

Development of an Appreciative-Critical Ethnographic Inquiry Evaluation Model for Online Learning

Daren Sauza-Ngadima

Teodora M. Salubayba

University of the Philippines Diliman

ABSTRACT

This study aims to develop a holistic model for evaluating online learning in the Philippines amid the pandemic-driven shift to online learning modalities. It integrates appreciative inquiry to highlight participants' positive experiences and critical ethnography to address underlying biases. Convergent Parallel Mixed Methods were employed, using pillar integration to analyze quantitative and qualitative data from the experiences of students, teachers, and parents. Results revealed high appreciation among students, teachers, and parents for online learning, though qualitative responses presented nuances and sometimes contradictory perspectives. Quantitative data showed a weak positive correlation between appreciation and academic performance. Common issues included technological challenges and difficulties with self-regulation. The emergent themes affirmed the cultural relevance of the model in junior high school contexts within private sectarian institutions. Overall, this study highlights the methodological advantages of Appreciative-Critical Ethnographic Inquiry, demonstrating how the combination of qualitative and quantitative methods through pillar integration deepens understanding of the educational and social implications of online learning, ultimately informing policy and curriculum development.

Keywords: appreciative inquiry, critical ethnography, convergent parallel mixed methods, pillar integration, online learning, program evaluation

Introduction

The effectiveness of educational evaluation models hinges on their execution to provide a comprehensive view of program functionality and efficiency. Online educational policies and programs need evaluation to ensure they meet the educational mission effectively, considering teachers' and students' contexts. Studies (Miles et al., 2018; Shahidi et al., 2014) highlight these models' contributions to developing educational policies. The roots of educational program evaluation date back to 1792 when quantitative scoring for exams started (Hoskins, 1968), until more recently, with Patton (2015), who introduced program functionality and effectiveness.

Learning modes have shifted from traditional face-to-face classes to web-enhanced, hybrid, and fully online classes (Wa-Mbaleka, 2020) where technology impacts education. This study used online learning to evaluate an innovative model's efficiency. The theoretical framework has three main components: people (customers, suppliers, professional associations, SIGs, and Board and Shareholders), technologies (content, communication, and collaboration), and services (pedagogical models and instructional strategies) (Aparicio et al., 2016).

The 2020-2021 school year marks a pivotal moment for online learning worldwide (UNESCO, 2020). Policymakers are enforcing online learning to maintain stay-at-home and social distancing measures to curb COVID-19; hence, evaluating it is crucial. Various models have been used, including CIPP and SAW for e-learning in health colleges (Ariawan et al., 2019), CIPP for redesigning an Online Master's Program (Tokmak et al., 2013), PDPP for quality assurance in e-learning (Zhang & Cheng, 2012), and appreciative andragogy using adapted appreciative inquiry for adult learners (Johnson, 2014).

Appreciative inquiry (AI) was first developed for organizational development by Cooperrider and Srivastva (Watkins et al., 2011) and later adapted for educational evaluation, with studies confirming its effectiveness (Johnson, 2014; Miles et al., 2018; Riley & Schmidt, 2015). However, AI was criticized for focusing only on positives (Egan & Lancaster, 2005). To address this, Critical Ethnography (CE) was incorporated to provide a more balanced evaluation.

CE is a "type of reflection that examines culture, knowledge, and action" (Thomas, 1993, p. 2). It does not only critique but also uncovers how

participants exercise agency and create positive meanings within structures and constraints (Thomas, 1993; Soyini Madison 2005). Studies conducted by Oliveros (2009) among Filipino American (Fil-Am) college students in Oregon, Arnado (2002) among third-world women wage earners, mistresses, and maids in the Southern Philippines, and Avila (2004) with the Xicanas/Xicanos teachers teaching Raza students show the significance of using CE in exposing problems that were not common. Thus, CE complements Appreciative Inquiry by revealing both the enabling and limiting conditions of learners' experiences.

Furthermore, pillar integration (Caracelli & Green, 1997; Johnson et al., 2017) was used in analyzing quantitative and qualitative data. This integrative strategy for mixed methods was used in evaluating the City Health Improvement Program (Johnson et al., 2017) "to determine the crossover between empirical evaluation limitations and barriers, and interviewee responses related to the impact of the barriers on intervention delivery and evaluation" (Johnson et al., 2017, p. 7). Another study was on healthcare workers' utilization of psychological support resources during COVID-19 (Richards et al., 2022) that used convergent mixed methods approach. These studies proved that pillar integration sheds light on quantitative and qualitative data and strengthen their validity.

This study aims to advance mixed-methods transformative evaluation models for online learning using AI and CE. The experiences of junior high school students, teachers, and parents or guardians who participated in online learning were interpreted. These undertakings allow the stakeholders (i.e. students, parents, teachers, school administrators), researchers (i.e., Research and Evaluation Area), policy and decision makers (i.e., Department of Education), and readers to understand the factors affecting online learning; and from that understanding alternatives, proven techniques, and models capable of transforming the Philippine online educational landscape were considered (Thomas, 1993).

Building on the insights drawn from this literature, the present study advances by examining the dynamics of online learning in the Philippine context. Thus, this study addressed the following research questions: (1) How appreciative are the students, teachers, and parents as regards online instruction? (2) How are the stakeholders compared regarding the appreciation of online learning? (3) How does students' appreciation of online learning relate to academic performance? (4) What critical issues emerged from the online learning experiences of the

teachers, students, and parents? and (5) What appreciative-critical ethnographic model emerged from the online learning experiences of the teachers, students, and parents?

Methodology

An appreciative-ethnographic inquiry approach guided the research design of the study. It employed convergent-parallel mixed methods (Creswell, 2014) to capture the stories and experiences of the participants in online learning, where institutions are in their infancy. The strength of the qualitative research method lies in its focus on the real experiences of the participants. Moreover, participants can elaborate on their responses and clarify things, leading to in-depth and detailed explanations of phenomena (Creswell, 2014). Pillar integration converged this study's quantitative and qualitative data, one way of showing validity (Johnson et al., 2017, p. 4). Quantitatively, the dimensions/factors of participants' online learning appreciation were analyzed. Qualitatively, themes were sought in analyzing the data following the appreciative inquiry model from the Discover to Design stages. Theme generation started from identifying positive cores to identifying critical issues in online learning. From these two sources of data, common and different dimensions were examined and illustrated through pillar integration.

The study was conducted in four sectarian junior high schools (JHS) in the Philippines. These schools were located in urban and suburban areas, where internet connection is accessible through mobile phones and internet providers such as Globe, PLDT, among others. These schools envision themselves as providers of transformative Christian education marked by spiritual growth, academic excellence, and service. Their mission focuses on providing Christ-centered, holistic education that nurtures students' faith in God while developing their intellectual, physical, social, and spiritual capacities. The research setting was online through Zoom, Google Meet, and similar platforms. It was participated in by 127 Grades 7 to 10 students, 20 teachers who were teaching JHS students, and 41 parents or guardians who were assisting the JHS students with their learning.

Convenience sampling was utilized in collecting quantitative data since the instrument was disseminated and completed online; those who were available answered the survey (Fraenkel et al., 2015, p. 100). On the other hand, purposive

sampling was employed in collecting qualitative data from the same group of participants from whom quantitative data were collected (Fraenkel et al., 2015, p. 101). Fourteen (14) parents, twenty-five (25) teachers, and twenty-six (26) students participated in the one-on-one interviews via Zoom and Facebook Messenger. There were 15 class observations and 12 focus group discussions (FGDs). These participants were selected according to their availability.

Six instruments were developed to collect the quantitative and qualitative data. Quantitatively, Appreciative Online Learning Survey (AOLS), Appreciative Online Teaching Survey (AOTS), and Appreciative Parenting Survey for Online Learning (APSOL) were used. Qualitatively, semi-structured interview guides were used for students, teachers, and parents.

The survey instruments to gather quantitative data were based on the literature and adapted from several studies (Aparicio et al., 2016; Bickle et al., 2019; Bolliger et al., 2014; Bolliger & Wasilik, 2009; Browne, 2003; Chen et al., 2019; Hasler-Waters et al., 2018; Liu et al., 2010; Ni, 2013; Walker & Fraser, 2005; Yukselturk & Bulut, 2009). Three experts validated the items. The instruments were answered using a four-point Likert scale: very much appreciated, much appreciated, less appreciated, not appreciated. After the revision, these were pilot-tested in one private sectarian institution, and based on the observations of the three experts, the items were found to be valid and acceptable. After the data were collected, these were analyzed, and the instruments were revised according to the pilot study results. The revised instruments were then disseminated to the target population.

To collect qualitative data, formal and informal individual interviews with the participants to capture stories of the online learning experiences, and classroom observations upon permission from the school principals and teachers.

Individual interviews with the participants were conducted within three to four months. The questions pertained to the participants' understanding of the word *appreciate*. Generally, the questions focused on their experiences in online learning. They were asked about their appreciation of online learning. Specific questions for teachers include their motivation to teach and the factors influencing their motivation. Students were also asked about their motivation to learn in online learning. Parents were also asked about their motivation to assist their children in online learning.

They were also asked about their impression and expectations of online learning. Suggestions were also solicited to make the online learning experience more memorable or improve it. The semi-structured interview for teachers consisted of 12 questions, a semi-structured interview guide for students comprised eight questions, and a semi-structured interview guide for parents comprised eight questions.

Simultaneously, FGDs were also conducted, and online classroom observations were conducted according to availability. There were three FGD questions, and these focused on the participants' appreciation of online learning, the academic performance of the students, and the issues they have encountered in online learning. In comparison, online classroom observations focused on technology use, the interactivity of the students and teachers, and the strategies and methods used in instruction.

Data Gathering Procedures

The letter of request, along with research protocols, research instruments, consent forms, and confidentiality agreement in conducting the study, was emailed to the school principals. Upon approval, the schedule for data gathering was made. The principal then informed the teachers, students, and parents who participated in the study.

The qualitative and quantitative data were collected almost simultaneously. For quantitative data, Google Forms were completed separately by the students, teachers, and parents.

Interviews were conducted to explore the participants' experiences and to listen to stories about online learning. Two students from each grade level of junior high school, the same with the teachers and parents, participated in the interviews. The scheduled online class observations were conducted upon the approval of the concerned teacher and the administrator. Appreciative inquiry was done using semi-structured questionnaires for students, teachers, and parents (Cooperrider & Whitney, 2005, p. 25). One-on-one interviews via Facebook Messenger video call, Google Meet, or Zoom were conducted in the study. The FGD with students, parents, and teachers were conducted at each school to gather more comprehensive information and for data saturation. All interviews conducted online were recorded with permission from the participants.

This study's quantitative approach involved using instruments such as AOLS, AOTS, and APSOL, which were administered online to all the JHS students, teachers, and parents with JHS children. These were done with the help of the class advisers. The link to the survey, through Google Forms, was sent via email or Facebook Messenger. The instruments included a portion signifying the participant's consent to participate in the study with the assurance of confidentiality and adherence to the Data Privacy Act of the Philippines National Privacy Commission (n.d.). This also ensured that their responses would be valued, respected, and treated with the utmost confidentiality.

Data Analysis Procedure

The data were analyzed using the AI evaluation model and CE methodology, incorporating both quantitative and qualitative data. Quantitative data were analyzed using both descriptive and inferential statistics. Descriptive statistics include frequency distributions based on the norm constructed to classify the responses. Other descriptive statistics include the shape of the distribution, the percentage or proportion of the participants according to the score classifications, the mean or the average, and the spread or standard deviation. Inferential statistics included the Kruskal-Wallis and Spearman's rho. Kruskal-Wallis examined significant differences among groups regarding their appreciation of online learning. Spearman's rho examined the relationship between the students' online learning appreciation and their academic performance.

The qualitative data analysis process started from collecting stories to discussing themes from a critical perspective. Both manual coding and the use of software were considered in the qualitative data analysis. Manual coding (Saldaña, 2016) generated codes, categories, and themes from the qualitative data. This coding was preferred in order not to sacrifice the substance of the data (Gallagher as cited in Saldaña, 2016). Moreover, HyperRESEARCH was used to further examine the codes generated through the manual coding.

Data analysis commenced with the identification of a positive core through theme generation in the discovery stage core (Cooperrider & Whitney, 2005). This was followed by the dream stage wherein a positive core was articulated, and critical issues were identified. From each group of participants, the quantitative and qualitative data were presented in a joint display and pillar integration to show the common dimensions and differences between data sources. Then, in the design stage, an evaluation model was proposed according

to the processes used in data gathering and analysis using an AI evaluation model and CE.

The study applied the Convergent Parallel Mixed Methods (Creswell, 2014, p. 220). Data from interviews, FGDs, and online classroom observations were transcribed simultaneously and analyzed primarily through coding. Both concept and evaluation coding (Saldaña, 2016) were employed to identify the positive core and critical issues of online learning. Manual coding using concept coding was employed to analyze the data, followed by theme identification. Since some utterances were in Filipino and Cebuano, they were translated into English after the themes had been identified. Following the phases of AI, concepts were sought in identifying positive cores through themes according to categories in the discovery phase. Evaluation coding was used in the dream phase as critical issues were identified, anchored in the core values identified in the discovery phase.

A side-by-side approach (Creswell, 2014, p.222) was employed to relate the quantitative and qualitative data results. They were represented in a table called a joint display of data and pillar integration (Creswell, 2014, p. 223).

Discussion of Findings

Evaluating online learning becomes holistic when both qualitative and quantitative perspectives are considered. This study used AI and CE to capture the experiences of students, teachers, and parents when online learning was the only means of instruction during the global pandemic. The study delved into the participants' appreciation levels, followed by comparative analyses of the quantitative and qualitative findings and the emerging issues surrounding online learning, formulating a reconstructed model to evaluate online learning in the new normal.

Online Learning Appreciation

Students' Appreciation of Online Learning

The students' appreciation of online learning, based on both quantitative and qualitative data, is presented in Table 1. Comparing quantitative and qualitative data through a joint display shows that students' high appreciation of online learning was based on teachers' support (Walker & Fraser, 2005), collaboration and interaction (Marks et al., 2005), parents' support (Liu et al., 2010), and lifelong learning (Richardson, 1978).

Table 1*Joint-display and Pillar Integration of Quantitative and Qualitative Data from Students' Appreciation of Online Learning*

Quantitative results	Qualitative results
A large percentage of students have a high appreciation for teachers' support (69.30%) while 27.56% have an average level of appreciation and 3.15% have a low appreciation.	Teachers teach efficiently and with compassion. "Even if my teachers were doing something, they still gave us time. Some of my teachers are taking Master's classes. Our teachers would make us understand the module. They would explain to us clearly, and they were giving examples. Then, you would understand it when they give examples." (SS1) Teachers checked the understanding of the students by asking questions, then continued his discussion. He also used fun fact/ trivia about the lesson. (COB7)
High appreciation for teachers' support	
A large percentage of students have a high appreciation for their collaboration and interaction (58.27%) while 34.65% have the average level of appreciation and 7.87% have low appreciation.	Classmates are helpful "There are times that I appreciate some of my classmates who helped me. If you do not know what to do, they would give you the answer. I do really appreciate that deed."(SS1)
High appreciation for students' collaboration and interaction	
	Enjoy the comfort of their homes "I did not need to wake up early to prepare my uniform. I would iron my clothes if it were not yet my turn to take a bath. I was really late because I did not wake up early because my class is just a click away." (MS6) The student was sitting with a pillow on her bosom. (COB1)
	Cost-effectiveness "one good thing with online classes is the tuition costs less. It is not expensive. You do not need to buy a uniform, stuff like that. My mom would not give me pocket money for my food because I am just at home. Because my mama would not give money every day, so she will be able to save more, that is the good thing with online classes." (BS6)

A large percentage of students have a high appreciation for parents' support (62.2%) while 28.35% have an average level of appreciation and 9.45% have a low appreciation.

Family Support in online learning
My family encourages me to study well. Sometimes when I felt lazy, my mum would remind me to do my assignments. If I do not know how to answer the problems, she will help me understand them." (MS4)

High appreciation for parents' support

A large percentage of students have a high appreciation of personal relevance (73.23%) while 25.20% have an average level of appreciation and 1.57% have a low appreciation.

Many students have a high appreciation for authentic learning (77.95%), while 21.26% have an average level of appreciation, and 0.79% have a low appreciation.

Many students have a high appreciation for active learning (85.04%), while 14.96% have an average level of appreciation, and no one has a low appreciation.

Many students have a high appreciation of student autonomy (85.83%), while 13.39% have an average level of appreciation, and 0.79% have a low appreciation.

Lifelong learning

"Our activities, we can learn them when we apply them. For example, we would take a video of our cooking lessons. A lot is being asked of us to be done so that we can learn and apply them in our daily activities. Many were asked to be done to learn what we can use in our daily activities." (MS6)

The teacher asked the student to make a video of Pag-uulat (Reporting) as their asynchronous activity. The teacher explained that through this the students would be able to experience how to present a topic with confidence. It will also develop their research skills to study more about the topic given. (COB6)

High appreciation for lifelong learning

Space and time flexibility

"I feel the time flexibility when I have an appointment outside; I would tell my teachers that I have to go out, my teacher would just allow me." (MS6)

A large percentage of students have a high appreciation of technology (79.53%) while 19.69% have an average level appreciation and 0.79% have a low appreciation.

Note: Classroom observations (COB1, 6, 7); Individual interviews (SS1, BS6, MS4, MS6)

These findings suggest that students' positive perceptions of online learning are not merely technological factors, but the quality of human support systems. In particular, learner-centered practices embedded within the online learning environment play a crucial role in sustaining students' appreciation of online learning.

Teachers' Appreciation of Online Learning

Teachers' appreciation of online learning is shown in Table 2. It shows a high appreciation of technology support (Aparicio et al., 2016) and an increased appreciation of administrative approval (Wa-Mbaleka, 2020).

Table 2

Joint-display and Pillar Integration of Quantitative and Qualitative Data from Teachers' Appreciation of Online Learning

Quantitative results	Qualitative results
	<p>The ease of managing the classroom.</p> <p>“My experience in teaching online is, it's more easy, easier, since I don't need to handle their misbehaviors, because they can just turn off their microphone when they're going to be noisy or there's interruption in their place, and also, it's not that hard since I still can show them the, you know, the topics by doing the record, and explaining it to them, and also we can answer it, answer activities together, by them looking at the screen, and me answering at the screen. That's pretty much of it” (NT4).</p>
<p>A high percentage of teachers appreciate the technology support (55%), while 40% have the average appreciation, and 5% low appreciation.</p>	<p>Maximize the use of present technology in instruction.</p> <p>“I appreciate it more because I can express or explain the lesson well one by one without missing anything because everything is in the PowerPoint. You will not miss it because everything is there in the PowerPoint and if you give a quiz the paper will not file up because you can put it in the google form which you may auto correct, then you will just record it. So, my work made easy, like that.” (BT7)</p>

The teacher used the PowerPoint with text and images for the lesson presentation, She used the quiz to discuss the lesson. She announced that the quiz for that day will be posted in the Google classroom. (COB6)

High appreciation of technology support

A high percentage of teachers appreciate the institution-related factors (75%), while 25% have the average appreciation, and none low appreciation.

A high percentage of teachers appreciate their motivators (80%), while 20% have the average appreciation, and none low appreciation.

School administrative support

“Truly, they are supportive. I cannot say anything. They really support us. Before we only had one wifi but now we have two. Furthermore, if we have problem with the gadgets, they are their right away to fix them. They really support us with that kind of problem.” (BT7)

High appreciation on administrative support

Opportunity to continue education/ learning of the students.

“I appreciate online learning is that you can talk to them just like in a regular class, but only in video, but you can explain whatever you want to explain, and then they can also ask questions regarding that, then I can show videos of our lesson” (NT3).

A high percentage of teachers appreciate the parents’ support on their students (60%), while 35% have the average appreciation, and 5% low appreciation.

A high percentage of teachers appreciate the student factor (60%), while 35% have the average appreciation, and 5% low appreciation.

Note: Individual interviews (NT4, BT7, NT3); Classroom Observation (COB6)

These findings suggest that strong institutional leadership support plays a crucial role in shaping teachers’ positive views of online learning. When coupled with access to functional and reliable technologies, such support increases teachers’ perceptions of online learning as an effective and sustainable instructional modality.

Parents Appreciation of Online Learning

Table 3 shows the parents’ appreciation of online learning. Parents highly appreciate the support they give to their children because they spend quality time with their children to assist with their learning. They also highly appreciate technological support in online learning because their children learn more about the new technology while studying their lessons online. Their children can explore and learn new things through technology, which could be linked to their children’s independence in learning (Pepito & Acledan, 2022). Hence, parents also highly appreciate active learning and student autonomy because their children have independence in learning.

Quantitatively, the differences in dimensions were students’ collaboration and interaction, personal relevance, and authentic learning. In contrast, the qualitative dimensions were that parents could save more money on their children’s daily expenses while going to school (Hussein et al., 2020), and the safety of their children at home. Parents, as providers and protectors of the family, care about the finances and security of the family. Hence, parents value online learning because it supports both education and household well-being.

Table 3
A Joint-display and Pillar Integration of Parents’ Appreciation of Online Learning

Quantitative results	Qualitative results
A large percentage of parents appreciate the support they give their children (85.37%), while 14.63% of the students have an average level of appreciation, and none have low appreciation.	Quality time with children “The good part is my wife is always monitoring my son’s progress in terms of him, making sure that his camera is turn on and that his assignments are being done on a timely manner, together with the quizzes, exams that is being monitored by my wife 24/7” (BP4).
High appreciation for parents’ involvement	
	Save more money on the daily expenses of the children while going to school “This is an advantage to us, especially that they (children) stay in the dormitory plus the cafeteria that we have to pay for. So, our expenses are lesser because there is no transportation cost. We will only pay the tuition fee.” (SP5)

A large percentage of parents have a high appreciation of the technology (73.17%) while 26.83% of the students have an average level of appreciation, and none have a low appreciation.

Children learn more about new technology

“Another thing that I appreciate, I think they are open to explore, use Google to search for more concepts that they are interested in. So, there is more room for exploring the subjects they like because they can be searched through Google. Then, they get used to the technology, and the apps they need to use become more familiar.” (BP5)

High appreciation of technology support

A large percentage of parents have a high appreciation for the active learning of their child/ren (87.80%). In comparison, 12.20% of the students have an average level of appreciation, and none have low appreciation.

Independent learning

“My child became independent, yes. He can do it by himself; he does research, maybe the teacher is also telling them to do it. He became independent and responsible. That’s all; I do support his needs.” (NP2)

A large percentage of parents have a high appreciation for the autonomy of their child/ren (78.05%). In comparison, 21.95% of the students have an average level of appreciation, and none have low appreciation.

High appreciation for students’ independent learning

The safety of children at home

“My children are safe at home. I can see them anytime and monitor what they are doing. So, safety and security are sure when they are at home” (NP1).

Many parents greatly appreciate their child/ren’s interaction and collaboration (70.73%), while 24.39% of the students have an average level of appreciation, and 4.88% have low appreciation.

Many parents greatly appreciate the relevance of learning for their child/ren (76.19%). In comparison, 19.05% of the students have an average level of appreciation, and 2.38% have a low appreciation.

A large percentage of parents have a high appreciation for the authentic learning of their child/ren (85.37%). In comparison, 12.20% of the students have an average level of appreciation, and 2.44% have low appreciation.

Note: Individual interviews (BP4, SP5, BP5, NP2, NP1)

Comparing Appreciation of Online Learning among Students, Teachers, and Parents

Similar dimensions were considered to compare the level of online learning appreciation among the participants (see Table 4). Regarding parents' support's appreciation between students and teachers, both highly appreciated, though there was slight disagreement. The same results were of the parents' involvement and support, teachers' support, authentic learning, active learning, and technology support. Overall, parents (73.17%) and students (75.59%) slightly disagree on online learning appreciation, but both show a high level of appreciation.

The areas of qualitative difference are varied compared to the similarities. Parents and students have similar perspectives on financial considerations. Parents and teachers appreciate the advantages of technology for their children, and the students and teachers appreciate the interaction and collaboration among students; conversely, the differences were more varied among participants. The students appreciate their teachers' support, the flexibility of time and space to learn, lifelong learning (Richardson, 1978), and the comfort of the home. The teachers appreciate the administrative support and the opportunity to continue education through online learning. Parents appreciate the safety of their children, and their children becoming independent learners (Ferguson, 2011).

Table 4

A Joint Display Comparing the Participants' Appreciation of the Online Learning both Qualitative and Quantitative Data

Students		Teachers		Parents	
Quantitative (survey)	Qualitative (themes)	Quantitative (survey)	Qualitative (themes)	Quantitative (survey)	Qualitative (themes)
Teacher Support: High-69.30% Average-27.56% Low-3.15%	Teachers teach efficiently and with compassion	Institution-related factors: High-75%, Average-25%	School administrative support		
		Motivators: High-80%, Average-20%			

Interaction and collaboration: High-58.27%, Average-34.65%, Low-4.72%	Classmates are helpful Enjoy the comfort of their homes	Student factor: High-60%, Average-35%, Low-5%	Interaction and collaboration: High-70.73%, Average-24.39%, Low-4.88%	
	Cost-effectiveness		Save more money on the daily expenses of the children while going to school	
Parents' support High-62.2%, Average-28.35%, Low-9.45%	Family Support in online learning	Parents' support: High-60%, Average-35%, Low-5%	Parent's support: High-85.37%, Average-14.63%	Quality time with children
Personal relevance: High-73.23%, Average-25.20%, Low-1.57%	Lifelong learning		Relevance of learning: High-76.19%, Average-19.05%, Low-2.38%	Independent learning
Authentic learning: High-77.95%, Average-21.26%, Low-0.79%			Authentic learning: High-85.37%, Average-12.20%, Low-2.44%	
Active learning: High- 85.04%, Average-14.96%			Active learning: High- 87.80%, Average-12.20%	
Student autonomy: High- 85.83%, Average-13.39%,			Student autonomy: High-78.05 Average-21.95%	

Space and time flexibility				
Technology: High-79.53%, Average-19.69%, Low-0.79%	Technology: High-55%, Average-40%, Low- 5%	Maximize the use of present technology in instruction.	Technology: High-73.17%, Average-26.83%	Children learn more about the new technology
		The ease of managing the classroom.		
		Opportunity to continue education/ learning of the students.		
			The safety of children at home	
			Opportunity to continue education/ learning of the students.	

These findings suggest that all groups recognize the benefits of online learning. However, their appreciation is influenced by role-specific priorities, reflecting how students, teachers, and parents experience and value different aspects of the online learning environment.

Students’ Appreciation of Online Learning and Their Academic Performance

First, the distribution of 127 students was identified according to their academic performance and the dimensions of their online learning appreciation survey. According to their academic performance, they performed well, with a mean of 91.94, and were less spread out (SD = 3.32). The students’ distribution was analyzed according to their online learning appreciation dimension. The results show that all the dimensions were less dispersed. A high number of students appreciate the eight dimensions of online learning appreciation: parents’ support (n=79), teachers’ support (n=88), student interaction and collaboration (n=74), authentic learning (n=99), active learning (n=108), student autonomy (n=91), personal relevance (n=93), and technology support (n=101). Second, when the correlation was analyzed, there was a weak positive relationship between the

students' online learning appreciation and academic performance ($p=0.039$, $\rho=0.183$). One reason for this result is the variety of resources used for this instrument. It was adapted from several works of researchers and combined into a single instrument (Aparicio et al., 2016; Liu et al., 2010; Walker & Fraser, 2005). Regarding parents' support, there was a negative relationship between the learner-parent interactions with the course outcome (Borup et al., 2013). Regarding teachers' support, their lack of personalized assistance to students is an obstacle to the success of online learning (Heinrich et al., 2019). Student interaction and collaboration are factors in students' success (Swan & Shih, 2005; Moore, 1989). Moreover, Walker and Fraser (2005) developed an instrument to assess the online learning environment, which comprises the teachers' support, student interaction and collaboration, personal relevance, authentic learning, active learning, and student autonomy. The results show that these dimensions have high reliability, which ranges from 0.75 to 0.94 (coefficient alpha). Prior to this study, Fraser (2002) posited that the learning environment is associated with student outcomes. Furthermore, regarding technical support, Clark (as cited in Simonson et al., 2000) convincingly argued that technology is a mere vehicle of online learning.

This claim is further supported by the qualitative data gathered through interviews and FGDs. A parent voiced her sentiment that her child's grade became lower, which demotivated her child to study well. She reminisced that:

Naalala ko po nung may pinost sya sa Facebook na ano, parang ni-share nya lang yung post ng isa pang student na parang ang sabi ay, I'm not proud of my performance at school, parang ganun. Kasi dati nag-a-achiever sya, tapos ngayon, medyo tumatagilid yung ibang subjects nya. So ang sabi nya, nakakawalang gana. May ganun po silang nafe-feel, so yun po yung isang nabanggit nya. (I remember that she posted in Facebook, it seems like she shared the post of another student which says, I am not proud of my performance at school, seems like that. Because before she was achiever but now, it seems not with other subjects. So she said, she lost her motivation, things like that. They have that feeling, so that was the one that she mentioned to me.) (BP2)

Contrary to what a parent confessed about the sentiment of her son, a teacher during FGD commented that *“most of the online students have good academic performance. They can easily perform what we are asking. They can easily do it using technology”* (FGDM). Therefore, the contradiction between the results from qualitative and quantitative data is a piece of evidence that the student's appreciation of online learning is not dependent on their academic performance.

Critical Issues Surrounding Online Learning

To capture the nuanced dynamics of online learning, critical issues were identified. They were extracted from within the identified positive cores as seen in Tables 1, 2, and 3. Students' perspective is shown in Table 5.

Table 5
Online Learning Critical Issues: Students' Perspective

Issues	Responses
Teacher efficiency	<p>"In their teaching, uhm, I hope that the PowerPoint will be improved. Like putting some animations so it will encourage us to be interested with the lesson." (BS5)</p> <p>The teacher used the PowerPoint presentation with images but did not present in a presentation mode. The subsequent slides could be seen on the left side. (COM2)</p>
Adjustments from F2F to Online learning	<p>"On the first day of school, I was quite nervous because I did not know about the technology. I was not, I was not fond of sending emails and other stuff like that. I did not know how, uhm, to attach a file. Things like that so I had difficulty in online learning." (BS6)</p>
Distractions	<p>"In online learning, I get distracted sometimes because my mommy would call me to wash the dishes (laughing)." (BS6)</p>
Self-regulation	<p>"Before Ma'am, after my teacher gave us homework I would work on it right away, even if my teacher has given it that very day. I would really answer it that day. But as time passed by, I got lazy. Okay I would answer this tomorrow since the deadline is still far. I was even surprised with myself. Eventually, I got so lazy." (SS2)</p>
Technology efficiency	<p>"From time to time, I am having difficulty because the internet interruption." (MS1)</p> <p>The class started at 8:30am with 9 out of 21 students with open cameras. At 8:34am, 5 students were left with open camera, then suddenly all of them together with the teacher had off cameras. At 8:37am, 7 students on their cameras and the teacher. At 8:38am, only one student was left who had open camera. At 8:48am, there were 24 students present in the class from 21 students when it started. At 8:54am, all the camera was off. At 8:56am, there were 24 students present. After a minute one student was added. Another minute had past, the teacher had open camera then after 5 seconds the camera was off (COB1).</p>

Note: Class observations (COM2, COB1), Individual interviews (BS5, BS6, SS2, MS1)

The findings reveal that students encountered a combination of instructional, personal, and technological challenges as they shifted from face-to-face to online learning. Concerns regarding teacher efficiency were prominent, with students expressing the need for more timely feedback, engaging instructional materials, and stronger technological competence among teachers (Bolliger & Wasilik, 2009; Kearsley, 2002). These instructional issues were intensified by the fact that all participants were first-time online learners, making the transition particularly demanding and affecting students' ability to adapt to the new modality. Furthermore, the home environment introduced unavoidable distractions (Baticulon et al., 2021; Yates et al., 2021), such as household responsibilities, which hindered sustained focus. These external barriers overlapped with internal difficulties in self-regulation, as some students reported challenges in managing their time, balancing academic tasks, and maintaining motivation. While students acknowledged certain advantages of online learning, including lower costs and family support, they emphasized the need for improved technological infrastructure, particularly a more interactive learning management system and stable internet connectivity (Baticulon et al., 2021). Collectively, these insights highlight the complex interplay between instructional quality, learner readiness, and technological capacity in shaping students' online learning experiences.

From the teachers' perspective, Table 6 shows the critical issues they encountered. Central to these challenges is self-regulation, which manifested not only among students who struggled with online presence, task completion, and timely submission but also among teachers who longed for the relational warmth and direct interaction. These were further complicated by issues of assessment integrity (Chen & Liang, 2012; Kennedy et al., 2000), with teachers expressing uncertainty about the honesty of students' responses in online assessments. These instructional concerns were persistent technological problems (i.e., unstable internet connectivity and defective audio devices) (Baticulon et al., 2021). Teachers also emphasized the need for additional training to effectively use digital tools (Bolliger & Wasilik, 2009; Kearsley, 2002). The work environment added another layer of complexity, as noise, inadequate spaces, and poor ventilation hindered teachers' ability to conduct classes smoothly, prompting the need for dedicated rooms and proper equipment. Lastly, teachers underscored the importance of parents' support in guiding students. Altogether, these concerns demonstrate how online learning effectiveness is influenced not only by digital infrastructure and teacher competence but also environmental conditions, student behavior, and parental involvement in the learning process.

Table 6
Online Learning Critical Issues: Teachers' Perspective

Issues	Responses
Parents' support	<p>"I hope that at least they (parents) could support their children by saying 'my child study online' like they could watch them, that is my concern. They could watch over their children. They are in their home so they should take care of them, what do you call this, they could convince them to go online. It's already online but the child is still absent, things like that. They are even at home." (BT7)</p>
Teacher's efficiency	<p>"I am having a hard time with the use of the learning system" (MT3).</p>
Self-regulation	<p>"Warmth of talking to people is different. I have more to share if people are near to me" (MT1).</p>
Technology efficiency	<p>"Sometimes, there are technical problems with my microphone. My students couldn't hear me. Sometimes it was lagging. When it happened I got nervous, how was my students doing. But now, when it's lagging, I would chat them to wait. When I'm back I would say, 'I'm back!' Oh, it's done. (laughing)." (BT7)</p> <p>The teacher's voice was choppy. A student called the attention of the teacher that she couldn't hear her voice. After few seconds the teacher asked if she can be heard now. One student answered, "we can hear you but choppy." The teacher paused for a moment. One student suggested to touch the audio jack of the teacher's laptop. (CON1)</p>
Assessment integrity	<p>"When it comes to quizzes, when it is online, it seems like it cannot be trusted because they could make a group chat. Actually, that is really my concern." (ST3)</p> <p>"Some of the students are lazy. Copying, pasting, and copying their classmate's work. Some may change their names and submit it. They are too lazy, so they cheat." (FGDS)</p>
Work environment	<p>"I want to have my own room because sometimes when your voice is loud, oops there is a class on the other side (laughing). I would say 'psst oy' to the class pertaining to my co-teachers who have loud voice. Maybe each room must have own wifi (laughing), right? Then, the room is beautiful so our voice will be well modulated (laughing). Aircon because the laptop gets hot (laughing) But even just an electric fan because the electricity is expensive, so electric fan is fine." (BT7)</p> <p>The teacher was outside the classroom. He was teaching in the covered court of the school. While he discussed the lesson using his small white board, there was noise at his end. (CON2)</p>

Note: Class observations (CON1, CON2), Focus group discussions (FGDS), Individual interviews (BT7, MT3, MT1, ST3)

Table 7 shows the parents' perspectives. The parents' experiences underscore the significant logistical, technological, and behavioral challenges in online learning. A major concern was parents' limited capacity to provide support, as many had full-time jobs or multiple children, making the consistent monitoring of academic activities difficult. This challenge was exacerbated by class scheduling problems that created confusion for both parents and students, especially in households with multiple learners. These organizational difficulties intersected with technological efficiency, as unstable internet connectivity disrupted instruction. Parents also expressed their worry regarding students' self-regulation, noting that many children struggled with discipline in managing their gadgets, resulting in excessive gaming and reduced family association or interaction. These concerns highlight how the absence of physical school structures made it more difficult for students to self-regulate their activities. Moreover, parents recognized personality differences as influencing their children's adaptation to online learning. Introverted students tended to adjust more comfortably, whereas extroverted learners struggled due to reduced social interaction and the high level of self-directed behavior required. Overall, these insights illustrate the complex interplay of parental availability, scheduling constraints, technological barriers, and individual learner characteristics in shaping the quality of students' online learning experiences.

Table 7
Online Learning Critical Issues: Parents' Perspective

Issues	Responses
Parents' support	"It is my great frustration that I have a day job so I cannot give attention to them... Because my husband sometimes is in Bulacan where he works. So most of the time they are left here in the house alone. So, I can only monitor them through the LMS that their school prescribed." (BP2)
Students' self-regulation	"We cannot control the use of gadget anymore. We thought they are studying but not. Our discipline towards them are affected. Many times, we argue about it and sometimes our relationship is really affected." (SP1)
Personality differences	"The disadvantage of this online class as I see is the child becomes introvert. It is not that he does not know how to interact with people. She only thought of herself. I can work by myself but the interaction is being affected." (SP5)

Technology efficiency	“However, like what happened, the instructions or the teaching methods, may not be clear to my son or every student, because you must have a stable internet connection just like what happened today, so, once in a while I believed if the students don’t have internet connection, or not stable, then that would be a disadvantage to the students learning” (BP4).
Class scheduling problem	“The schedule is changing at any moment. So, there is a conflict of time with the other siblings. The challenge is to take care of them at once.” (BP1).

Note: Individual interviews (BP2, SP1, SP5, BP4, BP1)

A summary of themes regarding the participants’ concerns about online learning is shown in Table 8. Comparing the critical issues that emerged from the three participant groups, concerns about self-regulation (Yukselturk & Bulut, 2009) and technological efficiency (Baticulon et al., 2021) were common among them.

Table 8
Comparing the Critical Issues Emerged in Online Learning among the Participants

Students	Teachers	Parents
Teacher efficiency	Parents’ support	Parents’ support
Adjustments from f2f to Online learning	Teacher’s efficiency	Students’ self-regulation
Distractions	Self-regulation	Personality differences
Self-regulation	Technology efficiency	Technology efficiency
Technology efficiency	Assessment integrity	Class scheduling problem
	Work environment	
Self-regulation and Technology efficiency		

Along with the critical issues enumerated above, participants also suggested initiatives to address the problems. From the common concerns that occur in both quantitative and qualitative data, the lack of self-regulation among students needs the support of the family and the teachers. A teacher in a focus group discussion commented, while touching his lips and scratching his forehead, putting his hands together, palms facing each other, said:

Sometimes these students need help because for me these students are exposed doing inside their house. Bombarded by different disturbances in their house. They are not monitored and encouraged to do their activities. These things really affect their performance at school. (FGDM)

These manifestations of issues clearly show the dynamics within people, technology, and services in the online learning system. It can be inferred that students must be taught to self-regulate to balance their daily activities—not just in online learning but their social life and responsibilities at home—since self-regulation is one of the factors contributing to students’ success in online learning (Yukselturk & Bulut, 2009). This is possible only with the aid of parents and teachers, who remind students of what they should do to be productive each day.

Another was the technology efficiency. Although Clark (as cited in Simonson et al., 2000) argued that technology is just a learning vehicle that does not directly affect learning, it nevertheless plays a vital role in online learning. Without the technologies classified by Fulton and Honey (2002, p. 6)—desktop computers, ubiquitous computing, and immersive computing—online learning would not be possible. Therefore, the results of this study show that technology efficiency was one of the issues. This concern is broader than it may seem. Though parents, teachers, or the school administrators could help students procure electronic gadgets, such as laptops or tablets, and provide internet connection by subscribing to internet companies, this concern can only be addressed if the government provides a reliable internet connection for everyone. Therefore, this concern is not just for the school but also for the government.

Taken together, while participants expressed high appreciation for online learning, the same narratives revealed issues as seen in Table 8. These coexisting realities demonstrate that online learning in the Philippine context is neither wholly beneficial nor entirely problematic. Instead, students’ experiences reflect a complex balance between flexibility and limitation, autonomy and isolation, and accessibility and inequity.

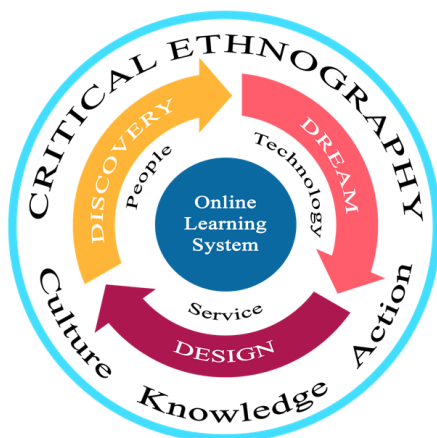
A Model for Evaluating Junior High School Online Learning

The model took shape from the findings using Appreciative-Critical Ethnographic Inquiry (ACEI) model to evaluate online learning, as shown in Figure 1. The arrows surrounding the online learning system represent the three phases of Appreciative Inquiry: Discovery, Dream, and Design. The arrows form a cycle to indicate a continuous process; the Discovery phase may change after the Design has been made and implemented, as with the Dream and Design.

The Discovery phase took place when the stories and experiences of the participants were collected. These include their appreciation of online learning system, which consists of people, technology, and service. Next, during the Dream phase, the experiences and stories of the participants were put into constructive use. By integrating the critical ethnography, the positive experiences were examined critically by identifying some issues that participants underwent. Finally, the Design phase crafted the ideal model to evaluate the online learning in junior high school.

Figure 1

Appreciative-Critical Ethnographic Inquiry Evaluation



Source: Author's own work

Culture, defined as the totality of learned social behavior (Thomas, 1993), shifted with the rise of online learning in the Philippines. Students embraced the comfort of home but faced challenges in self-regulation, distractions, and reduced social interaction, all of which impacted their focus, adjustment, and overall academic performance.

Technology posed a significant challenge for both students and teachers in online learning. Many participants lacked appropriate devices and stable internet, which affected participation and learning. Teachers struggled with distractions, cheating, and doubts regarding knowledge transfer. Students questioned teachers'

effectiveness, while parents noted discipline problems and inconsistent class schedules. Poor learning environments and unstable connectivity affected focus and performance. Ultimately, issues like technological inefficiency, poor self-regulation, and weak support systems revealed critical gaps in ensuring quality education in online learning.

The emergence of these critical issues in online learning suggests that appropriate actions should be taken to ensure all the participants fully benefit from the advantages of online learning. Furthermore, the lack of self-regulation among students must be monitored by the parents and teachers to cope with the challenges they face in online learning.

Therefore, the novel work of this study was adequate to identify the strengths and issues that occur in online learning. The institution's strength would help the stakeholders maintain the effectiveness of the practices and culture they have formed in online learning. While the issues opened the consciousness of stakeholders to what and how they can help improve the online learning program of the school.

This study was conducted purely online during the health crisis; hence, it has some limitations, including limited observation, reliance on students' self-reported grade point averages for the first and second quarters, and the use of a convenience sample for the survey respondents. Furthermore, this study was conducted in private sectarian schools, whose students generally belong to middle- and upper-income class households. Their access to the internet, devices, and parental support may not reflect the realities of most Filipino learners (Ignacio, 2021), particularly in public schools and high-poverty areas (Castillo, 2021). Hence, findings should be interpreted as reflective of the privileged context rather than the national education.

Conclusions and Implications

The findings of this study offer important implications for educational practice, policy, and research. First, the high level of appreciation for online learning among participants suggests that online learning is accepted and valued when implemented thoughtfully. Schools can therefore build on this positive disposition by sustaining flexible learning options and integrating effective online practices into long-term instructional planning, rather than treating online

learning as a temporary response to crisis.

Second, the alignment in appreciation levels between students and parents indicates the importance of family support in shaping students' online learning experiences. Schools should strengthen home-school partnerships by providing parents with clear guidance, consistent communication, and orientation programs that enable them to better support learning in the online environment. This also implies that parental perspectives should be included in decision-making processes related to curriculum design, scheduling, and instructional delivery.

Third, the weak positive relationship between students' appreciation of online learning and their academic performance highlights the need to move beyond satisfaction-based evaluations. This underscores the importance of combining quantitative performance indicators with qualitative insights to gain a more accurate and holistic understanding of students' learning experiences and academic progress.

Fourth, the critical issues related to people, technology, and services emphasize the need for systemic evaluations. Schools must invest in reliable technological infrastructure, accessible learning management systems, and continuous professional development for teachers.

Lastly, the effectiveness of the Appreciative-Critical Ethnographic Inquiry evaluation model suggests its potential as a culturally responsive framework for evaluating online learning. Educational leaders and policymakers may adopt or adapt this model to assess not only what works in online learning but also the contextual challenges that need improvement. By grounding evaluation in participants' lived experiences and cultural realities, schools can design more inclusive, equitable, and sustainable online learning systems.

Overall, these implications stress the need for context-sensitive educational policies, strengthened instructional support, and integrated evaluation approaches. It is to ensure the positive potential of online learning are sustained, while mitigating its adverse effects.

References

- Aparicio, M., Bacao, F., & Oliveira, T. (2016). An e-learning theoretical framework. *Educational Technology & Society*, 19(1), 292–307.
- Ariawan, I. P. W., Giri, M. K. W., & Divayana, D. G. H. (2019). The CIPP-Saw evaluation model design in measurement the effectiveness of e-learning at health universities in Bali. *Journal of Theoretical and Applied Information Technology*, 97(21), 2922–2934.
- Arnado, M. J. M. (2002). *Class inequality among third world women wage earners: Mistresses and maids in the Philippines* (Doctoral dissertation, Blacksburg, Virginia). Silo.tips.
- Avila, M. B. (2004). Critical Xicana/Xicano educators: Is it enough to be a person of color? *High School Journal*, 87(4), 66–79.
- Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to online learning in the time of COVID-19: A national survey of medical students in the Philippines. *Medical Science Educator*, 31, 615–626.
- Bickle, M. C., Rucker, R. D., & Burns, K. A. (2019). Online learning: Examination of attributes that promote student satisfaction. *Online Journal of Distance Learning Administration*, 22(1).
- Bolliger, D. U., & Wasilik, O. (2009). Factors influencing faculty satisfaction with online teaching and learning in higher education. *Distance Education*, 30(1), 103–116.
- Bolliger, D. U., Inan, F. A., & Wasilik, O. (2014). Development and validation of the online instructor satisfaction measure (OISM). *Educational Technology & Society*, 17(2), 183–195.
- Borup, J., Graham, C. R., & Davies, R. S. (2013). The nature of parental interactions in an online charter school. *American Journal of Distance Education*, 27(1), 40–55. <https://doi.org/10.1080/08923647.2013.754271>
- Browne, E. (2003). Conversations in cyberspace: A study on online learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 18(3), 245–259. <https://doi.org/10.1080/0268051032000131017>
- Caracelli, V. J., and Greene, J. C. (1997). Crafting mixed-method evaluation designs. In J.C. Greene and V.J. Caracelli (Eds.), *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms*. (New Directions for Evaluation, No. 74, pp. 19–32). Jossey-Bass.
- Castillo, P. (2021). *Education in the time of COVID: Who has the opportunity to learn?* De La Salle University. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2021/SEP-03.pdf>
- Chen, D. T. V., & Liang, R. (2012). Online learning: Trends, potential and challenges. *Creative Education*, 3(8), 1332–1335.
- Chen, T., Wanberg, R. C., Gouioa, E. T., Brown, M. S. J., Chen, J. C. Y., & Kraiger, J. J. K. (2019). Engaging parent involvement in K-12 online learning settings: Are we meeting the needs of undeserved students? *Journal of e-Learning and Knowledge Society*, 15(2), 113–120.

- Cooperider, D. L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. Berrett-Koehler Publishers.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE.
- Egan, T. M., & Lancaster, C. M. (2005). Comparing appreciative inquiry to action research: OD practitioner perspectives. *Organization Development Journal, 23*(2), 29–49.
- Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Assessment & Evaluation in Higher Education, 36*(1), 51–62.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th ed.). McGraw-Hill.
- Fraser, B. J. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh, & B. Kahle (Eds.), *Studies in educational learning environments* (pp. 49–72). World Scientific Publishing.
- Fulton, K., & Honey, M. (2002). Emerging technologies in education. *Educational Technology, 42*(4), 6–8.
- Hasler-Waters, L., Borup, J., & Menchaca, M. P. (2018). Parental involvement in K-12 online and blended learning. In K. Kennedy, & R. E. Ferdig (Eds.), *Handbook of research on K-12 online and blended learning* (2nd ed., pp. 401–422). ETC Press.
- Heinrich, C. J., Darling-Aduana, J., Good, A., & Cheng, H. (2019). A look inside online educational setting in high school: Promise and pitfalls for improving educational opportunities and outcomes. *American Educational Research Journal, 56*(6), 2147–2188.
- Hoskins, K. (1968). The examination, disciplinary power and rational schooling. *History of Education, 8* (1), 135–146.
- Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. *Children and Youth Services Review, 119*(105699), 1–7.
- Ignacio, A.E. (2021). Online classes and learning in the Philippines during the Covid-19 pandemic. *International Journal on Integrated Education, 4* (3), 1–6.
- Johnson, B. A. (2014). Transformation of Online Teaching Practices through Implementation of Appreciative Inquiry. *Online Learning, 18*(3), 1–21.
- Johnson, R.E., Grove, A.L., & Clarke, A. (2017). Pillar integration process: A joint display technique to integrate data in mixed methods. *Journal of Mixed Methods Research, 13*(3), 301–320. <https://doi.org/10.1177/15586898177431>
- Kearsley, G. (2002). Is online learning for everybody? *Educational Technology, 42*(1), 41–44.
- Kennedy, K., Nowak, S., Raghuraman, R., Thomas, J., & Davis, S.F. (2000). Academic dishonesty and distance learning: Student and faculty views. *Collegiate Student Journal, 34*(2), 309–314.
- Liu, F., Black, E. W., Cavanaugh, C., Algina, J., & Dawson, K. (2010). The validation of one parental involvement measurement in virtual schooling. *Journal of Interactive Online Learning, 9*(2), 105–132.
- Marks, R. B., Sibley, S. D., & Arbaugh, J. B. (2005). A structural equation model

- of predictors for effective online learning. *Journal of Management Education*, 29(4), 531–563.
- Miles, D., Mesinga, J., & Zuchowski, I. (2018). Harnessing opportunities to enhance the distance learning experience of MSW students: An appreciative inquiry process. *Social Work Education*, 37(6), 705–717. <https://doi.org/10.1080/02615479.2018.1447557>
- Moore, M.G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1–7. http://aris.telug.quebec.ca/portals/598/t3_moore1989.pdf
- National Privacy Commission. (n.d.). *Data privacy council education sector advisory no. 2020-1*. <https://www.privacy.gov.ph/wp-content/uploads/2020/10/DP-Council-Education-Sector-Advisory-No.-2020-1.pdf>
- Ni, A. (2013). Comparing the effectiveness of classroom and online learning: Teaching research methods. *Journal of Public Affairs Education*, 19(2), 199–215.
- Oliveros, C. (2009). *The role of a Filipino American student association at a predominantly white institution: A critical ethnography* (Doctoral Dissertation, Oregon State University). ProQuest Dissertations Publishing.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE.
- Pepito, M. J. T., & Acedan, M. Y. (2022). Influence of digital literacy and self-directed learning in the online learning success of STEM college students. *International Journal of Humanities Social Sciences and Education*, 9(1), 88–100. <https://doi.org/10.20431/2349-0381.0901007>
- Richards, H. L., Eustace, J., O’Dwyer, A., & Wormald, A. (2022). Healthcare workers use of psychological support resources during COVID-19: a mixed methods approach utilizing pillar integration analysis. *PLoS One*, 17(4). <https://doi.org/10.1371/journal.pone.0267458>
- Richardson, P.L. (1978). *Lifelong learning and public policy*. Government Printing Office.
- Riley, K., & Schmidt, D. (2015). Does online learning click with rural nurses? A qualitative study. *Australian Journal of Rural Health*, 24(4). <https://doi.org/10.1111/ajr.12263>
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. SAGE.
- Shahidi, L. H., Vahidi, M., Mahram, B., Areshatanab, H. N., & Zarghi, N. (2014). Professional identity development in nursing students: Eisner’s evaluation model. *Research and Development in Medical Education*, 3(1), 37–43.
- Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2000). *Teaching and learning at a distance: foundations of distance education*. Prentice-Hall.
- Soyini Madison, D. (2005). *Critical ethnography: Method, ethics, and performance*. SAGE. <https://doi.org/10.4135/9781452233826>
- Swan, K., & Shih, L. F. (2005). On the nature and development of social presence in online course discussions. *Online Learning*, 9(3), 115–136. <https://doi.org/10.24059/olj.v9i3.1788>
- Thomas, J. (1993). *Critical ethnography*. SAGE.
- Tokmak, H. S., Baturay, H. M., & Fadde, P. (2013). Applying the context, input, process, product evaluation model for evaluation, research, and redesign of an online master’s program. *The Interna-*

tional Review of Research in Open and Distance Learning, 14(3), 273–293.

UNESCO. (2020). *Education: From COVID-19 school closures to recovery*. <https://unesdoc.unesco.org/ark:/48223/pf0000373305>

Wa-Mbaleka, S. (2020). *Planning and delivering quality online education: Fear no more*. Oikos Biblios Publishing House.

Walker S., & Fraser, B. (2005). Development and validation of an instrument for assessing distance education learning environments in higher education: The distance education learning environments survey (DELES). *Learning Environments Research* 8(3), 289–308.

Watkins, J. M. & Mohr, B., & Kelly, R. (2011). *Appreciative inquiry: Change at the speed of imagination* (2nd ed.). Pfeiffer.

Yates, A., Starkey, L., Egerton, B., & Flueggen, F. (2021). High school students' experience of online learning during Covid-19: The influence of technology and pedagogy. *Technology, Pedagogy, and Education*, 30(1), 59–73. <https://doi.org/10.1080/1475939X.2020.1854337>

Yukselturk, E., & Bulut, S. (2009). Gender differences in self-regulated online learning environment. *Educational Technology & Society*, 12(3), 12–22. <https://www.jstor.org/stable/jeductechsoci.12.3.12>

Zhang, W., & Cheng, Y. L. (2012). Quality assurance in E-learning: PDPP evaluation model and its application. *International Review of Research in Open and Distributed Learning*, 13(3), 66–82. <https://doi.org/10.19173/irrodl.v13i3.1181>

About the Authors

Daren Sauza-Ngadima is an Assistant Professor at the College of Education, University of the Philippines Diliman. She specializes in qualitative research, mixed methods, program evaluation, and educational technology. She earned her master degree in Education major in Instructional Technology from the Adventist International Institute of Advanced Studies and completed her Doctor of Philosophy in Education major in Research and Evaluation at the University of the Philippines Diliman. Her scholarly work focuses on social responsibility and sustainability in educational contexts. Among her publications is a 2018 comparative case study of Canaan Farmer's School in South Korea and the Philippines, published in *International Forum*.

Teodora M. Salubayba is an Assistant Professor at the College of Education, University of the Philippines Diliman. She specializes in quantitative and qualitative research, mixed methods, program evaluation, and guidance and counseling. She earned two Master's degrees from the Philippine Normal University Manila: a Master of Education major in Measurement and Evaluation and a Master of Education major in Guidance and Counseling. She completed her Doctor of Philosophy in Education major in Research and Evaluation at the University of the Philippines Diliman. Her scholarly work spans psychometrics, educational assessment, and teachers' lived experiences in challenging contexts. Her publications include studies on graduate schooling during the pandemic and the psychometric properties of online teaching evaluation scales in *PUPIL: International Journal of Teaching, Education and Learning* (2022), as well as research on differential item functioning detection in reading comprehension tests published in *The International Journal of Social Sciences* (2019).

Correspondence concerning this article should be addressed to Daren Sauza-Ngadima at dsngadima@up.edu.ph.