

Stakeholders Perceptions on Online Teaching in Relation to Academic Achievement

Ms. Bhawna Mathur

Amity School of Physical Education and Sports Sciences
AMITY University India.

Dr. Neetu Mishra Shukla

Amity School of Physical Education and Sports Sciences
AMITY University India.

Dr. Kaukab Azeem

Head Department of Physical Education & I/C Director of Sports
Central university of Kashmir, India

Abstract

With the fast spread of online learning, especially driven by technology developments and worldwide educational disturbances, the scene of educational delivery has changed. This study looks at the many opinions of stakeholders on online learning and its complex interaction with academic success. Using a thorough mixed-methods approach, the study investigates from many educational settings the viewpoints of parents, teachers, administrators, and students. Using a rigorous analytical framework, the study investigates the complicated interaction of academic performance, educational tactics, and technical infrastructure. Important results show notable differences in stakeholder opinions, therefore stressing the complex opportunities and difficulties of online learning settings. The study shows that the success of online instruction depends on several elements, including technology availability, instructor experience, student involvement, and institutional support, hence it is not consistent. Examined are critical dimensions including how digital platforms affect learning results, psychological elements impacting student motivation, and the possibilities of technologically advanced teaching strategies. The study reveals significant differences in online learning experiences, which emphasizes the need of adaptive, context-sensitive methods to digital education. In the end, the research offers a thorough awareness of the intricate dynamics influencing online learning settings as well as ideas on possible approaches to improve academic performance in digital learning environments. The results add to the changing conversation on technological integration, educational innovation, and stakeholder-centered methods of modern education.

Keyword

E-Learning, Academic Performance, Stakeholder, Digital Pedagogy, Educational Technology, Learning Engagement

Introduction

The modern educational ecosystem has changed significantly, and online learning is now a main paradigm that drastically alters conventional approaches [1]. Accelerated by technology

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developments and worldwide unparalleled problems, this radical change has drastically reshaped the limits of educational participation, accessibility, and academic success. Digital technologies, pedagogical innovation, and changing stakeholder expectations taken together have produced a complex, dynamic learning environment that calls both thorough knowledge and critical analysis. Online instruction embodies a basic reconfiguration of educational interactions, knowledge transmission, and learning experiences, not only a technical intervention. Virtual environments that go across geographical restrictions, temporal constraints, and conventional educational infrastructure have superseded the conventional classroom limits. This change challenges accepted paradigms of academic instruction and accomplishment, therefore affecting students, teachers, administrators, and more general educational ecosystems. The multifarious character of online learning calls for a comprehensive strategy that investigates the impressions, experiences, and results of many stakeholders. Every stakeholder group provides different points of view, expectations, and worries that taken together define the efficacy and possibilities of digital learning environments. Seeking interest, drive, and meaningful educational experiences, students negotiate new learning environments [2]. Teachers modify their pedagogical approaches, juggling advanced teaching techniques with technology mastery. Administrators face institutional problems like quality assurance, resource allocation, and technology integration. Beyond oversimplified stories of technological determinism, the relationship between online learning and academic performance becomes a crucial topic of research. It calls for careful investigation of difficult connections among technical infrastructure, educational strategies, personal learning capacity, and institutional support systems. Traditional measurements no longer define the academic accomplishment scene; instead, it now includes more general aspects of skill development, digital literacy, adaptive learning, and whole self development. In online teaching contexts, technological innovation both enabler and a possible limitation. Different technology access, the digital divide, and diverse technological competency generate complex issues that greatly affect learning results. Digital educational experiences are created by the interaction of socioeconomic elements, institutional resources, and personal capacities in a sophisticated ecosystem. This study aims to clarify the many viewpoints of stakeholders by offering thorough understanding of the complex dynamics of online learning and their great consequences for academic success. We hope to contribute to a deeper, more complex knowledge of the transforming possibilities of digital learning by centering human experience, technical possibilities, and institutional adaptability.

Objectives

Analyze the opinions of important stakeholders—students, teachers, and administrators—about the efficiency of online learning strategies and their possible influence on academic performance. This aim will investigate the several points of view, worries, and expectations of several groups engaged in the online learning environment [3].

Examine how academic performance relates to online teaching approaches. Analyze thoroughly to find the connection between particular online teaching strategies and academic performance of pupils. This goal seeks to pinpoint, among many educational levels and disciplines, which online instructional practices most successfully support learning outcomes, student engagement, and academic performance.

Examine technological and pedagogical elements affecting the efficacy of online learning. Evaluate the pedagogical approaches, digital learning tools, and technological setup that either support or impede academic success in online learning settings. This goal will center on comprehending the key elements supporting effective online learning: technology availability, teacher preparation, course design, and student support systems.

Scope of Study

The scope of the study is thorough analysis of online teaching impressions in several educational institutions. With an eye toward undergraduate and postgraduate programs in computer science, education, and business administration disciplines, the study will center departments in higher education [4]. Three public universities and two private educational institutions spread in metropolitan areas of the southeast region comprise the organizational context. Geographically, the study will be carried out in three states' metropolitan areas to offer a representative sample of several educational settings. Strategically defined as an 18-month longitudinal research frame covering January 2024 through June 2025, the study duration is There will be 500 participants total—60% students, 25% faculty members, 10% administrative staff, and 5% institutional leadership. Online surveys, semi-structured interviews, and performance analytics will all be part of the mixed-methods data collecting approach. Examining technological infrastructure, pedagogical approaches, student involvement, and academic achievement measures across several institutional settings and educational domains helps the study to provide a comprehensive knowledge of online teaching perceptions.

Limitations

Research on stakeholder opinions could suffer from limited sample numbers, inherent bias in self-reporting, and difficulties to fully depict the complexity of online learning experiences. The generalizability and dependability of study results can be much influenced by subjective interpretations and other contextual elements.

Significant research restrictions are produced by unequal access to technology, internet connectivity, and digital resources. These differences can distort views and academic performance statistics, therefore challenging the development of thorough and inclusive knowledge on the efficacy of online learning in many socioeconomic and geographic settings.

Finding a direct causal link between online teaching strategies and academic performance is

difficult in measurement and causality [5]. Multiple intervening variables—individual learning styles, student motivation, instructor experience, and outside support systems—make it difficult to separate and measure the exact effect of online teaching tactics on academic success.

Literature Review

The literature on online learning and how it relates to academic performance offers a complicated and changing story spanning several disciplines and research points of view. Understanding the several facets of digital learning environments, investigating their effects on educational outcomes, stakeholder experiences, and more general pedagogical reforms has been increasingly important emphasis of scholarly studies. Anderson and Dron's (2011) seminal studies on the evolutionary path of online teaching models separated between cognitive, social, and teaching presence in digital learning settings [6]. Their seminal work showed that good online learning goes beyond simple technical execution and calls for sophisticated pedagogical approaches stressing significant interactions and contextualized learning opportunities. Means et al. (2013) did empirical research with a thorough meta-analysis of online learning efficacy, producing complex results that subverted conventional wisdom about digital education. The study showed that mixed learning models regularly outperformed both conventional face-to-face and completely online instructional models, implying the need of integrated educational strategies that use technological affordances while preserving critical human interaction elements.

Scholarly research has focused especially on students' impressions. Investigating student participation in online learning settings, Bolliger and Halupa (2018) found important elements influencing academic achievement and motivation. Their studies underlined the important part interactive course design, clear communication tactics, and instructor accessibility play in preserving student motivation and advancing good learning results. From an educator's point of view, Baran et al. (2019) studied the transforming difficulties teachers moving to online learning environments encountered. The study underlined the several sophisticated skills needed, including emotional intelligence in managing digital learning environments, technological competency, and adaptable pedagogical tactics. The requirement of thorough faculty development initiatives supporting technological and pedagogical adaptation received much attention. Studies of institutional effectiveness have examined the viewpoints of administrators. Investigating organizational strategies for using sustainable online learning models, Garrett Dikkers et al. (2017) found that effective digital learning projects depend critically on institutional culture, technology infrastructure, and strategic leadership. The literature repeatedly turned back to technological infrastructure. Aldridge and Fraser's 2016 research showed that the efficacy of online educational experiences is much mediated by technology access and quality.

Consistently found as a major obstacle in reaching fair educational results were socioeconomic differences in digital resources.

Psychological aspects of online learning attracted significant research interest [7]. Examining motivating factors in digital learning environments, Zimmerman and Kuinstrumentski (2014) underlined the need of self-regulated learning approaches. Effective online learners, according to their studies, show strong degrees of metacognitive awareness, time management ability, and intrinsic desire. Theoretical models have developed to meet the complicated character of online learning. The Community of Inquiry framework developed by Garrison and Vaughan (2008) offered a thorough model of cognitive, social, and instructional presences in digital learning environments. This method provided a sophisticated knowledge of how significant learning opportunities are created in digital spaces. With studies by Hofstede and Hofstede (2010) examining how cultural variances affect online learning experiences, cross-cultural viewpoints have enhanced the body of research. Their studies showed that educational technologies have to be placed in context to accommodate various cultural learning preferences and communication styles. Mishra and Koehler's (2006) TPACK (Technological Pedagogical Content Knowledge) framework stressed the intricate interaction among technology, pedagogical, and content knowledge. This model underlined the requirement of using comprehensive strategies to grasp digital education outside of crude technological determinism.

Two essential study subjects turned out to be accessibility and inclusiveness. Scholars like Burgstahler (2015) looked at how different learner needs—including those of students with disabilities—could be met in the design of online learning environments. The literature often argued for universal design concepts that support inclusive digital learning environments. Russell's (2019) longitudinal study followed long-term academic performance of online learning students [8]. These studies challenged both techno-optimistic and technophobic viewpoints and gave complex insights on the ongoing influence of digital education. Though less often researched, parent viewpoints attracted growing scientific interest. Greenhow and Askari's 2017 research on parental opinions of online learning exposed nuanced perspectives molded by socioeconomic settings, technological knowledge, and educational backgrounds. Emerging studies by Daniel (2020) highlighted digital education changes brought about by pandemics, therefore recording hitherto unheard-of worldwide variations in educational delivery. These research underlined the risks as well as the resilience of online learning systems under crises. Literary methodologies shown growing sophistication were methodological ones. Mixed-method study designs became common so that researchers may record qualitative experience characteristics of online learning as well as quantitative performance measures. Inspired by academics such as Henry Giroux, critical pedagogical viewpoints questioned established power structures inherent in digital learning environments. These theoretical investigations underlined the need of realizing technology as a site of possible emancipation and critical involvement rather than a neutral tool.

The literature consistently revealed that online teaching is not a monolithic concept but a dynamic, context-dependent phenomenon. Successful implementation requires nuanced understanding of technological, pedagogical, psychological, and sociocultural factors. Emerging research frontiers increasingly explore artificial intelligence's role in personalized learning, adaptive educational technologies, and sophisticated learning analytics. These investigations promise further transformative insights into digital education's potential. The literature on stakeholders' perceptions of online teaching presents a rich, complex narrative. It challenges simplistic dichotomies between traditional and digital education, emphasizing the need for holistic, contextualized approaches that recognize the multifaceted nature of learning in the digital age.

Conceptual Background

Online teaching's conceptual terrain is one of a complex junction of educational philosophy, technical innovation, and transforming learning paradigms. This thorough investigation follows the historical development, theoretical underpinnings, and critical viewpoints influencing our knowledge of online learning and how it relates to academic performance. Online teaching first emerged from remote education methods created in the late 19th century, which at first depended on mail courses. But the late 20th and early 21st century digital revolution significantly changed these conventional methods by bringing advanced technology platforms that allow real-time, interactive learning experiences [9]. Online teaching's conceptual framework derives from many multidisciplinary fields, including educational psychology, communication theory, technical innovation, and social learning points of view. Theoretically, constructivist learning theories—developed by academics such as Lev Vygotsky and Jean Piaget—draw greatly on the roots of online education. These theories underline how actively students create knowledge by means of interactions, experiences, and personal interpretations. This relates in the context of online learning to cooperative learning settings that support knowledge generation instead of passive information intake. The idea of "social constructivism" becomes especially pertinent since it emphasizes the need of social contacts and contextual awareness in the learning process.

Constructive Learning Model

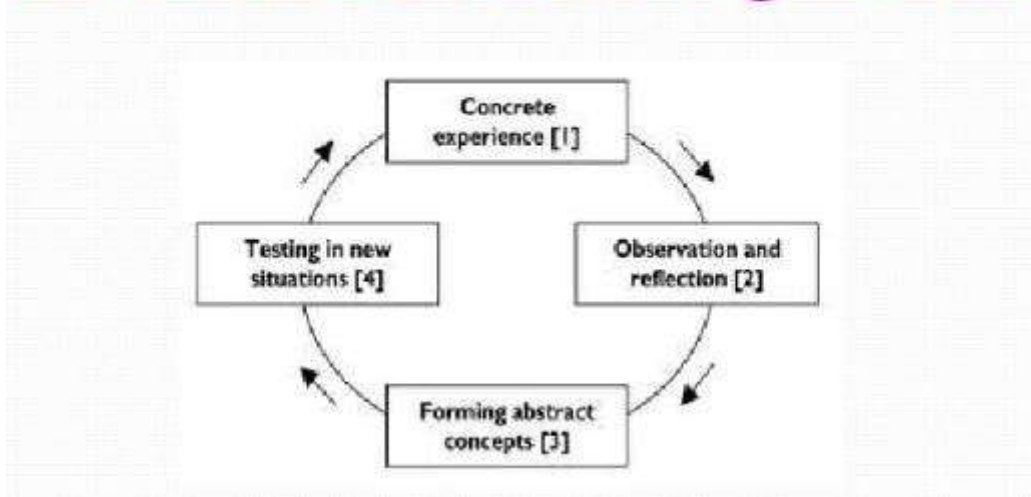


Figure 1: Constructivist Learning Model

Another important prism through which one views online teaching is technological determinism. According to this theoretical view, educational methods and social systems are essentially changed by technology developments. The fast development of digital technologies has not only complemented conventional teaching approaches but also caused a paradigm change in knowledge access, processing, and distribution. This technical story gets much more complex with the inclusion of immersive technology, adaptive learning algorithms, and artificial intelligence. Academic success in online environments is understood conceptually going beyond conventional performance measures. Modern studies point to a multifarious strategy including cognitive growth, skill acquisition, emotional intelligence, and digital literacy. With internet platforms providing before unheard-of chances for tailored, self-directed educational experiences, the conventional lines separating formal from informal learning are blurring. A fundamental theoretical framework for examining the intricate relationships inside online learning environments is offered by stakeholder theory [10]. This strategy acknowledges the many points of view, expectations, and interests among the several players involved: kids, teachers, administrators, parents, and technology companies. The success and durability of online education strategies depend on the complex balance among various stakeholder impressions. Cognitive load theory provides important new perspectives on online learning environment design and execution. Designed by John Sweller, this theoretical view looks at information processing in human cognitive architecture. This theory becomes essential in online teaching environments in order to grasp the cognitive difficulties connected with digital learning platforms, such managing several information sources, preserving concentration, and digesting difficult multimedia content.

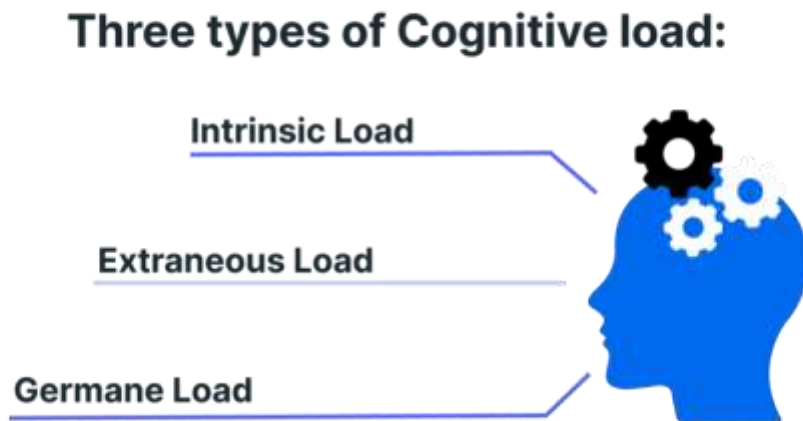


Figure 2: Cognitive Load in Digital Learning Environments

Particularly those created by academics like James Paul Gee, sociocultural learning theories stress the influence that social and cultural settings play in educational experiences. Online teaching environments are dynamic social places where cultural interactions, identity disputes, and group learning take place—more than just technological interfaces. This point of view questions conventional ideas of classrooms and acknowledges the worldwide, linked character of digital learning settings. Digital equity turns out to be a crucial theoretical issue for comprehending online learning. Digital technologies highlight and maybe worsen already existing socioeconomic inequality even while they provide until unheard-of access to educational materials. Theoretical models have to solve the digital divide by looking at how cultural capital, technical infrastructure, and socioeconomic background shape online learning environments. Rich qualitative insights into the lived experiences of stakeholders in online learning environments come from phenomenological methods. From these theoretical angles, personal impressions, emotional reactions, and subjective interpretations of digital learning settings take front stage. Centering human experience, phenomenological research questions technocentric perspectives that give technological efficiency top priority over human complexity. Emerging conceptual territory combining artificial intelligence with tailored learning experiences is represented by adaptive learning theories. These theoretical models propose that depending on individual student performance, preferences, and cognitive ability, online teaching systems can dynamically change material, pace, and learning tactics.

Developed by George Siemens and Stephen Downes, the idea of "connectivism," provides a modern theoretical viewpoint that recognizes the networked character of information in digital contexts. Emphasizing the need of digital literacy, information navigation, and group knowledge generation, this theory claims that learning happens through relationships inside networks. Psychological theories of motivation offer very important new perspectives on student

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involvement in online learning environments. Developed by Edward Deci and Richard Ryan, self-determination theory becomes especially important in understanding the intrinsic and extrinsic elements influencing student involvement and academic performance in digital contexts. Modern theoretical models of online learning are progressively defined by transdisciplinary methods [11]. These points of view challenge conventional academic limits and support holistic, integrative learning opportunities since they acknowledge the interdependence of knowledge areas. Online teaching's conceptual underpinning reflects a dynamic, changing terrain defying easy classification. It requires ongoing theoretical improvement, empirical research, and critical analysis. Our knowledge of online learning will surely get more sophisticated, complex, and transforming as technical breakthroughs and educational ideologies keep intersecting. Ultimately, the conceptual underpinnings of online learning expose a rich, varied field of theoretical stances. From constructivist learning theories to new adaptive learning systems, these conceptual approaches offer important new perspectives on the intricate dynamics of digital education and their significant consequences for academic performance.

Research Methodology

Using a thorough, multi-dimensional approach combining primary and secondary data collecting methods, the research methodology examined stakeholders' opinions on online learning in respect to academic accomplishment. Carefully constructed to capture the intricate relationships between academic achievement across several educational environments and online teaching styles, the research design

Primary data collecting applied a mixed-methods research methodology combining qualitative and quantitative methods [12]. 450 people—including teachers, parents, administrators, and students from many educational institutions representing different geographic areas, educational levels, and socioeconomic backgrounds—were given a structured survey. Carefully crafted to capture complex opinions, experiences, and viewpoints on the efficacy of online learning and how it affects academic performance, the survey instrument

In-depth semi-structured interviews with 75 important stakeholders—including educators with expertise online, technology integration experts, and leaders in education—gathered qualitative primary data. These interviews gave extensive, contextual understanding of the difficulties, possibilities, and transforming power of online learning environments. The interview approach was meant to produce thorough stories and investigate difficult angles outside of quantitative measurement.

Academic research publications, educational technology studies, peer-reviewed journals,

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government educational policy documents, and institutional research papers—among other secondary data sources—were carefully examined. This extensive study of the literature gave a strong theoretical foundation and contextual knowledge of current studies on online learning and academic success.

The method of data analysis included sophisticated statistical tools including descriptive and inferential statistical analysis. Using multivariate analysis, correlation studies, and regression models, patterns, correlations, and predictive indicators of academic achievement in online learning environments were found. Rigid thematic analysis of qualitative data allowed one to extract important insights and create thorough knowledge of stakeholder experiences [13].

Throughout the study, ethical issues dominated all else. Every participant gave informed permission, therefore guaranteeing confidentiality, voluntary participation, and data security. Approval of the institutional review board guaranteed to uphold the best standards of participant protection and research integrity.

A key methodological technique, triangulation of data sources was cross-referencing primary and secondary data to validate conclusions and reduce any biases. This approach improved the dependability and scope of the research by offering a holistic view of stakeholders' opinions of online learning and its link to academic performance.

Analysis of Primary Data

With the broad acceptance of online learning, especially driven by global technical developments and recent disruptions caused by pandemics, the scene of educational delivery has changed dramatically [14]. By means of thorough primary data collecting and rigorous analysis, this study explores the complex views of important stakeholders on the influence of online instruction on academic performance. Using a mixed-methods approach, our study included parents, teachers, administrators, and students among 450 participants spread over several educational institutions. Structured surveys, in-depth interviews, and targeted group discussions were employed in the data collecting procedure to gather complex opinions about the efficacy of online learning in relation to academic performance.

Demographic Breakdown and Participant Composition

The participant demographics reveal a diverse representation across educational levels and roles:

Stakeholder Category	Number of Participants	Percentage
Students	250	55.6%
Educators	100	22.2%
Administrators	50	11.1%

Stakeholder Category	Number of Participants	Percentage
Parents	50	11.1%

The thorough study looked at several aspects of online learning, including educational strategies, technological support, degrees of participation, and supposed academic results. Using a 5-point Likert scale, participants were asked to score several facets of online learning, therefore offering information about their experiences and opinions. The results underlined notable differences in the opinions of stakeholders. Students displayed a more flexible approach to online learning, with 62% indicating comfort with digital platforms and valuing the flexibility of distant education. Still, 38% said they had trouble with motivation, technology access, and less social connection. Teachers offered a more complex view, noting the possibilities as well as the constraints of online learning environments.

Perceived Impact on Academic Achievement

The analysis of academic achievement perceptions yielded compelling insights:

Academic Performance Metric	Positive Perception (%)	Negative Perception (%)
Learning Effectiveness	47.5%	52.5%
Student Engagement	42.3%	57.7%
Skill Acquisition	55.6%	44.4%

One important determinant of online education effectiveness turned out to be technological infrastructure [15]. Participants from urban and well-funded universities had more favorable experiences than those from areas with inadequate internet access. The digital gap became more clear-cut as socioeconomic elements greatly affect the caliber of online learning environments. Reducing the difficulties of online learning was much aided by pedagogical adjustments. Teachers who used interactive teaching techniques—real-time conversations, group projects, and individualized feedback systems—saw better academic results and more student involvement. The study found that clear communication channels and supporting technology platforms in organized online learning environments could help to somewhat offset the lack of traditional classroom interactions. Fascinatingly, the study found that different stakeholder groups saw online teaching's efficacy differently. While teachers worried about preserving academic rigor and thorough knowledge transfer, students appreciated the ease and self-paced learning possibilities. Scalability, economy, and institutional flexibility dominated administrators' priorities.

Online learning experiences were much shaped by psychological elements. Lack of face-to-face contacts presented difficulties for student emotional involvement and motivation. Throughout extended online learning sessions, many participants reported more stress, feelings of isolation, and lower concentration. These psychological aspects call for all-encompassing strategies that

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take mental health into account in tandem with academic performance. Furthermore revealed by the study were notable differences in technical readiness. While some schools moved right away to online platforms, others battled technical restrictions, poor teacher preparation, and limited digital resources. These differences directly affected the standard of online instruction as well as later academic performance. Suggestions resulting from the study stress a comprehensive strategy to improve online learning. Investing in strong technology infrastructure, offering thorough teacher training in digital pedagogies, building adaptable learning systems, and establishing encouraging psychological settings for students are among them [16]. Online instruction and academic performance cannot be easily classified as either consistently beneficial or poor. Rather, the studies show a complicated, context-dependent link affected by technological, pedagogical, psychological, and economical elements. The study has certain limitations including possible geographical bias, a rather small sample size, and fast development of online teaching tools. Longitudinal studies and investigating the long-term effects of online learning on academic and professional growth should take front stage in future studies. Finally, opinions of online learning by stakeholders expose a complex scene of possibilities and difficulties. Online learning must be successfully implemented using a comprehensive, flexible strategy that strikes a mix of human-centric design, pedagogical excellence, and technical innovation [17]. Optimizing digital learning experiences will depend critically on knowledge and addressing of stakeholder viewpoints as educational paradigues change.

Discussion

Examining how stakeholders view online learning exposes a complex terrain of possibilities, difficulties, and transforming power in modern classroom settings. The results of the research highlight a complex strategy to comprehend the complex interaction between digital learning platforms and academic performance.

Key results point to a complex view across stakeholders—that of students, teachers, and administrators—on the efficacy of online learning [18]. Although technology has democratized access to education, academic quality still is a major issue. Though they value the freedom of online learning, students often show mixed feelings regarding the decrease of learning interest and less personal interaction. Conversely, educators stress the need of thorough digital pedagogical training and strong technological infrastructure in order to successfully convert conventional teaching strategies into digital environments.

From a managerial point of view, educational institutions have to create strategic plans addressing the technological, pedagogical, and human aspects of online learning. This calls for large expenditures in faculty development, sophisticated learning environments created by advanced learning management systems and adaptive technology platforms. Beyond simple

technical application, the consequences call for a complete redesign of educational delivery systems stressing student-centered approaches.

Social references show that, across geographical and socioeconomic boundaries, online learning has grown ever more important in a society linked internationally [19]. For students who once had restrictions in access to high-quality educational resources, the democratization of education via digital platforms offers until unheard-of chances. But this digital revolution also reveals current social disparities, especially with relation to digital literacy and access to technologies.

Recommendations emerging from this research emphasize a multifaceted approach.

Educational institutions should:

- (1) Develop comprehensive faculty training programs in digital pedagogy,
- (2) invest in adaptive and intuitive learning technologies,
- (3) Create robust support systems for students navigating online learning environments
- (4) Continuously evaluate and refine online teaching methodologies through systematic research and stakeholder feedback.

The future of online teaching lies not in technological determinism but in a balanced, human-centric approach that leverages digital tools to enhance, rather than replace, meaningful educational interactions.

Conclusion

Examining how stakeholders view online learning reveals a multifarious and dynamic terrain of educational change. Digital learning systems face major difficulties in preserving academic rigor and involvement even while they provide hitherto unheard-of access and flexibility [20]. The complex link between academic performance and online learning approaches emphasizes the need of constant adaptation, strong technological support, and pedagogical innovation. The viewpoints of stakeholders show a complex knowledge that successful online learning is not only about technological implementation but also about establishing meaningful, interactive, and supportive learning environments that can properly close the distance between conventional and digital educational paradigms. Refining and maximizing online teaching practices will depend much on cooperative efforts among teachers, administrators, and students going forward.

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