

Parents' Perception of the Online Delivery of Instruction in the Primary Level

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ABSTRACT

Parents play a huge part in how a child learns. This study examined parents' perception of online instruction at the primary grade level and its relationship to their demographic profile. The study employed a descriptive-correlational research design using a five-point Likert scale questionnaire. A total of 80 parents of primary-level pupils were chosen as respondents. Parents' demographic profiles and perceptions were described using frequency counts, minima, maxima, means, and percentages. Point-biserial correlations and Spearman-Rho correlations were used to determine the variables' significant relationships. The data showed a significant relationship between the parent's employment status and their perception of online delivery of instruction in terms of the learning management system. At the same time, other dimensions were revealed to be non-significant to the parents' demographic profile. The study found that most parents adhered to the fact that online delivery of instruction offers flexible education and provides personalized learning experiences where pupils can learn independently.

INTRODUCTION

Parents have a massive role in the learning of a child. They served as an essential individual in the field of education. Their support and guidance with their kids and monitoring their studies served as a linkage for them to communicate with teachers and the school, which is also part of achieving successful learning.

The current health crisis has persuaded many government agencies and the education sector to rethink and redesign the current curriculum to create a more sustainable framework that meets the needs of learners in the 'new normal' environment (Agaton & Cueto, 2021). According to the United Nations (2020), the pandemic has caused the most considerable interruption of educational systems in history, affecting over 190 countries and nearly 1.6 billion students. As a result, educational institution administrations are entrusted with maintaining the smooth operation of the distance/online learning process and making management decisions intended to strengthen teaching quality.

The study of Cui et al. (2020) argues that online education has great potential for enhancing educational accessibility and efficacy. However, the effectiveness of online education depends on how well instructional designs are integrated with practical learning concepts. Previous research conveys that online learning is the best way to achieve the accessibility of education today, but not as effective as face-to-face education. These changes in learning activities created a big challenge, especially for all parents. It is a problem for parents who are not ready because guiding children to study at home requires skills. Parents must be able to use appropriate strategies to assist their children in feeling comfortable looking at home (Hatimah, 2020). According to Rahmadi et al., (2020) this online learning modality will certainly affect parents. Unfortunately, not all students can participate in educational activities since not all parents can access resources that help their children learn.

The primary school environment reflects a society's developmental trends. The primary school teachers' methods for communicating with parents are not necessarily limited to a single approach. Under the rules that teachers and parents set up ahead of time, teachers should use any suitable channels that can send information quickly and effectively, such as software or applications (Chen, 2022). As access to technology continues to expand, so will the capacity to connect parents to institutions. As schools continue to allocate funds on websites, phone calling systems, parent portals, online curricula, and other technologies that link schools to the home, study must focus on how well these technologies help get parents involved.

Novianti and Garzia (2020) noted that parents collect their children's homework on time. Thus, they must monitor students' progress and keep track of teachers' assignments. Some parents say they securely oversee their children at home since they can't study. Children in elementary school's first and second grades still require parental supervision to learn independently. Parents perceive parental involvement is essential and advantageous for their children's online learning. Parents were aware of the importance of dedicating time to children (Garbe et al., 2020). However, in this crisis, parents' perceptions of remote

learning varied. Developing a solid statement distinguishing between agreeing and disagreeing, liking and disliking, is challenging. Parents generally do not oppose or oppose distance learning; nonetheless, for parents, this is unexpected, unfamiliar, and burdensome, forcing them to adjust rapidly (Lase et al., 2020).

In addition, an impression of good school support among overwhelmed parents during a school lockout may serve as a vital benchmark of school quality, particularly in urban areas. Additionally, to examine official indicators, parents' happiness with their children's education could serve as an additional potential criterion for determining the greater social validity of school performance (Charbonneau et al., 2012). Parents' happiness with their children's school exhibited a statistically significant association with official measures of school success, including school attributes and kids' achievement (Haller & Novita, 2021). With these challenges encountered by the parents and their perceptions of online learning, teachers were recommended to be active online most of the time.

Based on the literatures, this study aims to look into parents' perceptions of the online delivery of instruction in a learning laboratory school in Tacloban City during the COVID-19 pandemic. Research generally focuses on investigating the level of parents' perception towards the delivery of online learning in terms of the learning management system used, school-level instructional support, social interaction, and overall educational program. It also sought to determine whether a significant association exists between parents' perceptions of online learning delivery and their age, sex, monthly household income, and highest educational attainment.

THEORETICAL REVIEW

According to Barry (2004), in her Handbook of Visual Communication, provided the concept of perception theory. She defines perception theory as the study of visual communication using established psychological theories and recent neurological discoveries. This theoretical approach contributes new knowledge to the study of visual communication by focusing on how the mind/brain receives, processes, derives meaning from, and uses information. It also aids in our evaluation of the effectiveness of current communication theories derived from social research. To be effective, communication theory must be consistent with brain findings about how we process images and how they influence us. This framework was used in the study to understand how parents felt about online learning, which included analyzing their thoughts and evaluating the concepts they had about the services provided by the school.

Second, in Inquiry Community by Garrison et al. (2006), this framework defined social presence as the intentional communication between teachers and students in a trusting environment in order to develop the learners' personalities. The cognitive presence, through which students can construct meaning and validate it through sustained reflection. The planning, facilitation, and management of cognitive and social processes to achieve learning outcomes that are personally meaningful and educationally beneficial. These were essential components to successfully facilitate educational experiences within an online educational setting. In this study, online learning was used as a learning modality

for students, with teachers assisting students and parents acting as guides for children. Understanding the mechanics behind online learning would be beneficial to understand what is being studied.

The purpose of the study is to learn more about the theories' implications for distance learning by uncovering parents' perceptions of the online delivery of instruction as they monitor their children's interactions with online learning during the COVID-19 pandemic. Parents' perception of the online delivery of instruction is crucial since they are the primary observers and may describe their children's online learning experiences and behaviors.

Hypotheses

The following are the hypotheses for this study.

1. There is no significant relationship between parents' profile in terms of age, sex, monthly income, and highest educational attainment and their perception in terms of:
 - a. Learning management system;
 - b. School level instructional support
 - c. Social interaction; and
 - d. Overall educational services
2. There is a significant relationship between parents' profile in terms of age, sex, monthly income, and highest educational attainment and their perception in terms of:
 - a. Learning management system;
 - b. School level instructional support
 - c. Social interaction; and
 - d. Overall educational services.

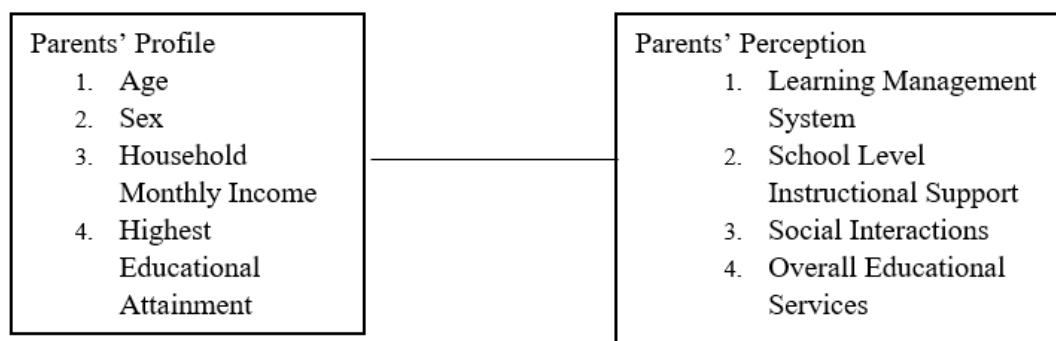


Figure 1. Conceptual Framework

METHODOLOGY

The researchers utilized an adapted and modified questionnaire from the study of Butz (2003), which served as the primary data collection instrument. The questionnaire for the survey was structured using the Likert scale. The modified questionnaire consists of the respondent's profile and the perceived level of online instruction among parents. The possible responses were; 1 for Strongly Disagree, 2 for Disagree, 3 for Undecided, 4 for Agree, and 5 for Strongly Agree. In ensuring the validity of the research instrument, it was subjected to content validity by four experts in educational research. After content validation, the

research adviser reviewed the research instrument because the instrument required it to incorporate the comments and recommendations of the content validators. After checking the instrument, it underwent pilot testing on a set of people chosen for simple random sampling. Pilot testing of the instrument was conducted with 30 primary-grade-level parents from an elementary school in Samar. The researchers chose this school because it conducts online learning and has a learning management system well-suited for pilot testing. The participant's responses were interpreted for the reliability of the research instrument. The researchers employed Cronbach's alpha, and every dimension's 0.78 to 0.85 scores were seen as acceptable and retained. Meanwhile, the interval classification of the weighted mean score of the respondents was based on the interval mean score of Pimentel (2010).

Table 1. Description of the Level of Perception

| Mean Score | Scaling | Interpretation |
|-------------|-------------------|----------------------|
| 4.20 - 5.00 | Strongly Agree | Highly Desirable |
| 3.40 - 4.19 | Agree | Desirable |
| 2.60 - 3.39 | Undecided | Moderately Desirable |
| 1.80 - 2.59 | Disagree | Undesirable |
| 1.00 - 1.79 | Strongly Disagree | Highly Undesirable |

This study employed a descriptive-correlational research design, as descriptive-correlational research designs characterize the variables. With this study, the variables represented were the demographic profile of the respondents, including age, sex, monthly household income, and highest educational attainment, and the level of perception of the parents. The researchers employed a technique of convenient sampling and collected data from 80 respondents. *Convenience sampling* is a non-probability sampling technique in which sample units are selected based on the researcher's accessibility (Nikolopoulou, 2022). The respondents' inclusion criteria are parents with children currently enrolled at primary level in the chosen research locale. Meanwhile, the respondents' exclusion criteria are those parents with children enrolled in intermediate, junior high school, and senior high school inside the research locale. A variety of statistical methods were used to provide a valid and reliable interpretation of the results. The frequency count, minimum, maximum, mean, and percentage were utilized to describe the demographic profile of parents and the level of perception of parents. The Spearman rho correlation was utilized to determine the relationship between age, household income (monthly), and highest educational attainment and the level of perception with the implementation of online learning. Point-Biserial Correlation was employed in analyzing the relationship between sex, employment status and level of perception.

RESULTS

Demographic Profile of the Respondents

The study's primary purpose was to identify the demographic profile of the parents in terms of their age, sex, employment status, household income (monthly), and highest educational attainment.

Table 2. Age and Household Income (Monthly) of the Respondents

| Profile | Minimum | Maximum | Mode (Count) | Mean |
|----------------------------|---------|---------|--------------|-------|
| Age | 25 | 69 | 40 (9) | 39 |
| Household Income (monthly) | 3000 | 300000 | 30000 (12) | 45896 |

Table 2 presents the age of the respondents, with a maximum of 69 and a minimum of 25 with a mode of 40. It means that the age of the respondents is observed at the age group of 25-69 years old while having the highest count of 9 respondents aging at 40 years old. This indicates that the parents' perceptions will differ since the age group is diverse. Moreover, the report on the household income of the respondents based on monthly income in peso value. The table presented a minimum value of 3000 and a maximum of 300,000. This indicates that the monthly household income of the respondents ranges from 3,000 to 300,000 pesos, with a mean of 45,896, and 12 respondents have the same monthly income of 30,000 pesos.

Table 3. Sex, Employment Status, and Highest Educational Attainment of the Respondents

| Profile | Frequency | Percentage (%) | |
|--------------------------------|----------------------|----------------|------|
| Sex | Male | 21 | 26.3 |
| | Female | 59 | 73.8 |
| Employment Status | Employed | 60 | 75 |
| | Unemployed | 20 | 25 |
| Highest Educational Attainment | High School Graduate | 2 | 2.5 |
| | Vocational Degree | 3 | 3.8 |
| | College Level | 7 | 8.8 |
| | College Graduate | 54 | 67.5 |
| | Master's Degree | 11 | 13.8 |
| | Doctorate Degree | 3 | 3.8 |

Table 3 shows the summary of the respondents' sex. It displays that the majority of the respondents are female, with 59 (73.8%) of the 80 respondents, while there are 21 (26.3%) male respondents. This data indicates that most of the respondents are women. The respondent's employment status is divided into two: employed and unemployed. Substantially, table 5 displays the report on the respondents' employment status. It was noticed that most of the respondents were employed, which had 60 (75%) of the 80 respondents, and 20 (25%)

respondents that are not employed. This indicates that most of the parents are working. Moreover, table 2 also displays the highest educational attainment of the respondents. It was observed that most of the respondents had graduated from college (54 out of 80 or 67.5%), followed by 11 (13.8%) respondents who attained master's degrees, then 7 (8.8%) respondents who attained college level. The exact number of respondents attained doctorate and vocational degrees (3 out of 80 or 3.8%) and 2 (2.5%) respondents who graduated from high school.

The Level of Perception of Parents Towards the Delivery of Online Learning

Table 4. Learning Management System

| Statements | Median | Scaling | Interpretation |
|---|-------------|---------|------------------|
| 1. My child's school provides immediate assessment results. | 4 | Agree | Desirable |
| 2. My child's school learning management system is user friendly. | 4 | Agree | Desirable |
| 3. My child's school provides effective tracking of outputs. | 4 | Agree | Desirable |
| 4. My child's school provides centralized learning materials when we need it. | 4 | Agree | Desirable |
| Mean | 4.22 | | Highly |
| SD | 0.67 | | Desirable |

Table 4 presents the level of parents' perception of online learning delivery of instruction in terms of the learning management system. The statement "My child's school provides immediate assessment results" got a median score of 4, meaning that the parents agree that their child's school provides immediate assessment results. While the statement "My child's school learning management system is user friendly" had a median score of 4, indicating that most of the parents agree that their child's school learning management system is user friendly and is highly desired by most of them. The statement, "My child's school provides effective tracking of outputs." also got a median score of 4 which means that the parents agree that their child's school provides effective tracking of outputs. Moreover, the statement "My child's school provides centralized learning materials when we need it." got a median score of 4. This means the parents agree that their child's school provides centralized learning materials when needed.

Overall, the total mean score of the parents is 4.22, with a standard deviation of 0.67 for their level of perception towards the delivery of online learning in terms of the school's learning management system. It indicates that the parents observed the learning management system of their child's school, which is highly desired by most of them.

Table 5. School-Level Instructional Support

| Statements | Median | Scaling | Interpretation |
|--|---------------|----------------|-----------------------|
| 1. My child's teacher is accessible to assist us whenever we request help. | 4 | Agree | Desirable |
| 2. My child's teacher gives me prompt feedback. | 4 | Agree | Desirable |
| 3. My child's teacher provides appropriate feedback | 4 | Agree | Desirable |
| 4. My child's teacher accurately assesses and report academic progress. | 4 | Agree | Desirable |
| 5. My child's teacher promotes individuality. | 4 | Agree | Desirable |
| 6. My child's teacher is aware of his or her strengths and weaknesses. | 4 | Agree | Desirable |
| MEAN | 4.33 | | Highly |
| SD | 0.62 | | Desirable |

Table 5 presents the level of parents' perception of online learning delivery in terms of school-level instructional support. The statement, "My child's teacher is accessible to assist us whenever we request help." got a median score of 4, this means that most of the parents agree that their child's teacher is accessible to assist them whenever they request help. The statement, "My child's teacher gives me prompt feedback." also got a median score of 4 which means that the parents agree that their child's teacher gives immediate feedback to the parents. "My child's teacher gives me appropriate feedback." also got a median score of 4. "My child's teacher accurately assesses and reports academic progress." got a median score of 4; this means that the parents agree that their child's teacher accurately assesses and reports academic progress. "My child's teacher promotes individuality." got a median score of 4, this means that the parents agree that their child's teacher promotes individuality. Furthermore, the statement, "My child's teacher is aware of his or her strengths and weaknesses." also got a median score of 4 which means that their child's teacher is aware of his or her strengths and weaknesses.

The parents' mean score for their perception of online delivery of instruction in terms of school-level instructional support is 4.33, with a standard deviation of 0.62. This indicates that most parents observed and desired their child's school's instructional support.

Table 6. Social Interactions

| Statements | Median | Scaling | Interpretation |
|--|-------------|----------------|------------------|
| 1. My child's school provides equal opportunities for sharing ideas. | 4 | Agree | Desirable |
| 2. My child feels that he or she is a part of a school community. | 5 | Strongly Agree | Highly desirable |
| 3. My child has friends at school. | 5 | Strongly Agree | Highly desirable |
| 4. My child looks forward to attending the online class. | 4 | Agree | Desirable |
| Mean | 4.32 | | Highly |
| SD | 0.66 | | Desirable |

Table 6 displays the level of parents' perception of online learning delivery in terms of social interactions. The statement "My child feels that he or she is a part of a school community" got a median score of 5, indicating that the parents strongly agree that their child feels that he or she is part of a school community. The statement, "My child has friends at school." got a median score of 5, meaning that the parents strongly agree that their child has friends at school. Moreover, the statement "My child's school provides equal opportunities for sharing ideas" got a median score of 4 which means that the parents agree that their child's school provides equal opportunities for sharing ideas. The latter, the statement, "My child looks forward to attending the online class." also got a median score of 4, which means the parents agree that their child looks forward to attending the online class.

Overall, the total mean score of the parents was found to be 4.32 with a standard deviation of 0.66 for their level of perception towards the delivery of online learning in terms of social interactions in the school. This means that the parents observe the social interactions of their child's school and are highly desired by most of them.

Table 7. Overall Educational Services

| Statements | Median | Scaling | Interpretation |
|--|--------|----------------|------------------|
| 1. This school allows my child to learn at his or her own pace. | 5 | Strongly Agree | Highly Desirable |
| 2. This school allows my child to work at his or her appropriate level. | 5 | Strongly Agree | Highly Desirable |
| 3. I feel at ease assisting my child when a teacher is not available. | 5 | Strongly Agree | Highly Desirable |
| 4. My child is learning just as much as he or she would in a traditional school setting. | 4 | Agree | Desirable |

| | | | |
|---|-------------|-----------|----------------------|
| 5. My child's school provides adequate administrative support. | 4 | Agree | Desirable |
| 6. I am pleased with my child's online education experience at this school. | 4 | Agree | Desirable |
| 7. I would recommend online learning to other parents for their children. | 3 | Undecided | Moderately Desirable |
| Mean | 4.02 | | Desirable |
| SD | 0.71 | | |

Table 7 shows the level of parents' perception of online learning delivery in terms of overall educational services. The statement, "This school allows my child to learn at his or her own pace." got a median score of 5 which means that the parents strongly agree that the school allows their child to learn at his or her own pace. While the statement, "This school allows my child to work at his or her appropriate level." and "I feel at ease assisting my child when a teacher is not available." also got a median score of 5, respectively, which means that the parents strongly agree that the school allows their child to work at his or her appropriate level. They feel at ease assisting their child when a teacher is not available. Moreover, it was found that the parents agree that their child's school provides adequate administrative support. Their child is learning just as much as they would in a traditional school setting, and they are pleased with their child's online education experience at the school. However, it was found that some parents are undecided about recommending online learning to other parents for their children, with a median score of 3 which means that other factors affect this level of perception.

Overall, the total mean score of the parents was found to be 4.02 with a standard deviation of 0.71 for their level of perception towards the delivery of online learning in terms of overall educational services of the school, which means that the parents observe the overall educational services of their child's school and are desired by most of them.

Relationship of the Respondents' Profile Variables to their Level of Perception towards the Delivery of Online Learning

Table 8. Relationship Between the Profile of the Respondents and Their Level of Perception towards the Delivery of Online Learning

| Variables | Correlation Coefficients (p-values) | | | |
|--------------------|-------------------------------------|------------------------------------|----------------------------------|----------------------------------|
| | Learning Management System | School-level Instructional Support | Social Interactions | Overall Educational Services |
| Age (Mean = 39) | $r_s = -0.028$ (p = 0.803) | $r_s = 0.022$ (p = 0.845) | $r_s = -0.008$ (p = 0.942) | $r_s = 0.040$ (p = 0.728) |
| Sex | $r_{pb} = -0.020$ (p = 0.860) | $r_{pb} = 0.021$ (p = 0.852) | $r_{pb} = -0.153$ (p = 0.177) | $r_{pb} = -0.119$ (p = 0.294) |

| | | | | |
|--|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Employment Status | $r_{pb} = -.327$ ($p = 0.003$) | $r_{pb} = -0.139$ ($p = 0.220$) | $r_{pb} = 0.185$ ($p = 0.100$) | $r_{pb} = -.200$ ($p = 0.075$) |
| Household Income (monthly) (Mean = 45896) | $r_s = 0.047$ ($p = 0.695$) | $r_s = 0.035$ ($p = 0.770$) | $r_s = 0.058$ ($p = 0.631$) | $r_s = 0.118$ ($p = 0.324$) |
| Highest Educational Attainment | $r_s = 0.147$ ($p = 0.193$) | $r_s = 0.063$ ($p = 0.578$) | $r_s = 0.178$ ($p = 0.114$) | $r_s = 0.135$ ($p = 0.233$) |

*. Correlation is significant at the 0.05 level.

**. Correlation is significant at the 0.01 level.

Table 8 shows the correlation between the demographic profile of the respondents such as age, sex, employment status, household income (monthly), highest educational attainment and their level of perception towards the delivery of online learning in terms of learning management system, school-level instructional support, social interactions, and overall educational services of the school. By using point-biserial correlation, it was found out that the employment status of the parents is significantly correlated with their level of perception to the delivery of online learning in terms of learning management system ($r_{pb} = -0.327, p = 0.003$). This indicates a negative correlation which means that employed parents are most likely tend to highly desired the delivery of online learning of the school in terms of learning management system. However, other correlation coefficients was found to be not significant in terms of school level instructional support ($r_{pb} = -0.139, p = n.s$), social interactions ($r_{pb} = -0.185, p = n.s$), and overall educational services ($r_{pb} = -0.200, p = n.s$). Furthermore, sex of the respondents is not significantly correlated to their perceptions towards the delivery of online learning in terms of learning management system ($r_{pb} = -0.020, p = n.s$), school-level instructional support ($r_{pb} = 0.021, p = n.s$), social interactions ($r_{pb} = -0.153, p = n.s$), and overall educational services of the school ($r_{pb} = 0.040, p = n.s$).

Moreover, the Spearman Rho correlation coefficients in table 8 displays non-significant p-values. This represents that there is no significant relationship between the age, household income, highest educational attainment of respondents and their level of perception towards the online delivery of instruction in terms of learning management system, school-level instructional support, social interactions, and overall educational services of the school.

DISCUSSION

It was found that the respondents' age group is observed from 25 – 69 years of age, and most of the respondents are female which had 59 (73.8%) of the 80 respondents, while the rest, 21 (26.3) male respondents. Moreover, 60 (75%) employed respondents, and 20 (25%) are unemployed. It was also observed that the respondent's household income is noticed from 3,000 to 300,000 with an

average of 45,896 based on peso value, and most of the respondents had graduated from college (54 out of 80 or 67.5%).

It was revealed that most of the parents highly desired the learning management system of their children's school. The results are related to a pilot study by Cavus et al. (2006), which discovered that a learning management system could be improved by a collaborative learning tool such as Moodle, Google Classroom, Canvas, and others. Schools should investigate methods to maximize emerging technological tools to improve teacher-parent communication. Furthermore, Chen and Cheng (2022) revealed that the primary school environment reflects a society's developmental trends. The primary school teachers' methods for communicating with parents are not necessarily limited to a single approach. Teachers should use applications or software to deliver information quickly and effectively under the rules agreed upon by teachers and parents. By the findings of the current study, it can be observed that the parents desired the learning management system of the school. This denotes that the school's learning management system is doing well in delivering online learning by providing immediate assessment results and centralized learning materials, effective tracking of outputs, and being user-friendly to the pupils.

Parents observed the School-Level Instructional Support of their children to be highly desirable. Studies show that parent-teacher relationships are essential for academic success (Landeros, 2012). The parent-teacher connection primarily concerns cooperation, alliance, and partnership between the parent and the teacher (Dawson & Wymbbs, 2016). Effective parent-teacher collaboration is essential for kids' academic and social-emotional growth in primary and secondary school (Brune et al., 2014). An impression of good school support among overwhelmed parents during a school lockout may serve as a vital benchmark of school quality, particularly in urban areas. Additionally, to examine official indicators, parents' happiness with their children's education could serve as an additional potential criterion for determining the greater social validity of school performance (Charbonneau, 2012).

Furthermore, Scott (2002) indicates that parent participation was designed to foster collaboration and boost home and school communication to improve student outcomes. The interaction between parents and professionals allowed an opportunity to build new and efficient tactics for cutting-edge and genuine home-school collaborations as parent involvement was defined and clarity surrounding roles developed (Hiatt, 1994). These researches and the current study show that the school has a solid parent-teacher relationship, which most parents want.

The results revealed that parents highly desired the social interactions of their child's school. The results contradict the study of Bol (2020), that kids can easily become discouraged from studying independently owing to the lack of peer interactions, wherein parents can play a crucial role in ensuring that a child is homeschooled and helping the child keep motivation and ambitious objectives by offering emotional support. Concerning the current study's findings, this suggests that the school gives equal possibilities for idea exchange and develops a community where students feel like they are part of a school community, have

friends, and look forward to attending the online class. As observed, most of the parents found this to be highly desired.

While most of the parents desired the overall educational services of the school, it was revealed that most of the parents were undecided in recommending online learning to other parents, which got a median score of 3, indicating that there are some other factors affecting this level of perception. These findings may be similar to the findings of Lase et al. (2020), in which parents do not have negative perceptions of distance learning; however, four major issues affect parents' interest in distance learning, including parents' conservative educational paradigm is the responsibility of educational institutions; decrease in children's learning motivation in distance learning; uneven distribution of technology infrastructure; and internet connectivity, which was not the focus of this study. Another study from Hatimah (2020), found that online learning is the best way to achieve the accessibility of education today, but not as effective as face-to-face education. These changes in learning activities created a big challenge, especially for all parents. It is a problem for parents who are not ready because guiding children to study at home requires skills. Parents must be able to use appropriate strategies to assist their children in feeling comfortable studying at home. These studies may be some of the factors why parent are undecided to recommend online learning.

Moreover, in determining the relationship between the profile variables and their level of perception toward the delivery of online learning, it was found that there is a significant relationship between the parent's employment status and their level of perception toward the delivery of online learning in terms of the learning management system. This means that the employed respondents observed and desired online learning delivery in terms of the learning management system. Nevertheless, other results were found to be non-significant. Hence, it was decided not to reject the null hypothesis stating that *"There is no significant relationship between the profile of the respondents and their level of perception towards the delivery of online instruction in terms of school-level instructional support, social interactions, and overall educational services"* while rejecting the null hypothesis in terms of the relationship between the parent's employment status and parents' level of perception in terms of learning management. The results align with the findings of Khan (2021) that parents are satisfied with online learning and teaching.

Meanwhile, this study found that most parents moderately desired to recommend online learning. This concludes that there are factors influencing this level of perception. Moreover, studies indicate that the school-parent relationship is a collaborative working connection (Henderson & Mapp, 2022) that increases parents' participation in schools' decision process to improve the teaching methodologies (Sheldon, 2007).

The findings contrast with the conclusions of Hale et al. (2020) that parents are disappointed with online learning and cannot help their children focus on their online classes. In comparison, the parents in a study by Agaton and Cueto (2021) perceived the insufficient support of schools for their online learning. Also, some studies reported parents' undesirability in online learning because they

believe their children are not getting the education they need (Al Azzam et al., 2021; Ngeywo et al., 2020). In a related study by Curtis et al., (2013), parents reported that the school should be transparent and should communicate with them; parents also agreed that they function to help and support the children during online learning. Many studies reveal different findings regarding the parents' level of perception towards the delivery of learning, but still, communication is essential to any organization (Kennan, 2006); effective and transparent communication between school and parents is essential in creating a positive environment built in respect and rapport (Healy, 2022) for the education of young learners.

CONCLUSIONS AND RECOMMENDATIONS

Results suggest that online instruction offers a flexible education that can be accessed from anywhere, is cost-effective, and provides students with a personalized learning environment where they can progress at their own pace. Parents' perceptions of the school's online instruction can reflect the institution's quality, particularly in the delivery of instruction.

These findings have implications for the teaching and learning process. Teachers may be challenged to think critically about various tools, approaches, and activities to maintain students' interest in courses and facilitate learning. The school may encourage collaborative instructional approaches to enhance students' online education and independent learning skills. They may create methods to evaluate their instructional technologies based on characteristics such as relevance and appropriateness to the needs of their pupils.

The implementation of online learning can potentially train students to learn independently. However, online delivery of instruction may be tailored to fit with institutional and stakeholders' needs to ensure that it provides students with quality education, just as face-to-face instruction does. Determining parents' perceptions can steer toward better academic directions.

FURTHER STUDY

Since this study is limited to the 80 parents of the pupils from the primary grade levels, future studies may take a different population and school setting to generalize the level of parents' perception towards the delivery of online instruction. Moreover, other factors other than profile variables that may be significantly correlated to the level of perception of the parents towards the online delivery of instruction may be considered in future studies.

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