

# Covid - 19 Pandemic: Unraveling Its Challenges And Impact To Higher Education Institutions (HEIs) Educational System

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## Abstract:

The study aims to identify the challenges and impact of COVID -19 pandemic to Higher Education Institution's (HEI's) educational system.

It shows that challenges on the trends of online teaching provides self-learning direction and design in an online teaching program. These drawbacks encouraged and motivated students for self-directed learning on the resource and content of their classes and provide online teacher transformation to supply the information and data for motivation, engagement, interest, and effective lesson during the study process.

Challenges on educational curriculum system address some educational concerns in the structure such as the following: perception and impact of possible scope of student focus in the learning experience outlook and motivation; on quality standard of education conceptualize the assessment of the institution performance in a pre-defined standard of school environment to increase and improve access to quality education graduate despite of COVID- 19 pandemic; the student support provides resource for learning process which directly supports learners in acquiring skills and knowledge during online teaching process and management of their learning process through communication and other access to educational content of learning; the technology for different tools in learning process and were created for the delivery of lesson, training, skill, and development for the effectiveness of student; and the performance and assessment of student integrates innovation, creativity, problem solving, critical thinking, collaboration, communication, literacy information standard in performance base-learning.

Findings of the study revealed that there was a significant relationship between the challenges and impact of COVID-19 pandemic to the educational system in the Higher Education Institutions (HEIs).

**Keywords:** COVID - 19 pandemic, Higher Education Institutions (HEIs), educational system, challenges and impact of COVID-19 pandemic

## Introduction

The initiative of the Higher Education Institutions (HEIs) in terms of its present position in the paradigm shift in education brought by pandemic crises provides teaching implication, opportunities, and challenges among educators and educational institutions.

The practices inside every educational system, at present, vary with the current situation. The adoption of a fitting curriculum needed to respond to students and community is a huge challenge administrators and faculty members are faced with. Despite of this, Carag (2020) asserts that learning institutions in higher education abundantly give quality education which outpour fruitful yields to the

students who finished their goals in an educational system

Due to the COVID-19 pandemic, the educational system has been greatly affected especially in terms of policies, regulations, laws, allocations, funds, procedures, staffing, teaching style from traditional to online teaching to avoid contamination of the virus and adhere to protocols set forth by the government. The difficulty on the adjustment to the current system just to maintain quality and standard delivery of education among students is inevitable. Many changes brought challenges and impact to Higher Education Institutions (HEIs) both in private and public.

Propounded by Mallillin et al (2020), their study on learning process online framework which is a guide to COVID - 19 pandemic educational teaching among students, they stressed that education is a process of learning continuously despite of the circumstances that happen in the community because it is life. It examined the process of online framework in the educational system of the Higher Education Institutions (HEIs). In the said study, further emphasized the various frameworks in online teaching due to COVID- 19 pandemic on teaching implementation, delivery teaching mode, process school system, and support. They also employed the Virtual Reality Design (VRD) of teaching because it provides the potential application process of learning in the educational system, considering the advance technology at present. Results of their study established and developed technique and strategy in teaching on regular basis of their classes during COVID 19 pandemic. It provides support and focus on the learning process of student despite of the limited resources which undertook their initiative in teaching. They explored their teaching on alternative delivery mode based on the student needs, process, and support. It analyzed the guideline in the student tool of learning to ensure quality education during the pandemic.

Moreover, the aim of the Higher Education Institutions (HEIs) supports the educational system in the decision making to implement and develop the process of education in response to the challenges brought about by the pandemic. HEIs provide necessary measures to avoid disruption in the education. Effective system is established as a strategy and technique to protect the privilege of the students to learn during pandemic. HEIs develop and organize plans for continues operation of education through alternative modalities of learning. Based on their assessment to the educational needs, they identified challenges and impact to different systems of education through alternative modality of teaching and learning (Reimers, & Schleicher 2020). On the other hand, integration knowledge influences the lecturers' technology teaching to focus on the learning process of student during their online classes. Issues are identified in the integration knowledge of learning process and enhancement. Justified by Mallillin et al (2020), the integration of knowledge during online process of teaching enhancement, students must have quality of internet connection and devices to avoid disruption of the flow

of teaching and learning though students struggle in the adoption of online setting learning as compared to face to face traditional learning process.

Furthermore, the situation of the educational system in the Higher Education Institutions (HEIs) has temporarily changed just to address the issues and problems during the COVID 19 pandemic. The traditional learning has temporarily changed to online learning or distance learning in a different platform to support students in their studies. This is an alternative learning modality. With the help of technology learning process, it is possible to reach students for their learning process to happen. Learning tools are designed like microsoft team, zoom, google meet, or any online portal where the teaching-learning process is made possible. It shows that transition of learning is successful and possible. Thus, lessons learned during COVID-19 pandemic forced the Higher Education Institutions to generate new regulations, laws, solutions, and platforms for all educational system future cases in the country (Basilaia & Kvavadze, 2020).

Recognized by Toquero, (2020) due to the COVID-19 pandemic, educational systems in the Higher Education Institutions (HEIs) face many challenges that need to be addressed for readiness in the implementation of quality education despite the pandemic. Guidelines must be imposed properly. This is an alternative solution to avoid disruption on the flow learning among students. This responds to the challenge faced by the Higher Education Institutions (HEIs) which is to practice and strengthen the curriculum responsive to students' needs, beyond traditional classroom teaching and learning..

Commended by Aleixo et al, (2018), presented the initiative of (HEIs) to continue the education of students through online learning while protocols are considered and interventions are maintained to cater to the needs of learning process (Viner, et al. 2020). HEIs implement instruction to various colleges and universities to have distance learning education and advise learners to study at their own home as an alternative modality of learning. They subscribed to online learning with the help of technology accessibility, flexibility, connectivity, network, and ability to provide different types of interaction learning (Praghlapati, 2020). It is for this reason that the fundamental purpose of the study is to unravel the challenges and impact of COVID 19 in the Higher Education Institutions (HEIs).

## Research Question

1. What educational challenges are faced by Higher Education Institutions (HEIs) during the pandemic, along the following areas:
  - a. trend in online teaching,
  - b. education curriculum system, and
  - c. quality standard of education?
2. What is the impact of Covid 19 pandemic to the educational system in Higher Education Institutions (HEIs) through:
  - a. student support,
  - b. technology for learning, and
  - c. performance and assessment of student?
3. Is there a significant relationship between the challenges and impact of Covid 19 pandemic to the educational system in the Higher Education Institutions (HEIs) among the respondents?

## Hypothesis

There is a significant relationship between the challenges and impact of Covid 19 pandemic to the educational system in the Higher Education Institutions (HEIs) among the respondents.

## Methods

### Research Design

Quantitative research design was utilized in the study especially the descriptive method. It described the population and characteristic of a

### Research Instrument

1. Challenges on trend in online teaching

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Challenges on trend in online teaching is highly satisfied
3.40-4.19	Observed	Challenges on trend in online teaching is very satisfied
2.60-3.39	Moderately Observed	Challenges on trend in online teaching is moderately satisfied
1.80-2.59	Not Observed	Challenges on trend in online teaching

phenomenon to be studied on COVID-19 pandemic which challenges the impact of the Higher Education Institutions (HEIs). It focuses more on what is all about the subject of the research. It provides the question of the research, design, and data analysis observed in the variable of the study and capacity. On the other hand, it is also a quantitative research because it attempts to provide and to collect information quantifiably for statistical data analysis on the sample population on the challenges and impact of COVID-19 pandemic to (HEIs) educational system. Answers from the standardized-questionnaire set in the study were gathered to arrive at the order and validity of the result of the answer of the respondents, Asadollah et al, (2019).

### Respondents of the study

The respondents of the study were the staff, employees, lecturers, and heads of the various Higher Education Institutions (HEIs) in both government and private sectors. The study comprised thirty (30) respondents only. This was conducted during the COVID 19 pandemic.

### Sampling Technique

Purposive sampling was employed in the study because this kind of sampling is subjective, judgmental, and selective. The researcher relied on his judgment in selecting the respondents to participate in the study. It is a non-probability sampling that obtained and occur in the population of the study. Aside from that, convenient sampling was used to choose the population, easy, and accessible. It is good for a representation of the population of the study.

1.00-1.79	Not Observed at All	is not satisfied Challenges on trend in online teaching is not satisfied at all
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## 2. Challenges on education curriculum system

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Challenges on education curriculum system is highly satisfied
3.40-4.19	Observed	Challenges on education curriculum system is very satisfied
2.60-3.39	Moderately Observed	Challenges on education curriculum system is moderately satisfied
1.80-2.59	Not Observed	Challenges on education curriculum system is not satisfied
1.00-1.79	Not Observed at All	Challenges on education curriculum system is not satisfied at all

## 3. Challenges on quality standard of education

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Challenges on quality standard of education is highly satisfied
3.40-4.19	Observed	Challenges on quality standard of education is very satisfied
2.60-3.39	Moderately Observed	Challenges on quality standard of education is moderately satisfied
1.80-2.59	Not Observed	Challenges on quality standard of education is not satisfied
1.00-1.79	Not Observed at All	Challenges on quality standard of education is not satisfied at all

## 4. Impact on student support

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Impact on student support is highly satisfied
3.40-4.19	Observed	Impact on student support is very satisfied
2.60-3.39	Moderately Observed	Impact on student support is moderately satisfied
1.80-2.59	Not Observed	Impact on student support is not satisfied
1.00-1.79	Not Observed at All	Impact on student support is not satisfied at all

5. Impact on technology for learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Impact on technology for learning is highly satisfied
3.40-4.19	Observed	Impact on technology for learning is very satisfied
2.60-3.39	Moderately Observed	Impact on technology for learning is moderately satisfied
1.80-2.59	Not Observed	Impact on technology for learning is not satisfied
1.00-1.79	Not Observed at All	Impact on technology for learning is not satisfied at all

6. Impact on performance and assessment of student

Scale	Descriptive Level	Descriptive Interpretation
4.20-5.00	Highly Observed	Impact on performance and assessment is highly satisfied
3.40-4.19	Observed	Impact on performance and assessment is very satisfied
2.60-3.39	Moderately Observed	Impact on performance and assessment is moderately satisfied
1.80-2.59	Not Observed	Impact on performance and assessment is not satisfied
1.00-1.79	Not Observed at All	Impact on performance and assessment is not satisfied at all

## Result

**Table 1. Challenges on trend in online teaching**

Indicators	WM	I	R
1. Personalize-learning method is given emphasis to understand the teaching approach adjusted to new technology in online teaching that corresponds to the strengths, interests, and struggles of the learners.	3.53	Observed	3
2. Enhance learning experience system for teacher and student by providing all contents, data, and tools in the easiest way for possible self-training and curate learning program for better understanding learning pattern.	3.47	Observed	5

3. Provide advance technology in online teaching accessibility platform and module in different devices including feature of various learning style for effective technique and method of teaching.	3.50	Observed	4
4. Provide self-learning direction and design in online teaching program to encourage and motivate student for self-directed learning on the resource and content of their classes.	3.57	Observed	1.5
5. Provide online teacher transformation to supply the information and data for motivation, engagement, interest, and effective lesson during the study process.	3.57	Observed	1.5
<b>Average Weighted Mean</b>	3.53	Observed	
<b>Standard Deviation</b>	1.0709		

Table 1 presents the weighted mean and the corresponding interpretation on the challenges of trend in online teaching among the respondents. It is noted that rank 1 is shared by the two indicators which are “Provide self-learning direction and design in online teaching program to encourage and motivate student for self-directed learning on the resource and content of their classes” and “Provide online teacher transformation to supply the information and data for motivation, engagement, interest, and effective lesson during the study process” (WM=3.57) Observed, rank 2 is “Personalize-learning method is given emphasis to understand the teaching approach adjusted to new technology in online teaching that corresponds to the

strengths, interests, and struggles of the learners” (WM=3.53) Observed, rank 3 is “Provide advance technology in online teaching accessibility platform and module in different devices including feature of various learning style for effective technique and method of teaching” (WM=3.50) Observed, the least in rank is “Enhance learning experience system for teacher and student by providing all contents, data, and tools in the easiest way for possible self-training and curate learning program for better understanding learning pattern” (WM=3.47) Observed. The overall (AWM=3.53) Observed, which means that challenges on trend in online teaching is very satisfied.

**Table 2. Challenges on education curriculum system**

Indicators	WM	I	R
1. Curriculum design in the current educational system is diverted to the need of student based on the Covid 19 pandemic situation in terms of approach, and development of critical pedagogy in online setting and challenges.	3.52	Observed	3.5
2. Education curriculum is focused on learning process and outcome which is structured for creativity, innovation to ensure relevance for student learning achievement and opportunity.	3.50	Observed	5
3. Education curriculum system is engaged in the core of advance and flexible pedagogy of learning considering the need of student that is influenced inherently by perception of individual design and curriculum for the learner in relation to pedagogy and knowledge.	3.60	Observed	2

4. Address the educational curriculum system in Higher Education Institutions (HEIs) the perception and impact of possible scope of student focus in the learning experience outlook and motivation.	3.67	Observed	1
5. Develop and conceptualize deeper understanding of educational curriculum system to be more explicit for student framework and knowledge, engagement, and potentials.	3.52	Observed	3.5
<b>Average Weighted Mean</b>	3.56	Observed	
<b>Standard Deviation</b>	1.083		

Table 2 presents the weighted mean and the corresponding interpretation on the challenges of education curriculum system among the respondents. Rank 1 is “Address the educational curriculum system in Higher Education Institutions (HEIs) the perception and impact of possible scope of student focus in the learning experience outlook and motivation” (WM=3.67) Observed, rank 2 is “Education curriculum system is engaged in the core of advance and flexible pedagogy of learning considering the need of student that is influenced inherently by perception of individual design and curriculum for the learner in relation to pedagogy and knowledge” (WM=3.60) Observed, rank 3 is shared by the two indicators which are “Curriculum design in the current educational system is diverted to the

need of student based on the COVID-19 pandemic situation in terms of approach, and development of critical pedagogy in online setting and challenges” and “Develop and conceptualize deeper understanding of educational curriculum system to be more explicit for student framework and knowledge, engagement, and potentials” (WM=3.52) Observed, the least in rank is “Education curriculum is focused on learning process and outcome which is structured for creativity, innovation to ensure relevance for student learning achievement and opportunity” (WM=3.50) Observed. The overall (AWM=3.56) Observed, which means that challenges on education curriculum system is very satisfied.

**Table 3. Challenges on quality standard of education**

Indicators	WM	I	R
1. Enhance quality of education in terms of online teaching to reach student and provide quality system of development in the domain of learning in maintaining academic values.	3.33	Moderately Observed	5
2. Conceptualize the assessment of the institution performance in a pre-defined standard of school environment to increase and improve access to quality education graduate despite of COVID-19 pandemic crisis.	3.53	Observed	1
3. Support the academic program for both teacher and student expectation in quality of education standard and criteria as challenge for COVID pandemic crises.	3.40	Observed	3.5
4. Set guide and expectation to avoid issues and problems that might occur during COVID-19 pandemic to maintain integrity of quality education.	3.40	Observed	3.5
5. Promote and support the program of education in COVID-19 pandemic for the quality and development of educational system in the Higher Education Institutions (HEIs) to contribute in the	3.50		

increase of training, teaching, and growing interaction relevant mobility.		Observed	2
<b>Average Weighted Mean</b>	3.43	Observed	
<b>Standard Deviation</b>	1.0285		

Table 3 presents the weighted mean and the corresponding interpretation on the challenges of quality standard education among the respondents. It is shown in the table that rank 1 is “Conceptualize the assessment of the institution performance in a pre-defined standard of school environment to increase and improve access to quality education graduate despite of COVID 19 pandemic crisis” (WM=3.53) Observed, rank 2 is “Promote and support the program of education in COVID 19 pandemic for the quality and development of educational system in the Higher Education Institutions (HEIs) to contribute in the increase of training, teaching, and growing interaction relevant mobility” (WM=3.50) Observed, rank 3 is shared by the two indicators which are

**Table 4. Impact on student support**

Indicators	WM	I	R
1. Provide support to student in their platform of online learning through advance technology tutoring classes based on the specified time allocation for the teaching process.	3.23	Moderately Observed	5
2. Provide access from the different digital devices like internet, web-browse, zoom, google meet in support to effective online teaching resource and capacity to focus on the delivery of modality alternative learning opportunity and method.	3.33	Moderately Observed	4
3. Provide resource for learning process like video, audio, slides, and other interactive module of learning which directly support learner in acquiring skill and knowledge during online teaching process.	3.60	Observed	1.5
4. Provide development knowledge of teaching to support student in guiding the skill and content augment and capacity to learn independently at home during COVID-19 pandemic crises.	3.59	Observed	3
5. Manage and support student in their learning process during online teaching through communication and other access to educational content of learning among them.	3.60	Observed	1.5
<b>Average Weighted Mean</b>	3.47	Observed	
<b>Standard Deviation</b>	1.0454		

“Support the academic program for both teacher and student expectation in quality of education standard and criteria as challenge for COVID pandemic crises” and “Set guide and expectation to avoid issues and problems that might occur during COVID 19 pandemic to maintain integrity of quality education” (WM=3.40) Observed, the least in rank is “Enhance quality of education in terms of online teaching to reach student and provide quality system of development in the domain of learning in maintaining academic values” (WM=3.33) Moderately Observed. The overall (AWM=3.43) Observed, which means that challenges on quality standard of education is very satisfied.

Table 4 presents the weighted mean and the corresponding interpretation on the impact of student support among the respondents. It shown in the table that rank 1 is shared by the two indicators which are “Provide resource for learning process like video, audio, slides, and other interactive module of learning which directly support learner in acquiring skill and knowledge during online teaching process” and “Manage and support student in their learning process during online teaching through communication and other access to educational content of learning among them” (WM=3.60) Observed, rank 2 is “Provide development knowledge of teaching to support student in guiding the skill and content augment and

capacity to learn independently at home during COVID 19 pandemic crises” (WM=3.59) Observed, rank 3 is “Provide access from the different digital devices like internet, web-browse, zoom, google meet in support to effective online teaching resource and capacity to focus on the delivery of modality alternative learning opportunity and method” (WM=3.33) Moderately Observed, the least in rank is “Provide support to student in their platform of online learning through advance technology tutoring classes based on the specified time allocation for the teaching process” (WM=3.23) Moderately Observed. The overall (AWM=3.47) Observed, which means that impact on student support is very satisfied.

**Table 5. Impact on technology for learning**

Indicators	WM	I	R
1. The mode of learning in online is based on the vast technological advancement and versatility of student to become brilliant in education and knowledge set by the Higher Education Institutions (HEIs).	2.67	Observed	5
2. Different tools in learning process are created for the delivery of lesson, learning, training, skill, and development for the effectiveness of student.	3.50	Observed	1
3. Educational technology is provided and accessible for better learning during online process that brings better knowledge and better improved performance of student.	3.33	Moderately Observed	3.5
4. Provide and adopt advance high-tech learning process plan for the institution or school to have a better interaction of student to be more fruitful in the attainment of the objectives set in online learning teaching and process.	3.33	Moderately Observed	3.5
5. Educational technology used in online teaching is accessible and highly motivating for student to learn like video, lesson presentation, electronic whiteboard, flipped learning, laptop, desktop, video conferencing, and other resource of technology.	3.37	Moderately Observed	2
<b>Average Weighted Mean</b>	3.24	Moderately Observed	
<b>Standard Deviation</b>	0.950		

Table 5 presents the weighted mean and the corresponding interpretation on the impact of technology for learning among the respondents. It is noted in the table that rank 1 is “Different tools in learning process are created for the delivery of lesson, learning, training, skill, and development for the effectiveness of student” (WM=3.50) Observed, rank

2 is “Educational technology used in online teaching is accessible and highly motivating for student to learn like video, lesson presentation, electronic whiteboard, flipped learning, laptop, desktop, video conferencing, and other resource of technology” (WM=3.37) Moderately Observed, rank 3 is shared by the two indicators which are “Educational

technology is provided and accessible for better learning during online process that brings better knowledge and better improved performance of student” and “Provide and adopt advance high-tech learning process plan for the institution or school to have a better interaction of student to be more fruitful in the attainment of the objectives set in online learning teaching and process” (WM=3.33) Moderately Observed, the least in rank is “The mode

of learning in online is based on the vast technological advancement and versatility of student to become brilliant in education and knowledge set by the Higher Education Institutions (HEIs)” (WM=2.67) Moderately Observed. The overall (AWM=3.24) Moderately Observed, which means that impact on technology for learning is moderately satisfied.

**Table 6. Impact on performance and assessment of student**

Indicators	WM	I	R
1. Performance and assessment of student are based on authentic learning during the process of online teaching through quizzes, oral participation on the lesson discussed.	3.23	Moderately Observed	5
2. Performance and assessment of student are involved in the learning process fascinate online and understand the material of lesson in a deeper level.	3.37	Moderately Observed	4
3. Performance and assessment are based on characteristic and objective set by the school and time-bound, complex, and measure for progress and monitoring of student.	3.43	Observed	3
4. Performance and assessment are in standard of learning and discipline set by the academic expectation in the measurement proficiency of the learning process.	3.47	Observed	2
5. Performance and assessment integrate innovation, creativity, problem solving, critical thinking, collaboration, communication, literacy information standard in performance base-learning.	3.50	Observed	1
<b>Average Weighted Mean</b>	3.40	Observed	
<b>Standard Deviation</b>	1.059		

Table 6 presents the weighted mean and the corresponding interpretation on the performance and assessment of student respondents. It is observed in the table that rank 1 is “Performance and assessment integrate innovation, creativity, problem solving, critical thinking, collaboration, communication, literacy information standard in performance base-learning” (WM=3.50) Observed, rank 2 is “Performance and assessment are in standard of learning and discipline set by the academic expectation in the measurement proficiency of the learning process” (WM=3.47) Observed, rank 3 is “Performance and assessment are based on

characteristic and objective set by the school and time-bound, complex, and measure for progress and monitoring of student” (WM=3.43) Observed, rank 4 is “Performance and assessment of student are involved in the learning process fascinate online and understand the material of lesson in a deeper level” (WM=3.37) Moderately Observed, the least in rank is “Performance and assessment of student are based on authentic learning during the process of online teaching through quizzes, oral participation on the lesson discussed” (WM=3.23) Moderately Observed, which means that impact on performance and assessment is moderately satisfied.

**Table 7. Significant relationship between the challenges and impact of COVID19 pandemic to the educational system in the Higher Education Institutions (HEIs) among the respondents**

Variable	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
<b>A. Trend in online teaching</b> 1. Student support 2. Technology for learning 3. Performance and Assessment	0.9987 0.9643 0.9884	significant significant significant	rejected rejected rejected
<b>B. Education curriculum system</b> 1. Student support 2. Technology for learning 3. Performance and Assessment	0.9945 0.9603 0.9842	significant significant significant	rejected rejected rejected
<b>C. Quality standard of education recruitment</b> 1. Student support 2. Technology for learning 3. Performance and Assessment	0.9870 0.9783 0.9973	significant significant significant	rejected rejected rejected

**Significant at 0.05 level, one-tailed test, df at 28 with critical r-value of 0.361**

Table 7 presents the significant relationship between the challenges and impact of COVID 19 pandemic to the educational system in the Higher Education Institutions (HEIs) among the respondents. When the two variables are tested against each other it reveals that the computed r-value is higher than the r-value of 0.361, which means the relationship is of significant. Therefore, there is a significant relationship between the challenges and impact of COVID - 19 pandemic to the educational system in the Higher Education Institutions (HEIs), the hypothesis is rejected and the alternative hypothesis is accepted.

## Discussion

The initiative of Higher Education Institutions (HEIs) on its transitioned delivery of instruction in response to the needs of the educational system during the pandemic crises provides teaching implication, opportunities, and challenges among educators (Flores & Gago, 2020).

However, on the challenges of the trend in online teaching, particularly on the provision of self-learning direction and design in online teaching program to encourage and motivate student for self-directed learning on the resource and content of their classes and provide online teacher transformation to supply the information and data for motivation, engagement, interest, and effective lesson during the study process, it requires educational institutions some potential and viable technology response to fit in the flexible learning environment.

The engagement in the potential knowledge on the provision of interface to access learning resources independently, it features to evaluate and identify the calibration and response to individual need of student. It establishes a design structure paramount to online learning. It observes, explains, and predicts learning strategy and technique during the process of teaching. It is self-directed online learning engagement. It is based on interaction of student learning in their subject inquiry. It enriches

the paradigm design instruction to support the learners' online, Al Mamun et al, (2020).

On the other hand, it explores the ethics and care that provide student in their online learning process to clarify and explain the established online method, approach, design, and utilization inquiry. It provides exploration evidence to specify and to highlight the support in online teaching environment which establishes the practice and strategy course experiences encountered during COVID 19 pandemic crises. This is a support to the position of Carag (2020) as he stated that there is a need to imbibe among learners some technologically, globally and collaboratively equipped factors that consider success in teaching-learning process. It promotes the online care climate of students' perspective (Robinson, Al-Freih & Kilgore, 2020). For this, it personalizes the learning method to understand the teaching approach adjusted to new technology in online teaching that corresponds to the strengths, interests, and struggles of the learners in a systematic way. It also provides advance technology in online teaching accessibility platform and module in different devices, including feature of various learning style for effective technique and method of teaching that enhances learning experience system for teachers and students by providing all contents, data, and tools in the easiest way for possible self-training and curate learning program for better understanding learning pattern. This must be given concern especially that the next most serious problem, encountered among practice teachers is lack of facilities or equipment and teaching materials (Carag and Carag, 2016). It is an adaptive learning approach to analyze the quality of learning in online environment (Zhang, et al. 2020).

Furthermore, on the challenges of education curriculum system that address the educational curriculum system in Higher Education Institutions (HEIs), the perception and impact of possible scope of student focus in the learning experience outlook and motivation to identify the factors in the supplemental development of material in learning. It improves the teachers' motivation during the online learning process (Jimenez, 2020). Hence, the system in the educational curriculum is engaged in the core of advance and flexible pedagogy of learning, considering the need of student that is influenced inherently by perception of individual design and curriculum for the learner in relation to pedagogy and knowledge. It highlights the development and explores the competency and digital literacy of active

learning collaboration in the academe (Blau et al, 2020). In addition, curriculum design in the current educational system is diverted to the need of student based on the COVID 19 pandemic situation in terms of approach, and development of critical pedagogy in online setting and challenges to support student in their learning process.

It also develops and conceptualizes deeper understanding of educational curriculum system to be more explicit for student framework and knowledge, engagement, potentials, and education curriculum is focused on learning process and outcome which is structured for creativity, innovation to ensure relevance for student learning achievement and opportunity. It proposes the new method of curriculum development in a comprehensive manner to act as guide and method in the online learning process among HEIs (Zhang & Qian, 2020). It provides technology advancement, responsible in challenging the education development curriculum. It assessed the competency approach to teaching concept in the fundamental education competency based-learning (Mulenga & Kabombwe, 2019).

Consequently, on the challenges of quality standard of education that conceptualizes the assessment of the institution performance in a pre-defined standard of school environment to increase and improve access to quality education graduate despite the COVID 19 pandemic crises. It is an organization that looks forward on the welfare of their constituents and students. HEIs provide a framework and concept to determine the expectation of the quality education in the various institutions (Choudhary, & Paharia, 2018). It promotes and supports the program of education in COVID -19 pandemic for the quality and development of educational systems in Higher Education Institutions (HEIs) to contribute in the increase of training, teaching, and growing interaction relevant mobility; supports the academic program for both teacher and student expectation in quality of education standard and criteria as challenge for COVID pandemic crises; sets guide and expectation to avoid issues and problems that might occur during COVID-19 pandemic to maintain integrity of quality education; and enhances quality of education in terms of online teaching to reach students and provide quality system of development in the domain of learning in maintaining academic values. Online learning approach in the private and public HEIs combine benefit in the online leaning components. It is self-

regulated using high technology tools in the learning process. Technology of teaching is one of the top challenges in the current educational system (Rasheed et al, 2020). It examines the implication and impact of the lecturers brought by COVID-19 pandemic crises from the different HEIs in the different sectors and perspectives. It reflects the idea and opportunity experience important in the condition of lecturers' learning (La Velleet al., 2020).

Moreover, on the impact of student support that provides resource for learning process like video, audio, slides, and other interactive module of learning which directly supports learner in acquiring skill and knowledge during online teaching process. It also manages, and supports student in their learning process during online teaching through communication and other access to educational content of learning. It provides self-regulated learning process in teaching as alternative to traditional learning process which is online approach to enrich resources in education practice to include management and planning, motivation, and self-monitoring (Wong, et al. 2020). The impact provides development knowledge of teaching to support students in guiding the skill and content that augment capacity to learn independently at home during COVID 19 pandemic to include the access from the different digital devices like internet, web-browse, zoom, google meet in support to effective online teaching resource and capacity to focus on the delivery of modality alternative learning opportunity and method, and to provide support to student in their platform of online learning through advance technology, tutoring classes based on the specified time allocation for the teaching process. Student support during COVID - 19 pandemic in the HEIs conceptualizes the development of the effective and efficient student support through widening the better practices and policies to promote quality education among students (Raaper & Brown, 2020).

However, on the impact of technology for learning shows different tools in learning process created for the delivery of lesson, learning, training, skill, and development for the effectiveness of student. Owing the pace of education needs during the COVID 19 pandemic, tools for learning is highly recommended for effectiveness in the system of education. Providing the framework synergy of advance technology approach will add in the learning smart and management of student, since it aims to

develop the skills in technology learning context to a fruitful outcome of learning (Iqbal et al., 2020).

Hence; educational technology used in online teaching is accessible and highly motivating for student to learn like video, lesson presentation, electronic whiteboard, flipped learning, laptop, desktop, video conferencing, and other resource of technology which also provide accessibility for better learning during online process, bringing better knowledge and better improved performance of student during COVID-19 pandemic. It also provides and adopts advanced, high-tech learning process plan for the institution or school to have a better interaction study of students to be more fruitful in the attainment of the objectives set in online learning teaching and process as part of the plan in HEIs. Most of all, the mode of learning in online is based on the vast technological advancement and versatility of student to become brilliant in education and knowledge set by the Higher Education Institutions (HEIs). Enhanced technology learning describes the communication and information application and outcome of teaching learning. It is an innovation that is adopted by HEIs on the mechanism of learning. It enables to contribute comprehensive strategy and techniques in the technology enhanced learning in the HEIs educational system (Shen & Ho, (2020). On the other hand, it is a common feature of HEIs in recognizing the engagement of the technology enhance learning application. It provides proper motivation for students to learn (Dunn, & Kennedy, 2019).

Nevertheless, on the impact of the performance and assessment of student with regard to the union of innovation, creativity, problem solving, critical thinking, collaboration, communication, literacy information standard in performance based-learning during their online classes, it provides an effect of oriented knowledge in the performance and assessment of the organization of the Higher Education Institutions (HEIs) in the process of innovation in the educational system during the COVID 19 pandemic. It integrates the effectiveness of the different innovation of teaching performance and context of HEIs (Rehman & Iqbal, 2020). The performance and assessment are within the standard of learning and discipline set by the academic expectation in the measurement proficiency of the learning process and are based on characteristic and objective set by the school and time-bound, complex, and measure for progress and monitoring of student. Performance and assessment also involved in the

learning process fascinate online functions and understand the material of lesson in a deeper level and in authentic learning during the process of online teaching through quizzes, oral participation on the lesson discussed. Classroom assessment and performance of student provides positive effect in their learning process, Li et al 2020). It can improve the technology and application in the educational system of HEIs to raise the performance of both the lecturers and the students. It integrates the performance and assessment of students in online program coursework in academic development to determine the online learning of students. It improves the method of teaching, mechanism and performance assessment outcome of student (Tawafak et al. 2019).

## Conclusions

1. It is revealed that the challenges along trends of online teaching provide self-learning direction and design in online teaching program to encourage and motivate students for self-directed learning on the resource and content of their classes, and provide online teacher transformation to supply the information and data for motivation, engagement, interest, and effective lesson during the study process.
2. It clarified that the present challenges along the education system in HEIs provides perceptions and impact for possible improvement on learning landscape that focus on their motivation.
3. It propounded that challenges on quality standard of education conceptualize the assessment of the institution performance in a pre-defined standard of school environment to increase and improve access to quality education graduate despite the COVID-19 pandemic crises.
4. It suggested that impact on student support provides resource for learning process like video, audio, slides, and other interactive module of learning which directly support learner in acquiring skill and knowledge during online teaching process and manages in their learning process during online teaching through communication and other

access to educational content of learning among them.

5. It recounted that impact on technology for learning has different tools in learning process and are created for the delivery of lesson, learning, training, skill, and development for the effectiveness of student.
6. It presented that impact on performance and assessment of student integrates innovation, creativity, problem solving, critical thinking, collaboration, communication, literacy information standard in performance based-learning.

## Recommendations

1. HEIs may enhance learning experiences for teacher and students by providing all contents, data, and tools in the easiest way for possible self-training and curate learning program for better understanding on learning patterns on the challenges of trend in online teaching.
2. HEIs may focus on learning process and outcome which are structured for creativity, innovation to ensure relevance for student learning achievement and opportunity on the challenges of educational curriculum system.
3. HEIs may enhance quality of education in terms of online teaching to reach student and provide quality system of development in the domain of learning in maintaining academic values on the challenges on quality standard of education.
4. HEIs may provide support to student in their platform of online learning through advance technology tutoring classes based on the specified time allocated for the teaching process on the impact of student support.
5. The mode of learning in online may be based on the vast technological advancement and versatility of students to become brilliant in education and knowledge, set by the Higher

- Education Institutions (HEIs) on the impact of technology for learning.
6. Performance and assessment of students may be based on authentic learning during the process of online teaching through quizzes, oral participation on the lesson discussed on the impact performance and assessment of student.

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