How to Cite:

Carag, E. A. (2021). A phenomenological inquiry of higher education institutions' (HEIs) online experiences: listening to the voices of the stakeholders. *Linguistics and Culture Review*, 5(S2), 1355-1365. https://doi.org/10.21744/lingcure.v5nS2.1619

A Phenomenological Inquiry of Higher Education Institutions' (HEIs) Online Experiences: Listening to the Voices of the Stakeholders

Eduardo A. Carag

Cagayan State University, Tuguegarao City, Cagayan, Philippines

Abstract--- The capability of Higher Education Institutions (HEIs) presents instructional innovations to assist educational institutions in the cause of the paradigm shift in education brought on by pandemic crises. The impetus of this study is to listen to the voices of the stakeholders and points the phenomenological inquiry of the higher institutions experiences educational on online administration and students. The indicators that need to focus are online teaching programs, self-learning direction and design are provided through online teaching problems. With this, students are encouraged to engage in self-directed learning using the resources and content of their classes, as well as provide online instructor transformation to provide information and data for motivation, engagement, interest, and effective lessons during the study process. The obstacles on educational curriculum may impede the learning capabilities of students and the quality and standard of learning is being sacrificed. Hence, the investigation of this paper's findings, there is a great hindrance between the COVID-19 epidemic's barriers and its impact on the educational system in Higher Education Institutions (HEIs). Therefore, HEIs may adapt blended learning and create learning modalities for future use.

Keywords---COVID-19, HEIs, online experiences, online teaching, phenomenological inquiry.

Introduction

At present, in every educational system, learning modalities vary from one another. The curriculum that were provided by the educational institutions only cater for the face to face learning which were never been experience this virtual teaching. Despite this, Villa & Tulod (2021), propounded that if only learning

institutions would have sufficient learning materials that would help attain educational objectives. The COVID-19 has gave immeasurable impact particularly the educational system. Students will unavoidably struggle to adjust to the current system in order to maintain the quality and consistency of their education. Many changes caused challenges for both private and public higher education institutions (HEIs). They underlined that education is a continual process of learning notwithstanding the situations that occur in the community since it is life in their study on learning process online framework, which is a guide to COVID-19 pandemic educational instruction among students. It investigated the adoption of an online framework in the educational system of Higher Education Institutions (HEIs). They also discussed the different frameworks in online teaching that have emerged as a result of the COVID-19 outbreak, including teaching implementation, delivery teaching mode, school system process, and support in the study (Aleixo et al., 2018; Assunção Flores & Gago, 2020; Basilaia & Kvavadze, 2020). They also used Virtual Reality Design (VRD) for teaching because it gives a prospective application technique for learning in the educational system, given today's modern technology. During the COVID-19 pandemic, the outcomes of their investigation established and built a technique and plan for teaching their classes on a regular basis. Despite the limited resources with which they began their teaching endeavor, it provides help and focuses on the kids' learning process. Based on student needs, technique, and assistance, they experimented with several delivery modes for their classes. It examined the student learning tool's guidelines to ensure that great education was offered during the pandemic (Wahab & Tyasari, 2020; Khan & Abdou, 2021).

Traditional learning has been temporarily substituted with online learning or distant learning on a different platform to aid students in their studies. This is a unique approach to education. It is possible to approach students utilizing technology in order to facilitate their learning process. Learning technologies include Microsoft Team, Zoom, Google Meet, and any other online site that aids in the teaching and learning process. It illustrates that successful and probable learning transitions are conceivable. Higher education institutions have been compelled to produce new policies, regulations, solutions, and platforms for all future educational system circumstances in the country as a result of the lessons learned during the COVID-19 outbreak. According to Sanubi & Akpotu (2015), in order to reduce problems in the country's Higher Education Institutions (HEIs) educational system, planning and strategies must be focused (Cibangu & Hepworth, 2016; Peeler et al., 2019).

On the other hand, as a result of the COVID-19 pandemic, educational systems at Higher Education Institutions (HEIs) face several challenges that must be overcome in order to undertake continuing education despite the epidemic. It is necessary to establish guidelines in a proper manner. This is a different way to keep kids engaged in their studies. This tackles the difficulty that HEIs have in designing and strengthening curriculum that are relevant to students' needs outside of traditional classroom teaching and learning. HEIs are crucial to the long-term survival and advancement of the country's educational system. Only if there is a system in place to follow, one that tackles the challenges at hand, can this happen. This research provides insight into the educational system of Higher Education Institutions (HEIs), which is equipped with a flexible life-long

comprehensive commitment, promotion, and reflection of a more sustainable system. It also addresses (HEIs) initiative to continue students' education through online learning while maintaining procedures and interventions to satisfy the needs of the learning process (Viner et al., 2020). HEIs train colleges and universities to provide distance learning education and encourage students to study from home as an alternative form of instruction. They choose online learning due to its convenience, flexibility, connectivity, network, and ability to provide a variety of learning interactions (Malik & Coulson, 2008; Buchanan & Coulson, 2007).

Research question

- What educational issues do Higher Education Institutions (HEIs) face during the pandemic, specifically in the areas of:
 - Online teaching
 - Educational curriculum structure
 - Research and development?
 - What is the benchmark for educational excellence?
- How has the COVID-19 outbreak impacted Higher Education Institutions (HEIs) instructional systems?
- What are the challenges and effects of the COVID-19 epidemic on the educational system in the responders from Higher Education Institutions (HEIs)?

Method

The design selected for this research study was qualitative in nature using interviews, observations, and documents yet written narratively. Qualitative research provides an understanding of a situation or phenomenon that tells the story rather than determining cause and effect. The respondents of the study were the higher education institutions both private and public schools, professors, administrators and students in Region 02. Interviews, observations, and documents were all used to gather information. Documents were gathered and analyzed as additional study resources. In this study, each participant had two interviews. The organized interview was followed by an unstructured interview. In order to obtain more qualitative data, two observations were undertaken (Blau et al., 2020; Choudhary & Paharia, 2018; Dunn & Kennedy, 2019). The observation sessions lasted about 60 minutes. The observations took place in the same environment where participants generally did their online assignments. All participants were asked to provide documents. These documents consisted of printouts and other information used to back up facts gathered and witnessed during the observation and interview procedure. The data was evaluated to answer the research objectives and to compare and contrast the individuals' similarities and differences. The analysis of data is an important part of qualitative research. Transcripts of audiotaped interviews were compared to the original recordings for accuracy. Data collection and analysis were carried out at the same time. Researcher did extensive coding of the interview and observation transcripts. The data was structured around each study topic, which focused on the experiences of students who took online classes and the factors that influenced their experiences. The researcher looked for similarities and discrepancies in the interviews, observations, and archive data. The data was then organized into two key categories. These areas covered both positive and bad aspects of online education (Tetro, 2020; Kim & Su, 2020).

Results and Discussion

Online teaching

HEIs in the region faces numerous obstacles in the online teaching since this event is unexpected to teachers and students. Teachers in particular, experiences difficulties in teaching modalities that they need to feed to their students. Teachers and e-learning professionals can use the current scenario to push the limits of what is possible without personal contact. Individual and distant learning are only possible because of a shift in mentality among teachers and students (Mishra et al., 2020; Ke, 2010).

One of the state university in the region, professors have had ample of weeks to get themselves organized. Time constraint was a big problem among the professors since they were not prepared when the president of this republic decided to lockdown the upper part of the country due to COVID-19 pandemic. Education was about to abandon since some do not have preparation on online learning modalities. Students were also like zombies since they were freeze and locked at home but still yet to uphold school activities sent by their professors through social media like Messenger and Facebook. This unreadiness to school was really the biggest challenge to professors among the region. The shift from face to face learning to virtual online teaching was technically the biggest problem: putting teaching modalities together was relatively complex and even vague for the professors. Professors have to turn their backs from the usual control classroom (Etikan et al., 2016; Iqbal et al., 2020; Jimenez, 2020).

Positive and negative experiences and contributed factors

The detour of the trend in online teaching, particularly the provision of self-learning direction and design in online teaching programs to encourage and motivate students to self-directed learning on the resource and content of their classes, as well as providing online teacher transformation to supply information and data for motivation, engagement, interest, and effective lesson duplication, are significant. Student A reacted that this online classes are really a great challenge on their part as students. It is a test for self-learning that would really demand focus and monopolizes studying alone. No one monitors beside her but one thing she learned was that, the passing of requirements is a challenge. This pandemic teaches her to work and study independently.

It provides evidence to describe and underline the support in an online teaching environment that promotes practice and strategy course experiences witnessed during COVID 19 pandemic emergencies. This backs up respondents' claims that learners need to be taught some technologically, globally, and cooperatively equipped criteria for success in the teaching-learning process. Student B evidently presented that online class is teaching each student to become independently equipped with technology. He has learned that online class gave him the

opportunity to explore technologically. Learning flexibility is a big point of this pandemic because it thought him to use resources at home and in the world of internet connectivity. Making outputs and requirement especially creating vlogs, slogans and making movie strips out of lessons were the things I had learned to this pandemic, said Student B. This course of event gave us a positive result especially when I created this class requirements.

It encourages students to protect themselves online. It does so by personalizing the learning approach in order to comprehend the teaching strategy in online education that is up to date with new technology and relates to the learners' talents, interests, and issues in a methodical manner. It also provides advanced technology in online teaching accessibility platform and module on various devices, including feature of various learning styles for effective technique and method of teaching that improves learning experience system for teachers and students by providing all contents, data, and tools in the simplest way possible for possible self-training and curate learning program for teachers and students. Unfolded by Student C, it is a phenomenon that students all over the country heartedly poured out their intellectual talents to make projects and output as a subject requirements.

Administrator 1, also iterated the lack of facilities and even internet connection of the faculty. Hence, some HEIs provide communication allowances to their faculty in conducting online/virtual classes. This should be considered, especially as a shortage of facilities, equipment, and instructional materials is the next most important issue that practicing instructors face. It's an adaptive learning approach for evaluating online learning quality. Furthermore, on the subject of education curriculum systems in Higher Education Institutions (HEIs), the perception and impact of the likely scope of student focus in the learning experience outlook and motivation to find the variables in the supplemental expansion of material in learning it boosts teachers' motivation during the online learning process. As a result, the educational curriculum system is at the heart of sophisticated and flexible learning pedagogy, taking into account the needs of students, which are influenced by individual design and curriculum for the learner in relation to pedagogy and knowledge. It looks at how active learning collaboration has evolved in the academy, as well as the skills and digital literacy required for it. Furthermore, curriculum design in the current educational system is targeted to the demands of students based on the COVID-19 pandemic situation in terms of approach, development of critical pedagogy in an online context, and challenges to support students in their learning process (Rahayu et al., 2021; Asri et al., 2021).

Recounted by Administrator 2 Schools must prepare for synchronous classrooms, and academics at HEIs are devising means and methods to satisfy students' requests, particularly for internet connectivity. Some students are unable to access to the internet, thus educators are required to print the modules for them. It is one of the issues that HEIs have faced throughout the outbreak of this pandemic. Education curriculum is structured for creativity and innovation to provide relevance for student learning achievement and opportunity. It also builds and conceptualizes a more clear understanding of the educational curriculum system for students' framework, knowledge, participation, and potentials. It outlines a

thorough new approach to curriculum development that may be used as a guide and technique in HEIs' online learning processes. It provides technology advancement, which is responsible for driving educational curriculum growth. In foundational education, it assesses the competency-based-learning method to teaching. As a result, despite the COVID-19 pandemic crises, on the issues of quality standard of education that conceptualizes the assessment of institution performance in a pre-defined standard of school environment in order to increase and improve access to quality education graduating it's a group that cares about the welfare of its members and students (Kanca et al., 2020; Kasni & Budiarta, 2021).

Disclosed by Administrator 3 Our school is already well-prepared for online lessons since, prior to the epidemic, we had been using online learning modalities for our students for more than a decade. This would imply that our curriculum has already been reinvented via the use of online classrooms. Faculty 1 asserted that there is no such thing as a flawless curriculum, particularly now when the school system in the Philippines is under attack by a pandemic. Teachers/professors must be innovative in order to create some learning materials, particularly now that online/virtual learning is so popular. The most challenging issue during online/virtual courses is internet access.

HEIs provide a framework and concept for determining the desired level of education in various institutions. It promotes and supports the education program in the COVID-19 pandemic for the quality and development of educational systems in Higher Education Institutions (HEIs) to contribute to the increase of training, teaching, and growing interaction relevant mobility; it supports the academic program for both teacher and student expectations in quality of education standards and criteria as a challenge; it promotes and supports the educational program in the COVID-19 pandemic for the quality and development of educational systems in HEIs to contribute to the increase of training, teaching (La Velle et al., 2020; Li et al., 2020; Mulenga & Kabombwe, 2019).

Faculty 2 stated that educational technology is indeed the solution to the issues that Philippine education is experiencing. Teachers need retooling, with an emphasis on additional educational resources, online libraries, and the like, to assist them respond to the requirements of their students. In this approach, instructors/ professors contribute to the solutions that will assist to alleviate or at least mitigate the difficulties. In order to deal with this pandemic surge, students must also provide their best effort in self-directed learning. Faculty 3 believed that there is indeed very poor technology in the Philippine education that would expectedly impede educational system. Online learning approaches integrate the benefits of online learning components in both private and public HEIs. It is self-regulatory and uses high-tech tools in the learning process. The employment of technology in the classroom is one of the most serious challenges in today's educational system (Zhang et al., 2020; Zhang & Qian, 2020).

Obstacles and impacts

It investigated the repercussions and impact of COVID-19 pandemic-related lectures from several HEIs in various domains and perspectives. It represented an important issue and offered instructors with a chance to learn. Furthermore, student assistance includes learning materials like video, audio, slides, and other interactive learning modules that directly aid learners in gaining skill and knowledge throughout the online teaching process. It also supports and encourages students' learning in online classrooms by promoting communication and providing alternate access to educational information (Shen & Ho, 2020; Tawafak et al., 2019). It offers a self-regulated learning process in education as an alternative to conventional learning. It is a web-based technique for improving educational resources, such as administration and planning, motivation, and selfmonitoring (Wong et al., 2020). During the COVID-19 pandemic crisis, the impact provides development of teaching knowledge to assist students in guiding the skill and content that enhance capacity to learn independently at home, including access from various digital devices such as the internet, web-browse, zoom, and google meet in support of effective online teaching resource and capacity to focus on modality a delivery. Student help in HEIs conceptualizes the extension of effective and efficient student support during the COVID-19 pandemic crisis by extending improved laws and regulations to promote student education quality (Pragholapati 2020; Raaper & Brown, 2020; Rasheed et al., 2020).

Propounded by the head of student affairs at one of the region's institutions, certain students, particularly student leaders, assist teachers by offering services for student welfare. Sending physical copies or hard of the modules to nearby barangays or villages where students reside is one such example. In this little manner, student leaders may assist HEIs in providing quality public service to their stakeholders. The impact of technology on learning, on the other hand, highlights the numerous instruments utilized in the learning process for lesson delivery, learning, training, skill development, and student effectiveness. Due to the rapid pace of schooling needs during the COVID-19 epidemic, learning tools are highly recommended for efficacy in the educational system. As it tries to develop skills in a technology learning environment to provide a favorable learning outcome, providing a framework synergy of advanced technology approach will boost student learning and management (Amori, 2021; Widana et al., 2020).

Believed by Al Mamun et al. (2020), educational technology used in online teaching, such as video, lesson presentations, electronic whiteboards, flipped learning, laptops, desktops, video conferencing, and other technological resources that provide accessibility for better learning during the online process, bringing better knowledge and improved student performance, is accessible and highly motivating for students to learn. It also provides and implements an advanced, high-tech learning process plan for the institution or school in order to improve student interaction and be more fruitful in reaching the objectives defined in online learning teaching and process as part of the plan in HEIs. Above all, online learning is based on considerable technological improvements and a student's ability to become smart (Rehman & Iqbal, 2020; Reimers & Schleicher, 2020; Robinson et al., 2020).

Conclusion

- It was discovered during the study that the challenges associated with online teaching trends include providing self-learning direction and design in online teaching programs to encourage and motivate students to self-directed learning on the resource and content of their classes, as well as providing online teacher transformation to supply information and data for motivation, engagement, and intelligence.
- It shows that contemporary difficulties in higher education institutions (HEIs) produce motivated perspectives and implications for possible learning landscape modifications.
- It illustrates that, notwithstanding the Covid-19 pandemic crisis, issues concerning educational quality standard envisage the assessment of institution performance in a pre-defined school setting in order to promote and improve access to quality education graduates.
- It demonstrates that the impact on student support provides resources for learning processes such as video, audio, slides, and other interactive learning modules that directly support learners in acquiring skill and knowledge during the online teaching process and manages their learning process through communication and other access to educational content of learning among them during the online teaching process.
- It indicates that the impact of technology on learning comprises a variety of tools used in the learning process for the delivery of lessons, learning, training, skill development, and student effectiveness.
- It highlights how innovation, creativity, problem-solving, critical thinking, teamwork, communication, and literacy information standards affect student performance and evaluation in performance-based learning.

Recommendation

- HEIs can improve teacher and student learning experiences by making all information, data, and technology readily available for self-training and curating learning programs for a better knowledge of learning patterns and online teaching limits.
- Higher education institutions may focus on learning processes and results that promote creativity and innovation in order to give relevance for student learning achievement and possibilities to address educational curriculum system challenges.
- HEIs may improve education quality in terms of online teaching to reach students and provide a quality system of learning development to maintain academic values in the face of challenges to education quality.
- HEIs may provide advanced technology tutoring sessions to students in their online learning platform, based on the time provided for the teaching process and the impact of student support.
- As determined by Higher Education Institutions (HEIs) on the impact of technology on learning, the online learning mode may be predicated on tremendous technical breakthroughs and the adaptability of students to become brilliant in education and information.

 Quizzes, oral participation in class, and discussion of the implications of student performance and assessment can all be used to base student performance and evaluation on authentic learning within the online teaching process.

References

- Al Mamun, M. A., Lawrie, G., & Wright, T. (2020). Instructional design of scaffolded online learning modules for self-directed and inquiry-based learning environments. *Computers & Education*, 144, 103695.
- Aleixo, A. M., Leal, S., & Azeiteiro, U. M. (2018). Conceptualization of sustainable higher education institutions, roles, barriers, and challenges for sustainability: An exploratory study in Portugal. *Journal of cleaner production*, 172, 1664-1673.
- Amori, H. (2021). Linguistics for language learning and research. *Macrolinguistics and Microlinguistics*, 2(1), 28–36. Retrieved from https://mami.nyc/index.php/journal/article/view/13
- Asri, D. N., Cahyono, B. E. H., & Trisnani, R. P. (2021). Early reading learning for special needs students: challenges on inclusive primary school during COVID-19 pandemic. *Linguistics and Culture Review*, *5*(S1), 1062-1074. https://doi.org/10.21744/lingcure.v5nS1.1489
- Assunção Flores, M., & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: national, institutional and pedagogical responses. *Journal of Education for Teaching*, 46(4), 507-516.
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4).
- Blau, I., Shamir-Inbal, T., & Avdiel, O. (2020). How does the pedagogical design of a technology-enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students?. *The internet and higher education*, 45, 100722.
- Buchanan, H., & Coulson, N. S. (2007). Accessing dental anxiety online support groups: An exploratory qualitative study of motives and experiences. *Patient education and counseling*, 66(3), 263-269. https://doi.org/10.1016/j.pec.2006.12.011
- Choudhary, M., & Paharia, P. (2018). Role of leadership in quality education in public and private higher education institutions: a comparative study. *Gyanodaya-The Journal of Progressive Education*, 11(1), 17-24.
- Cibangu, S. K., & Hepworth, M. (2016). The uses of phenomenology and phenomenography: A critical review. *Library & Information Science Research*, 38(2), 148-160. https://doi.org/10.1016/j.lisr.2016.05.001
- Dunn, T. J., & Kennedy, M. (2019). Technology Enhanced Learning in higher education; motivations, engagement and academic achievement. *Computers & Education*, 137, 104-113.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Iqbal, H. M., Parra-Saldivar, R., Zavala-Yoe, R., & Ramirez-Mendoza, R. A. (2020). Smart educational tools and learning management systems: supportive

- framework. International Journal on Interactive Design and Manufacturing (IJIDeM), 14(4), 1179-1193.
- Jimenez, E. C. (2020). Motivating Factors of Teachers in Developing Supplementary Learning Materials (SLMs). *Online Submission*, 8(5), 108-113.
- Kanca, I. N., Ginaya, G., & Sri Astuti, N. N. (2020). The effectiveness of the problem solving method on learning outcomes of the English course for room division operation during the COVID-19 pandemic. *International Journal of Linguistics*, *Literature and Culture*, 7(1), 12-22. https://doi.org/10.21744/ijllc.v7n1.1102
- Kasni, N. W., & Budiarta, I. W. (2021). The multimodal forms of tourism promotional discourse in the age COVID-19. *International Journal of Linguistics*, *Literature and Culture*, 7(6), 422-440. https://doi.org/10.21744/iillc.v7n6.1945
- Ke, F. (2010). Examining online teaching, cognitive, and social presence for adult students. *Computers & Education*, 55(2), 808-820. https://doi.org/10.1016/j.compedu.2010.03.013
- Khan, M. S. H., & Abdou, B. O. (2021). Flipped classroom: How higher education institutions (HEIs) of Bangladesh could move forward during COVID-19 pandemic. *Social Sciences & Humanities Open*, 4(1), 100187. https://doi.org/10.1016/j.ssaho.2021.100187
- Kim, S. W., & Su, K. P. (2020). Using psychoneuroimmunity against COVID-19. *Brain*, *behavior*, *and immunity*, 87, 4-5. https://doi.org/10.1016/j.bbi.2020.03.025
- La Velle, L., Newman, S., Montgomery, C., & Hyatt, D. (2020). Initial teacher education in England and the Covid-19 pandemic: Challenges and opportunities. *Journal of Education for Teaching*, 46(4), 596-608.
- Li, H., Xiong, Y., Hunter, C. V., Guo, X., & Tywoniw, R. (2020). Does peer assessment promote student learning? A meta-analysis. *Assessment & Evaluation in Higher Education*, 45(2), 193-211.
- Malik, S. H., & Coulson, N. S. (2008). Computer-mediated infertility support groups: An exploratory study of online experiences. *Patient education and counseling*, 73(1), 105-113. https://doi.org/10.1016/j.pec.2008.05.024
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012. https://doi.org/10.1016/j.ijedro.2020.100012
- Mulenga, I. M., & Kabombwe, Y. M. (2019). Understanding a competency-based curriculum and education: The Zambian perspective. *Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306).*, 3(1), 106-134.
- Peeler, A., Fulbrook, P., Edward, K. L., & Kinnear, F. B. (2019). Parents' experiences of care in a paediatric emergency department: A phenomenological inquiry. *Australasian emergency care*, 22(2), 113-118. https://doi.org/10.1016/j.auec.2018.12.004
- Pragholapati, A. (2020). COVID-19 impact on students.
- Raaper, R., & Brown, C. (2020). The Covid-19 pandemic and the dissolution of the university campus: Implications for student support practice. *Journal of Professional Capital and Community*.
- Rahayu, I. S., Karana, I. ., Hardiansyah, M. A., Dewi, D. H., & Elihami, E. (2021). The relationship of online game addiction with learning motivation in school

- age children on COVID-19 pandemic. *Linguistics and Culture Review*, 5(1), 384-396. https://doi.org/10.21744/lingcure.v5n1.1650
- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers & Education*, 144, 103701.
- Rehman, U. U., & Iqbal, A. (2020). Nexus of knowledge-oriented leadership, knowledge management, innovation and organizational performance in higher education. *Business Process Management Journal*.
- Reimers, F. M., & Schleicher, A. (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020. *OECD. Retrieved April*, 14(2020), 2020-04.
- Robinson, H., Al-Freih, M., & Kilgore, W. (2020). Designing with care: Towards a care-centered model for online learning design. *The International Journal of Information and Learning Technology*.
- Sanubi, F. A., & Akpotu, N. E. (2015). The Nigeria Education System and Vision 20: 2020--A Critical Development Planning Perspective. *International journal of Educational Administration and policy studies*, 7(2), 26-38.
- Shen, C. W., & Ho, J. T. (2020). Technology-enhanced learning in higher education: A bibliometric analysis with latent semantic approach. *Computers in Human Behavior*, 104, 106177.
- Tawafak, R. M., Romli, A. M., & Alsinani, M. J. (2019). Student assessment feedback effectiveness model for enhancing teaching method and developing academic performance. *International Journal of Information and Communication Technology Education (IJICTE)*, 15(3), 75-88.
- Tetro, J. A. (2020). Is COVID-19 receiving ADE from other coronaviruses?. *Microbes and infection*, 22(2), 72-73. https://doi.org/10.1016/j.micinf.2020.02.006
- Villa, F. T., & Tulod, R. C. (2021). Correlating instructional leadership practices of school administrators with teachers competencies. *Linguistics and Culture Review*, 5(S1), 83-99.
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., ... & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *The Lancet Child & Adolescent Health*, 4(5), 397-404.
- Wahab, A., & Tyasari, I. (2020). Entrepreneurial leadership for university leaders: A futuristic approach for Pakistani HEIs. *Asia Pacific Management Review*, 25(1), 54-63. https://doi.org/10.1016/j.apmrv.2019.09.002
- Widana, I.K., Dewi, G.A.O.C., Suryasa, W. (2020). Ergonomics approach to improve student concentration on learning process of professional ethics. Journal of Advanced Research in Dynamical and Control Systems, 12(7), 429-445.
- Wong, T. L., Xie, H., Zou, D., Wang, F. L., Tang, J. K. T., Kong, A., & Kwan, R. (2020). How to facilitate self-regulated learning? A case study on open educational resources. *Journal of Computers in Education*, 7(1), 51-77.
- Zhang, H., Huang, T., Liu, S., Yin, H., Li, J., Yang, H., & Xia, Y. (2020). A learning style classification approach based on deep belief network for large-scale online education. *Journal of cloud computing*, *9*, 1-17.
- Zhang, X., & Qian, Y. (2020). The curriculum design of lower-level tertiary public administration education in China: Challenges and redevelopment. *Journal of Public Affairs Education*, 26(2), 182-204.