli and Ergulec (2021) where Turkish parents found home-school communication challenging where limited communication exists between teachers and students, and among students.

Table 5

Parents’ Perceptions

	5 Always (A)	4 Often (O)	3 Sometimes (So)	2 Seldom (Se)	1 Never (N)	Mean	Verbal Interpretation
My child can participate in an online class.	59	20	6	2	0	4.64	A
My child understands the content of the lesson during online class.	50	28	7	2	0	4.5	A
My child has the opportunity to work with the teacher and/ or classmates during online class.	48	28	8	3	0	4.44	A
My child gets regular feedback from the teacher during online class.	39	28	18	2	0	4.24	A

Legend: A 4.20-5.00, O 3.40-4.19, So 2.6 -3.39, Se 1.80-2.59; N 1.00-1.79

Home-school communication is made possible in a flexible learning program through LMS. Maximizing its use for communication can help parents be informed about their children's learning and monitor their performance based on the given feedback.

Based on Table 5, parents always (A) perceived that their children can participate (M=4.64) in an online class. In a synchronous session, the teacher may have live lesson discussion and may employ activities such as question-and-answer, interactive games, and so on. Moreover, parents always (A) perceived that their children can understand (M=4.5) the content of the lesson and their children always (A) have the opportunity to work with the teacher and/or classmates (M=4.44). Interactions exist between teachers and their learners or among them. Furthermore, they always (A) perceived that their children get regular feedback from the teacher (M=4.24). Feedback includes affirmation or reminders about the tasks given.

The findings show that parents identified that their children are actively participating in their studies by working with their teachers and classmates resulting in understanding the lesson's content. Moreover, they perceived that their children received feedback about their work. Demir and Gologlu Demir (2021) averred that Turkish parents wanted to ensure that their children were motivated and were able to follow the lessons. They also revealed that students were eagerly participating in their lessons. Childrens' motivation to participate is probably a result of teacher's various strategies for online learning. Simpson (2020) enumerated that live meetings, teacher-created videos and asynchronous activities, and game-based learning are successful strategies for online learning based on parents' experiences and perspectives. Parents who were present during their children's learning were able to observe teacher's strategies. They were able to see the learning process and may guide and monitor their children.

Table 6

Emerging theme

Theme	Sample verbatim transcripts	Sub-themes (f)	General description of the themes
Facilitating instruction	P18 <i>My kids are focused (on) doing their assigned task. They enjoy online classes and they decide on their own.</i>	independent learning (4)	These are the activities that teachers do to facilitate instruction to aid learning. It includes independent learning, active participation and production of creative outputs.
	P84 <i>Kids are able to be independent by letting them learn to log-in (to) their classes on their own.</i>		
	P7 <i>I've seen my child participate during synchronous time and I'm satisfied that my child is learning something despite our situation and that students are learning to stand on their own feet.</i>	active participation (10)	
	P4 <i>The opportunity to see the progress of my child closely and it makes us happy whenever they are participating during the class.</i>		
	P24 <i>Active, knowledgeable, patient and participative teachers that can mold my child's online learning</i>		
	P23 <i>Being able to see my children produce various outputs like artworks, video presentations, baked products, etc.</i>	production of creative outputs (7)	
	P45 <i>being creative/innovative in every aspects to perform the activities</i>		
P32 <i>Making projects, making students (to) read the proposed lessons before the synchronous class, teaching to apply the taught lesson to everyday life.</i>			

In Table 6, facilitating instruction emerged as the second theme. Facilitating instructions are actions teachers do to ensure that learning takes place during classes. It includes independent learning, active participation, and production of creative outputs.

Results showed that parents perceived that independent learning takes place because their children have the initiative to attend their synchronous classes. This point is shown by the following:

P84 Kids are able to be independent by letting them learn to log-in (to) their classes on their own.

P22 The highlights that my daughter experience is she learned how to organize her schedule and wake up early to do her responsibilities in online classes.

Moreover, parents experienced success when their children participate actively during class activities, as illustrated below:

P29 As I saw my children are participating each day during online class are considered as highlight/achievements for me.

Lastly, parents perceived that their children's creativity was developed because of different activities that they produce. This claim is illustrated by the following remark:

P23 Being able to see my children produce various outputs like artworks, video presentations, baked products, etc.

Together, these results provided important insights into the perceptions of parents on ways the teachers facilitate instruction to promote independent learning, active

participation, and production of creative outputs. Huang et al. (2020) asserted that instructional organization of learning and social organization of learning activities are needed to facilitate effective online teaching and learning. Instructional organizations are learning strategies that encourage active participation. It includes such as lecture, discussions, debates, student-led discovery, experiential learning, academic games, brainstorming, drill, and practice. Social organizations of learning activities include independent study and cooperative and collaborative learning. Both can be utilized in online contexts to make flexible instructions (Huang et al., 2020).

Some classrooms made use of these two organizations. Parents observed that teachers employ different learning strategies such as question-and-answer, lecture, discussion, debates, and brainstorming. Also, interactive tools and games are evident and are incorporated during instruction. Flexible learning gives opportunities for their children to develop initiative improvement, learn in groups for negotiation, and foster respect and appreciation of individual differences (Huang et al., 2020).

Table 7

Parents' Perceptions

	5 Always (A)	4 Often (O)	3 Sometimes (So)	2 Seldom (Se)	1 Never (N)	Mean	Verbal Interpretation
I feel the amount of online classes expected from my child/children's teachers is adequate.	41	32	12	1	1	4.33	A
The phasing of online classes is enough.	35	31	19	2	0	4.19	O

Legend: A 4.20-5.00, O 3.40-4.19, So 2.6 -3.39, Se 1.80-2.59; N 1.00-1.79

Table 7 shows that parents felt that the amount of online classes expected from their children’s teachers (M=4.33) was adequate (A) while the phasing (M=4.19) was often (O) enough. These findings reveal that parents have different perceptions when it comes to the class time and its phasing. Perhaps, parents are in the adjustment period because synchronous interaction is limited while traditional face-to-face interaction is longer in terms of student engagement. In the traditional set-up, most of the discussions and activities are done in the school while parents are at work. Probably, parents rated that way because they were able to compare the class time in online and traditional set-ups. Simpson (2020) affirmed that one of the challenges that parents experience in this modality is the lack of time because they are managing their children’s learning at home while performing their work at home.

Table 8

Emerging theme

Themes	Sample verbatim transcripts	Sub-themes (f)	General description of the themes
class time	P3 <i>hope for another time to discuss again the topic due to lack of signal</i>	provide sufficient	Class time is the sufficiency of synchronous meetings for learning and accommodating parents’ schedules.
	P11 <i>Some lessons, especially math (.) should be more elaborated and discussed to the class because some students can’t keep up with the lessons.</i>	synchronous meetings for learning (13)	
	P81 <i>Maybe more time for online classes because I think it is insufficient for the children to learn and understand the lesson thoroughly.</i>		
	P14 <i>Parents need to adjust schedule(s) because they still need to assist their children after work.</i>	accommodate parents’ schedule (3)	
	P74 <i>I need to provide more time for her different books activity and different activity</i>		

In Table 8, class time appeared as the last theme. Class time is the sufficiency of synchronous meetings for learning and accommodating parents' schedules. Parents expressed to have additional synchronous meetings to further elaborate the lessons. Also, some expressed that they have different work and home schedules while they assist their children. In a flexible learning, consideration may be given as the school accommodates parents' schedules.

Parents conveyed that synchronous time is enough while others want additional time especially during uncontrolled situations like weak internet signals or electric concerns. Such a theme is exemplified by the following:

P6 Given the short time, my child is learning a lot.

P3 Hope for another time to discuss again the topic due to lack of signal.

Moreover, some parents felt that assisting their children's activities will consume their time because they felt that it is too much, as illustrated below:

P74 I need to provide more time for her different book(s) activity and different activity.

P60 less asynchronous activities more online activities/performance task during synchronous classes

Time allotted for synchronous and asynchronous meetings has different purposes. During synchronous meetings, social interaction is evident that it offers a motivating atmosphere for learning; and provides opportunities to clarify questions in real time (Fiş Erümit, 2021). For asynchronous meetings, interaction is possible through uploading and submitting worksheets and assignments, doing interactive worksheets, providing

feedback, and reviewing teacher-made videos. These activities limit children's screen time and encourage handwritten work (Moorhouse and Wong, 2022). However, parents experience difficulties upon spending a significant amount of time, especially with primary school children. Moreover, they are having difficulty in following their work or telework with school activities (Ribeiro et al., 2021).

Parents perceived that synchronous and asynchronous meetings may be designed to be efficient for their children to experience varied activities considering the time to accomplish different tasks. Unlike the traditional face-to-face classes, flexible learning has different time schedules for synchronous and asynchronous classes. Parents perceived that teachers can maximize synchronous meetings to lessen asynchronous activities that will coincide with their work schedules. Others suggested accommodating their time schedule especially when submitting their children's activities.

Conclusion and Recommendations

This study aimed to identify parents' perceptions in an institutional flexible learning program. The current research indicated that parents' perceptions in an institutional flexible learning program are adequate. Three themes about their perceptions emerged. These themes include home-school communication, facilitation of instruction, and class time—highlighting the various perceptions of parents on which flexible learning has been implemented. There are online communication tools that can be maximized to monitor learners' status, provide feedback, and set up consultation time. In addition, parents perceived that facilitation of instruction provided opportunities for active participation, independent learning, and production of creative outputs. Lastly, class time may be designed to provide sufficient

synchronous meetings for learning and accommodate parents' schedules as these coincide with their work schedules.

The results of the study have provided insights to revisit policy implementation in flexible learning, in ensuring home-school communication, and in maximizing the use of school's LMS. In order for parents to monitor their children, teachers are encouraged to provide feedback and consultation time. Flexible learning paved the way for children to be independent, active, and creative learners as teachers facilitate the class. In this regard, class time can be designed to adequately accommodate not only children's schedules but also their parents'.

The findings of this study suggest that parents' perceptions are influenced by ways the school implements flexible learning. Parents were empowered to be schools' partners and were able to experience success because they perceived that their children benefited from flexible learning. Parents' perspectives in flexible learning must be understood so that schools can strategize ways to improve its implementation and develop parents' preparedness in supporting their children's learning.

This research acknowledges its limitation in terms of the sampling technique since it applied convenient sampling where only available and willing parents were accommodated. Moreover, the results cannot be generalized since the study was conducted in one laboratory school only. Finally, low income parents who have limited access to technology were not represented. For these reasons, the study requires further investigation to validate its findings.



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