



COVID 19 PANDEMIC: EFFECT ON ACADEMIC PERFORMANCE OF 4P'S GRADE 7 STUDENTS

Clarissa Q. Villamater

Faculty, Paaralang Sekundarya ng Lucban Integrated School

ABSTRACT

This study was conducted to determine the Effect of Covid19 pandemic to 4P's Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School towards in Araling Panlipunan subject. Specifically, it aimed to answer the following questions; (1) What is the demographic profile of the students in terms of; Age, Gender, Proximity, Grades in First and Second Grading, Family Size, Family Income, Financial Aid and Availability in Resources (2) What is the mean level of 4P's Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School towards their performance in Araling Panlipunan subject? (3) Is there a significant effect on 4P's Grade 7 students profile on their Academic Performance in Araling Panlipunan subject during the time of Covid19 Pandemic.

The descriptive method of research was employed through quantitative analysis. The questionnaire was administered to sixty (60) 4P's Grade 7 students of Junior High School in Paaralang Sekundarya ng Lucban Integrated School for School Year 2020-2021. Using the Frequency and Percentage formula, Mean and Standard Deviation and Multiple Regression analysis. The results were then analyzed and evaluated. The majority age of the students belonged to group of 11 to 13 years old (78%), there are more Female (55%) student-respondents and the rest are Male (45%). Most of the 4P's Grade 7 students are from Lucban (39%). Students belong to family size that have 4-5 members (50%). Most of the student's family income have 300-400 pesos income per day (48). The 4P's Grade 7 students receive 600 pesos per month (45%). Majority of the students use cell phone (76%) for them to utilize in their study and others don't have any laptop or desktop (0%). Most of the students used mobile data (55%) and high number of 4P's Grade 7 students are not using any internet connectivity (28%). The mean grade during the first grading period was 82.88 and 82.17 during the second grading period with overall mean of Students' Perceptions on their Performance in Araling Panlipunan during the COVID-19 Pandemic is 3.26 indicates that the students believed that the COVID19 Pandemic with the verbal interpretation of affect moderately. The gender of the respondents influences the extent to which they learn the lessons in Araling Panlipunan, as indicated by the beta coefficient of 0.237. The t-value of 2.944 is "significant" at 0.005 probability level; Family income of the respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.176. The t-value of -2.786 is "significant" at 0.007 probability level; the financial aid respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.282. The t-value of 3.719 is "significant" at 0.000 probability level; the Availability of resources respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.162. The t-value of 2.770 is "significant" at 0.050 probability level. The adjusted R-square indicates that 55.0% unit in the students' Academic performance in Araling Panlipunan is explained by gender, family income, financial aid received, and the availability of resources. The F-value of 11.292 is "significant" at 0.000 absolute probability. It was found out statistically the Covid19 pandemic has significant effect on 4P's Grade 7 students profile on their Academic Performance in Araling Panlipunan subject in terms of Gender, Family Income, Family Aid and Availability of Resources. Based on the data, the conclusion was derived that there was a "significant" effect in the Academic Performance of 4P's Grade 7 Students in their Academic Performance in amidst of Covid19 Pandemic. Based on the findings made, the following were hereby recommended: 1.) Principal may be encouraged to design Learning Action Cell (LAC) sessions to have an intervention program addressing to 4P's Grade 7 students' needs to overcome the problem that they encounter due to Covid19 Pandemic 2.) Teachers of student-respondents may communicate with DSWD to find way on how to help the 4P's Grade 7 students' and enable to have continuous personality improvement and individual growth of the students 3.) School Head and Teachers may apply Adopt-to-School Program wherein there is a specific school program for the student-respondents. 4.) In amidst of Covid19 pandemic the teachers and parents of 4P's Grade 7 students should give more encouragement and support the student-respondents for them to be motivated to participate in the School Intervention Program for 4P's beneficiaries. 5.) Local Government and DSWD may give some learning materials that may help the student-respondents in their learning process in amidst of Covid19 pandemic and they should monitor the academic performance of 4P's Grade 7 students'. 6.) Future Researchers are encouraged to do further studies giving emphasis to the variables in the present studies.



INTRODUCTION

The Philippine economy struggles when the total lockdown was imposed due to the Covid19 pandemic. Poverty rose and many individuals become jobless, business establishments went bankrupt, and aside from that the children that are belong to poor family's also expose in difficulties that cause by the Covid19 pandemic. Like for example sustaining the essentials that they need for their everyday life and aside from that education that was also affected by the pandemic because they are unable to cope with the new learning modes of education.

Among the marginalized sectors, the members of 4Ps program of the government are greatly affected, because they belong to the poorest of poor their livelihood are greatly affected by the economy lockdown, even though 4P's beneficiaries are receiving financial aid from the government managing their finances is a great challenge especially when they also need to support the education of their children. The continuation of learning demand great changes for everyone, technologies were given a spotlight. Some can immediately accept the changes but the marginalized families find it difficult.

According to Alphonso (2020), distance learning during this pandemic is widening inequities that may end up setting back some children from marginalized communities even further. The home situations of students vary and many may not receive help from families with their schoolwork such parents who are considered essential workers or who are struggling after losing their jobs.

Education is very important. But supporting the daily expenses and supporting the education of the learners in amidst of Covid19 pandemic is a great challenge for the marginalized families. Furthermore, the learners are greatly affected by the sudden changes happen in our world.

This study aimed to determine the demographic profile of the Grade 7 4P's students in Paaralang Sekundarya ng Lucban Integrated School and its effect on their Academic Performance towards in Araling Panlipunan subject.

RESEARCH METHODOLOGY

In this study, the descriptive method of research was used to answer the problem and to obtain the objectives put forward in this paper.

According to Clemente and Jalston (2016) Descriptive method is widely used method in conducting researches since its main purpose is to have a descriptive picture and scenario on what is really happening in the environment being studied. It is one of the most appropriate methods especially if the study exposes the behavior and perceptions of the respondents towards a common theme.

The descriptive method was used in the study in order to determine the Effect of Covid19 pandemic to 4P's Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School towards in Araling Panlipunan subject.

The primary subjects of this study were the Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School composed of Ten (10) sections. The total population of grade 7 students are 600 students and the total number of 4P's Grade 7 students are composed of 80 students. The respondents of the study were selected sixty (60) 4P's Grade 7 Students in Paaralang Sekundarya ng Lucban. They were randomly selected, the Grade 7 students are composed of ten (10) sections: Courteous (4), Courage (7), Charity (9), Faith (8), Hope (5), Humility (5), Honesty (7), Love (6), Peace (6) and Wisdom (3).

Seventy five Percent (75%) (60 students) out of one hundred percent (100%) (80 4P's students) from Paaralang Sekundarya ng Lucban Integrated School are the are the estimated total number of 4P's students who will serves as the respondent of the study. They are select as the sample group of the study using purposive sampling technique.

This study started from the formulation of its title. After the title was made, the researcher presented it for approval in title defense. When the title has been successfully defended and approved by the panelist, the researcher browsed the internet, different kinds of books, thesis, journal and magazines, in order to collect the precise variables to formulate a conceptual paradigm and also for gathering any related literature and studies for the corresponding variables.

To conduct the study, the researcher prepared a self-made questionnaire. The draft of the prepared self-made questionnaire was presented to the adviser for the improvement and was validated by validators then the letter of validation has been signed.

Before the distribution of the questionnaires, to the selected respondents, the researcher asked first the permission from the Division of Quezon as noted by the researcher herself and was concurred by her adviser for the conduct of the study.



After the approval of the letter by the Superintendent of Division of Quezon, the researcher administered the questionnaire with the help of duly constitute authorities. The questionnaires determined the Effect of Covid19 pandemic to 4P's Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School towards in Araling Panlipunan subject.

The data collected was completed and treated using statistical treatment.

Statistical Treatment of Data

Statistical treatment of data of the present study is shown on the table below.

Statement of the Problem	Statistical Tool
1. To derive frequencies of the demographic data of the respondents.	Frequency and Percentage- formula – were used
2. To determine the Mean Level of 4P's Grade 7 students towards their Performance in Araling Panlipunan	Mean and Standard Deviation were used.
3. To know the significant effect on 4P's Grade 7 students profile on their Academic Performance in Araling Panlipunan subject during the time of Covid19 Pandemic.	Multiple Regression analysis was also used.

RESULTS AND DISCUSSIONS

The profile of the students determines the demographic profile of the students. The gathered data on the demographic profile of the students served as validation and measurement on what are the current situation of the 4P's Grade 7 students in amidst of pandemic. And how Covid-19 affects their Performance in Araling Panlipunan.

The profile of the students was described as to age, gender, proximity, family size, family income, financial aid received per month, availability of resources, and their grades in first and second grading period.

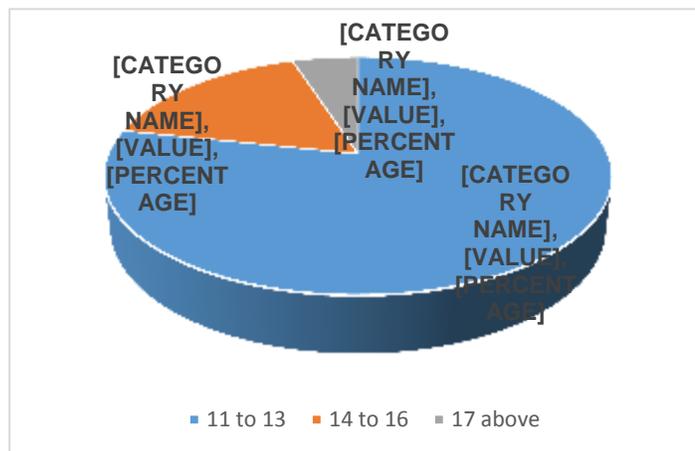


Figure 2. Students' Demographic as to Age

Figure 2 shows the age of the student-respondents. Majority of the students belong to group of 11 to 13 years old (78%), while the rest are from 14 to 16 years old (17%) or 17 years old and above (5%). This means that majority of the students are young adolescents. This is the normal age range of Grade 7 students.

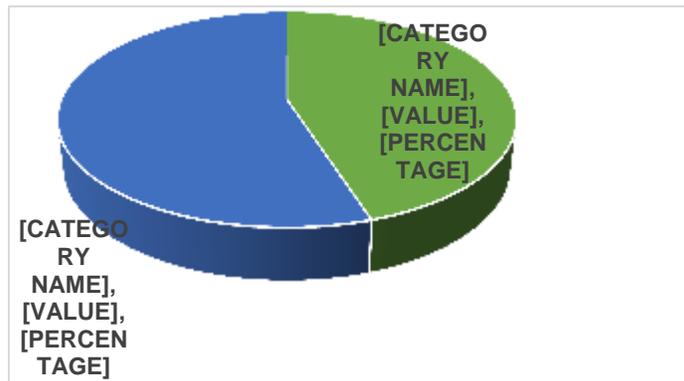


Figure 3. Students' Demographic as to Gender

Figure 3 shows the Gender of the student-respondents. Most of the students are Female (55%) and the rest are Male (45%). This means that majority of the 4P's Grade 7 students are Female.

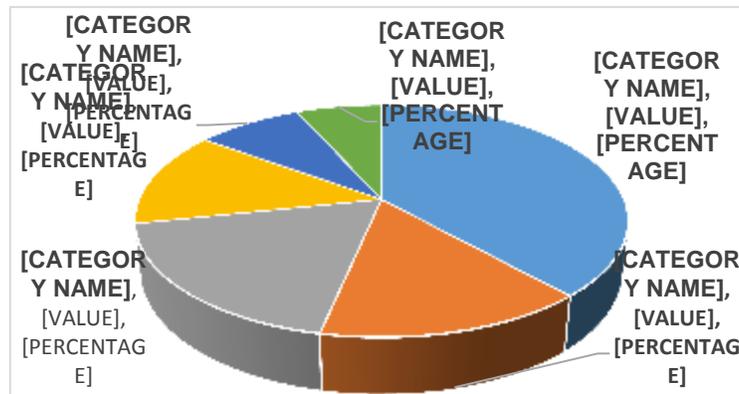


Figure 4. Students' Demographic as to Proximity from Paaralang Sekundarya ng Lucban Integrated School

Figure 4 shows the Proximity of the house location of the students-respondents from Paaralang Sekundarya ng Lucban Integrated School that is situated at Barangay Aliliw, 13 kilometer from the town proper. Majority of the students are from Lucban (39%), and there are some who live in Tayabas (18%), some are in Lucena (15%), and there are also from Luisiana (13%) while the rest are from Majayjay (8%) and others (7%). This means that there are more 4P's Grade 7 students who live in Lucban.

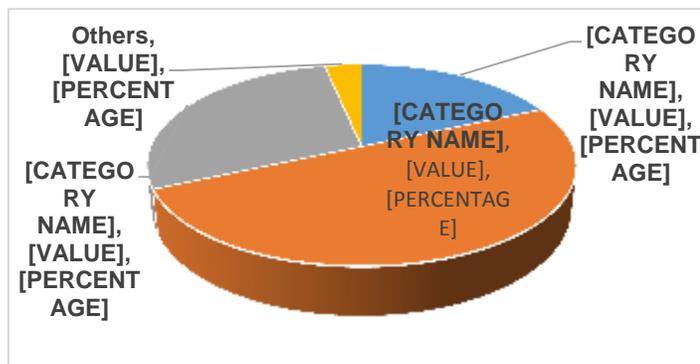


Figure 5. Students' Demographic as to Family Size



Figure 5 shows the Family Size of the student-respondents. Majority of the students have a 4-5 members (50%), some of the students have 6-10 members (28%), while the rest have 2-3 members (18%) and others (4%). This means that most of the beneficiary of 4P’s Grade 7 students belong to large family. Large family is a category which includes 3 or more children, excluding the couple.

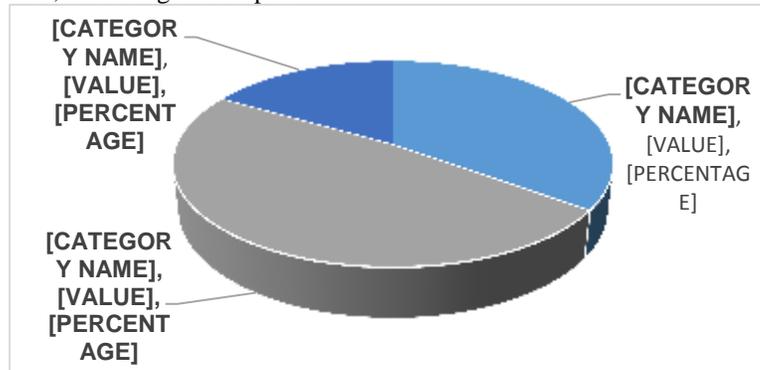


Figure 6. Students’ Demographic as to Family Income

Figure 6 shows the Family Income of the student-respondents. Most of the students have 300-400 pesos Family income per day (48%), and there are 1-200 pesos Family income per day (35%), while the rest have 500-600 pesos income per day (17%). This means that majority of the 4P’s Grade 7 Students Family income per day belong to the minimum wage. According to Region IV-A; Wage Order No. IVA-18, under the R.A.6727”The Wage Rationalization Act”.

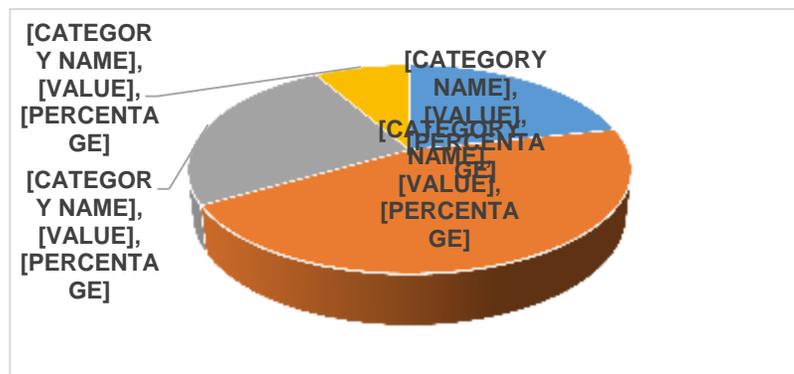


Figure 7. Students’ Demographic as to Financial Aid Received

Figure 7 shows the Financial Aid of the student-respondents. Majority of the 4P’s Grade 7 students receive 600 pesos per month (45%) that may help their family in their everyday necessities, some are receiving 900 pesos per month (25%), while the rest received 300 pesos per month (22%) and others (8%). 4P’s Financial Aid was always depend on the number of dependent children in one family. Pursuant to Section 23 of Republic Act (RA) No.11310, or otherwise known as “An Act Institutionalizing the Pantawid Pamilyang Pilipino Program (4P’s).

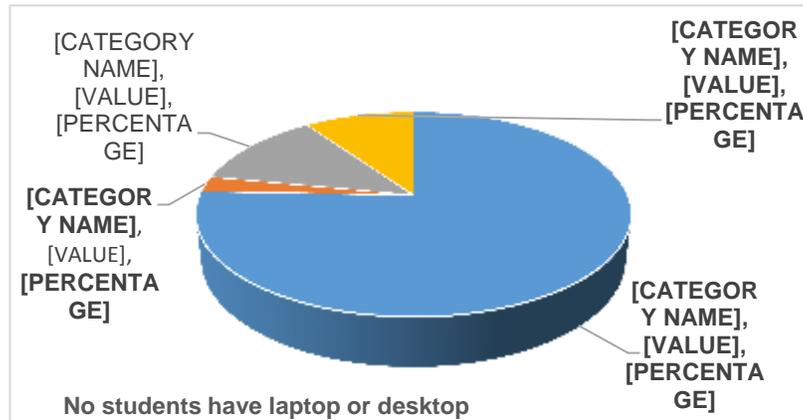


Figure 8. Students’ Demographic as to Available Technology Gadgets

Figure 8 shows the Available Technology Gadgets of the student-respondents. Majority of the students use cell phone (76%) for them to utilize in their study, some of them have television (12%) in their houses, there are also student-respondents who have radio (10%), while the rest have tablet (2%) and others don’t have any laptop or desktop (0%) that may help them in studying.

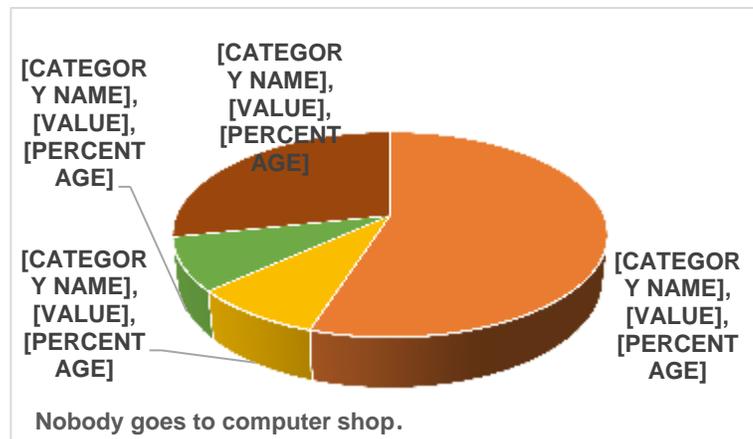


Figure 9. Students’ Demographic as to Available Internet Connectivity

Figure 9 shows the Available Internet Connectivity of the student-respondents. Most of the students used mobile data (55%), there are also use Pocket wifi (9%), low number of student-respondents have internet/wifi (8%) and high number of 4P’s Grade 7 students are not using any internet connectivity (28%).

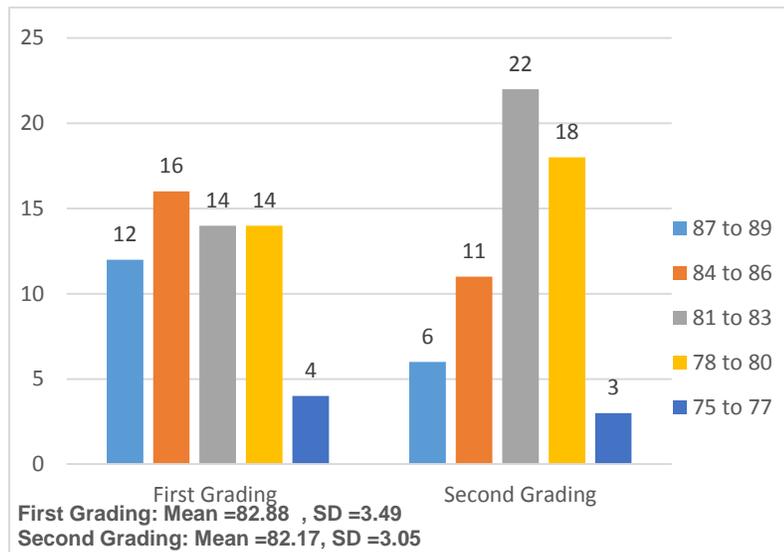


Figure 10. Students' Grades in the First and Second Grading Period

The students' performance in Araling Panlipunan subject during the first and second grading period is presented in Figure 10.

During the first grading period, the range grade with highest frequency was 78 to 80 (26.67%) while in the second grading period is 81 to 83 (36.67%). There were four students who obtained a grade from 87 to 89 (6.67%) during the first grading period and three during the second grading period (5.0%).

The mean grade during the first grading period was 82.88 and 82.17 during the second grading period. The students show almost the same distribution of grades for the two grading periods, as indicated by the standard deviation.

This means that the students' level of performance in Araling Panlipunan are almost in the same level. However, it means that 4P's Grade 7 students are *satisfactory* in their performance during the two grading periods as categorized by Deped Order No.8 series of 2015 titled Policy Guidelines on Classroom Assessment for K to 12 BEC. Furthermore, different factors may affect this kind of findings such as availability of gadgets/Technology and too much use of social media.

According to the study of Fordjour, et. Al, (2020) the effect of the covid-19 pandemic on learning among Ghanaian students. It came to light that the pandemic really has had a negative impact on their learning as many of them are not used to effectively learning by themselves. The e-learning platforms rolled out also possessed challenge to majority of the students because of the limited access to internet and lack of the technical knowhow of these technological devices by most Ghanaian students. The study, therefore recommends that students and teachers alike be introduced to e-learning platforms and how to effectively use it for instructional practice in the wake of such challenges in our educational system. The outcome of the study will go a long way in helping policy makers to come out with a lasting policy to address challenges faced by students when they are home for their normal semester break or during a pandemic of this nature.

Liu, Zhou, Yang, Kong, Niu, & Fan, (2020) stated that, the main objectives of having an isolation strategy is to lessen the increase of Covid19 cases. Social distancing in local community was strictly practice, however social distancing will result changes to young individual's social interaction and behaviors. Like for example they are using their mobile phones to have an information that may result to have an internet over used. Poor sleep quality and unwell health condition will experience by the young individual.

An individual need compassion and at the same time the learnings and knowledge that they can acquire in every person around them. But when the Covid19 pandemic happens social distancing and community quarantine was implemented, interacting with their relatives, friends and peers become very difficult. Using social media every day and night become a hobbit to kill the boredom and loneliness. We all know, that too much using of everything is bad and it might be cause to have a greater problem.



Effect of Students' Demographic Profile on their Academic Performance in Araling Panlipunan Subject

Table 9. Regression Analysis on the Effect of Students' Demographic Profile on their Academic Performance in Araling Panlipunan Subject

Profile	Beta	t-value	p-value	Analysis
Age	-0.027	-0.238	0.813	Not significant
Gender	0.237	2.944	0.005	Significant
Proximity	-0.045	-0.805	0.424	Not significant
Family size	0.135	1.563	0.124	Not significant
Family income	0.176	-2.786	0.007	Significant
Financial aid	0.282	3.719	0.000	Significant
Availability of resources	0.162	2.770	0.050	Significant

Adjusted R-Square = 0.550

F-Value = 11.292

Sig. = 0.000

The gender of the respondents influences the extent to which they learn the lessons in Araling Panlipunan, as indicated by the beta coefficient of 0.237. The t-value of 2.944 is significant at 0.005 probability level. In this study, there are more female students than male students. According to Chesley, (2020), when community quarantine has greatly secured the safety of every family. The need for care both outside and inside their homes was also implemented because of the outbreak of Covid19 pandemic. Every family that have dependents are one of the groups that was most affected by the stress given by being confinement for so how many months. Within families, women are the greatly affected because of the burden in thinking of how they will deal with the changes happen in our society. When the Covid19 occurred, the support needed by the students become less. Women who are experiencing burden, physically and mentally workload do not accomplish their everyday activities in a normal way. Aside from that the other people around them may also be affected like for example their children may feel the burden and it may also affect the performance of their children in their school.

The Family income of the respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.176. The t-value of -2.786 is significant at 0.007 probability level. In this study, the Family income was a great help to overcome the problems that was encounter due to the Covid19 Pandemic.

Unity, Osagioba and Edith (2013) emphasized that a student is affected negatively if he/she comes from an economically disadvantaged family. They stressed further that such children are faced with overwhelming challenges that leads to poor school performance. Because of the stressed that they experience it may lead them to feel unmotivated to do their school activities properly. Aside from that they may just stop studying .Poverty causes a child to forget the importance of education and just focus in working.

The Financial aid respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.282. The t-value of 3.719 is significant at 0.000 probability level. In this study, the Financial Aid given by the government was important and may be a supplement support to sustain the necessities like food, medicine and education. Attanasio et al. (2010) stated not only the young individual but also the children will benefit the 4Ps programs, it was looking forward to lead a greater impact in terms of point percentages on school participation of children in the older age range. These studies reveal that 4Ps programs have prominent impact on older than younger children. A study on the Colombian case manifest that the 4Ps improved the school participation of 14- to 17-year-old children quite substantially, by 5 to 7 percentage points.

Financial Aid can lead the beneficiaries to be more motivated in supporting the needs of their children and to acquire the daily needs that they need.

The Availability of resources respondents influence their academic performance in Araling Panlipunan as indicated by the beta coefficient of 0.162. The t-value of 2.770 is significant at 0.050 probability level. In this study, the Availability of resources assist the students to have sufficient knowledge in answering their modules in amidst of the new normal.



Wu, (2020) stated that the sudden change of education to online learning became a way to every school to have an effective plan for the continuation of education. Many educational institutions primarily focused on the innovation of educational content to the digital world and not specifically on online teaching and delivery methods. Nonetheless, it was a reminder of the lack of resources in academic institutions and the social marginalization of students, where insufficient access and availability of the internet and the lack of latest technology affected organizational responsiveness and students' capacity to participate in digital learning (Zhong, 2020). Lack of proper interaction and communication with teachers/educators is another major concern associated with online learning. Additionally, concerns regarding any content of the new platform of learning are usually discussed with modules, which can be more effective when there is a messenger, video presentations or video call that will instruct the students on how they will make the particular activity. Virtual classes cannot be of interest to students who are tactile learners. Conventional classroom socialization is another major missing in online learning. Furthermore, when student encounter a problem in their learning process, they can ask their friends, classmates or peers and communication are still needed, technology such as cell phones, tablet and laptops are main gadgets that can ease the problems of students. Aside from that, television and radio are capable to help students but still when it comes to communication and interaction it is not suited to assist the learners.

The adjusted R-square indicates that 55.0% unit in the students' Academic performance in Araling Panlipunan is explained by gender, family income, financial aid received, and the availability of resources. The F-value of 11.292 is significant at 0.000 absolute probability. This means, there are factors that affect 4P's Grade 7 students due to Covid19 pandemic they had experience. Sudden changes they encounter in their learning process resulted in their development. As stated by McCarthy, (2020) Educational institutions are one of the main centers of social activities and interactions of a learner. When educational activities are suspended, many children and young people miss active social interaction-based activities that can help them for their learning, growth and development. Students should still continue to learn, particularly the underprivileged children and young adults, both of whom experience the impact of schools' suspension, so this is a huge issue that should find a solution. While short term closure of educational institutions as a consequence of emergencies the world has currently facing, the pace of present-day educational instability is sadly unparalleled and, if sustained, may inflict psychological distress and misery at various levels.

Educational institutions are the main place where many children and young people enjoy and at the same time develop their skills, ability and cognitive level. But when the face to face was strictly prohibited children and young adolescents are the most affected because they are prohibited to freely express themselves, so this may affect them psychologically. Their social interaction was minimized but still the educational institutions manage to continue the learning of young adolescents, and with the help of learning resources such as internet connection, android cell phones, tablet and laptops. When it comes to marginalized people the new platform of education is a great challenge because they are unable to sustain the needs for the continuation of education.

CONCLUSIONS

Based on the foregoing findings of the study, it is concluded that there was a significant effect on the 4P's Grade 7 Students profile on their Academic Performance in amidst of Covid19 Pandemic. It shows that the null hypothesis stating "There is no significant difference of Covid19 Pandemic to 4P's Grade 7 students in Paaralang Sekundarya ng Lucban Integrated School towards their Performance in Araling Panlipunan subject", was rejected. Therefore, it shows that there was a significant effect on effect on the 4P's Grade 7 Students profile on their Academic Performance in amidst of Covid19 Pandemic.

RECOMMENDATIONS

Based on the findings made, the following were hereby recommended:

1. Principal may be encouraged to design Learning Action Cell (LAC) sessions to have an intervention program addressing to 4P's Grade 7 students' needs to overcome the problem that they encounter due to Covid19 Pandemic.
2. Teachers of student-respondents may communicate with DSWD to find way on how to help the 4P's Grade 7 students' and enable to have continuous academic improvement and individual growth of the students
3. School Head and Teachers may apply the Adopt-A-School Program wherein there is a specific school program for the student-respondents.



4. In amidst of Covid19 pandemic the teachers and parents of 4P's Grade 7 students may give more encouragement and support the student-respondents for them to be motivated to participate in the School Intervention Program for 4P's beneficiaries.
5. Local Government Units and DSWD may provide some learning materials that may help the student-respondents in their learning process in amidst of Covid19 pandemic and monitor the academic performance of 4P's Grade 7 students.
6. Future Researchers are encouraged to do further studies giving emphasis to the variables in the present studies.

REFERENCES

1. Andersen, S C, and H S Nielsen (2019), "Learning from Performance Information", *Journal of Public Administration Research and Theory*.
2. Antonio G. Dacanay and Florisa B. Simson (2016) ,*Development and Validation of an Achievement Test in Araling Asyano with Questions, Addressing the K to 12 Araling Panlipunan Skills, The Normal Lights Volume 10, No. 2 (2016)*
3. Asikhia, O.A. (2010), "Students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools, Nigeria: Implications for Counselling for National Development", *European Journal of Social Sciences*. 13(2):229-249.
4. Attanasio, O., E. Fitzsimons, A. Gomez, M. I. Gutierrez, C. Meghir, and A. Mesnard. (2010). *Children's schooling and work in the presence of a Conditional Cash Transfer Program in Rural Colombia*. Available online at <http://www.homepages.ucl.ac.uk/~uctpjrt/Files/edccfamilias.pdf>.
5. Berliner, D. C. (2010). Are teachers responsible for low achievement by poor students? *Education Digest*, 75(7), 4–8.
6. Blaskó, Z., Papadimitriou, E., Manca, A.R. (2020). How will the COVID-19 crisis affect existing gender divides in Europe? *Luxembourg: Publications Office of the European Union*
7. Borup, J., West, R. E., Graham, C. R., & Davies, R. S. (2014). *The adolescent community of engagement framework: A lens for research on K-12 online learning*. *Journal of Technology and Teacher Education*, 22(1), 107–129.
8. Carlsson, M, G B Dahl, B Öckert and D Rooth (2015), "The Effect of Schooling on Cognitive Skills", *Review of Economics and Statistics* 97(3): 533–547
9. Casinto, C. & Cuizon, R. (2010). *Handbook of Principles of Teaching 2*, Rex Bookstore Inc., and Date Retrieved November 22, 2020
10. Catubig, M., Villano, R., & Dollery, B. (2015). *Payment Schemes in Conditional Cash Transfer Programs: The Case of 4Ps in the Davao Region, Philippines*. *Administrative Sciences*, 5(4), 240-259. <https://doi.org/10.3390/admsci5040240>
11. Chillón, P., Hales, D., Vaughn, A., Gizlice, Z., Ni, A., Ward, D.S., 2014. A cross sectional study of demographic, environmental and parental barriers to active school travel among children in the United States. *Int. J. Behav. Nutr. Phys. Act.* 11, 1.
12. Crosnoe, R., & Cooper, C. E. (2010). *Economically disadvantaged children's transitions into elementary school: Linking family processes, school contexts, and educational policy*. *American Education Research Journal*, 47(2), 258–291, doi: 10.3102/000283120935156Edgar Jon Sintema., (2020). *Effect of Covid-19 on the Performance of Grade 12 students: Implications for STEM Education*. *EURASIA Journal of Mathematics, Science and Technology Education*, 2020, 16 (7),em 1851 <https://doi.org/10.29333/ejmste/7893>
13. Cohen, J., & Geier (2010). *School climate research summary, January 2010*. [Retrieved December, 2020 from]. www.schoolclimate.org/climate/research.php.
14. Cohen, J., & Kupferschmidt, K. (2020). Countries test tactics in 'war' against COVID-19. *Science*, 367(6484), 1287-1288. <https://doi.org/10.1126/science.367.6484.1287>
15. DanielMunevar, (2020). *The Philippine, Covid19 and debt: Left alone to deal with the pandemic*. *European network on debt and development* https://www.euroadad.org/thephilippinescovid19anddebtleftalonetodealwiththe_pandemic
16. Dolan, J. E. (2016). *Splicing the divide: A review of research on the evolving digital divide among K–12 students*. *Journal of Research on Technology in Education*, 48(1), 16-37. <https://doi.org/10.1080/15391523.2015.1103147>
17. DSWD. (2018). *Philippines' Conditional Cash Transfer (CCT) Program Pantawid Pamilyang Pilipino Program*. Retrieved from <https://pantawid.dswd.gov.ph/>.
18. E.Ganga; K.Chinyoka and R.Mugweni R. Mugabe (2018). *Effects of Parental Schooling and Family Size on the Academic Performance of the Adolescent Learner in Zimbabwe*. *Journal of Popular Education in Africa*. 2(9), 36- 51 <http://www.jopea.org/index.php/current-issue> *Effects of Parental Schooling and Family Size on the Academic Performance of the Adolescent Learner in Zimbabwe Journal of Popular Education in Africa September 2018, Volume 2, Number 9 ISSN 2523-2800*
19. Faulkner, G., Stone, M., Buliung, R., Wong, B., Mitra, R., 2013. *School travel and children's physical activity: a cross-sectional study examining the influence of distance*. *BMC Public Health*.
20. Fernandez, L., & Velarde, R. (2011). *Overview of the Philippines' conditional cash transfer program: The Pantawid Pamilyang Pilipino Program (Pantawid Pamilya)*. *Philippine Social Protection Note, No. 2 (Report No. 62879)*. Manila: World Bank Group and Australian Government Aid Program.



21. Fredriksson, P, L Hensvik, and O Nordström Skans (2018), "Mismatch of Talent: Evidence on Match Quality, Entry Wages, and Job Mobility", *American Economic Review* 108(11): 3303-38.
22. Garfin, D. R., Silver, R. C., & Holman, E. A. (2020). The novel coronavirus (COVID-2019) outbreak: Amplification of public health consequences by media exposure. *Health Psychology*, 39,355–357. <http://dx.doi.org/10.1037/hea0000875>
23. Glewwe P. and A.L. Kassouf. 2010. The Impact of the Bolsa Escola/Familia Conditional Cash Transfer Program on enrolment, dropout rates and grade promotion in Brazil. Available online at <http://faculty.apec.umn.edu/pglewwe/documents/BrBolsa6.pdf>. Retrieved on December, 2020
24. Horesh, D., & Brown, A. D. (2020). Traumatic stress in the age of COVID-19: A call to close critical gaps & adapt to new realities. *Psychological Trauma: Theory, Research, Practice and Policy*, 12,331335.<http://dx.doi.org/10.1037>
25. Kantamneni, N. (2020). The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda. *Journal of Vocational Behaviour*, 119, Article 103439. <https://doi.org/10.1016/j.jvb.2020.103439>
26. Lavy, V. (2015), "Do Differences in Schools' Instruction Time Explain International Achievement Gaps? Evidence from Developing and Developing Countries", *Economic Journal* 125.
27. Lee, J., 2020. Mental health effects of school closures during COVID-19. *Lancet. Child Adolescent Health*, S2352-4642(20)30109-7. [https://doi.org/10.1016/S2352-4642\(20\)30109-7](https://doi.org/10.1016/S2352-4642(20)30109-7). PubMed.
28. Liu, F., Black, E., Algina, J., Cavanaugh, C., & Dawson, K. (2010). The validation of one parental involvement measurement in virtual schooling. *Journal of Interactive Online Learning*, 9(2), 105–132.
29. Liu, Q. Q., Zhou, Z. K., Yang, X. J., Kong, F. C., Niu, G. F., & Fan, C. Y. (2017). Mobile phone addiction and sleep quality among Chinese adolescents: A moderated mediation model. *Computers in Human Behavior*, 72, 108-114.
30. Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, 50, 370-96. McLeod, S. A. (2007). Maslow's Hierarchy of Needs. Retrieved from <http://www.simplypsychology.org/maslow.html><http://thesocialworkexam.com/maslows-theory-of-basic-needs-learning>
31. McCarthy, K. (2020, March 7). The global impact of coronavirus on education. Retrieved from ABC News: <https://abcnews.go.com/International/global-impact-coronavirus-education/story>
32. McQuillan, H., Neill, B.O., 2010. Gender differences in children's internet use: key findings from Europe. *J. Child. Media* 3 (4), 366–378. <https://doi.org/10.1080/17482790903233408>.
33. Murphy, R and G Wyness (2020), "Minority Report: the impact of predicted grades on university admissions of disadvantaged groups", CEPEO Working Paper Series No 20-07 Centre for Education Policy and Equalising Opportunities, UCL Institute of Education.
34. Mwamwenda, T. S (2010). *Educational Psychology: An African Perspective*. Pietermaritzburg; Butterworth Publishers.
35. Oreopoulos, P, T von Wachter, and A Heisz (2012), "The Short- and Long-Term Career Effects of Graduating in a Recession", *American Economic Journal: Applied Economics* 4(1): 1-29.
36. Owusu-Fordjour, C., Koomson, C. K., Hanson, D. (2020). The Impact of Covid-19 on Learning - The Perspective of the Ghanaian Student. *European Journal of Education Studies*, 2020 Volume 7 Issue 3 <https://doi.org/10.5281/zenodo.3753586> www.oaupub.org/edu
37. Piopiunik, M, G Schwerdt, L Simon and L Woessman (2020), "Skills, signals, and employability: An experimental investigation", *European Economic Review* 123: 103374.
38. Porche, M. V., Fortuna, L. R., Lin, J., & Alegria, M. (2011). Childhood trauma and psychiatric disorders as correlates of school dropout in a national sample of young adults. *Child Development*, 82,982–998.<http://dx.doi.org/10.1111/j.1467-8624.2010.01534.x>
39. Qiu, J., Shen, B., Zhao, M., Wang, Z., Xie, B., & Xu, Y. (2020). A nationwide survey of psychological distress among Chinese people in the COVID-19 epidemic: Implications and policy recommendations. *General Psychiatry*, 33, e100213 <http://dx.doi.org/10.1136/gpsych-2020-100213>
40. Richter, A. (2020). Locked-down digital work. *International Journal of Information Management*, 102157. <https://doi.org/10.1016/j.ijinfomgt.2020.102157>.
41. Simon B, & Hans H, S, (2020) Schools, skills, and learning: The impact of COVID-19 on education <https://voxeu.org/article/impact-covid-19-education>. <https://www.universityworldnews.com/post.php?story=20200324065639773> The Loudoun County Health Department is reporting the first death of a hospitalized patient
42. Timothy Kisambira (2016), Students walking to school. Research shows that long distances to school affect students' concentration by Times Reporter Published: July 06, 2016 <https://www.newtimes.co.rw/section/read/201440>
43. Theffidy, S. (2020). Pendidikan Era Revolusi Industri 4.0 di Tengah Covid-19. Retrieved on July 18, 2020 from <https://ombudsman.go.id/artikel/r/artikel--pendidikan-era-revolusi-industri-40-di-tengah-covid-19>
44. Tubeza, P. & Leonen, J. (2018) SWS: 10 million Filipino families rate themselves poor. Retrieved from <https://newsinfo.inquirer.net/960930/sws-10-million-filipino-families-rate-themselves-poor>
45. Unity, O., Osagioba, O.E., Edith, O. (2013), "The influence of poverty on students' behavior and academic achievement", *International Journal of Educational Research* 2(1): 151-160.
46. Vidyut Rajhans, Usman Memon, Vidula Patil, Aditya Goyal (2020) Impact of COVID-19 on academic activities and way forward in Indian Optometry, *Journal of Optometry* (2020), doi: <https://doi.org/10.1016/j.optom.2020.06.002>



47. Wheeler Report. (2020, July, 8). *Education and COVID-19 – Part II – Technology – The Wheeler Report*. <http://www.thewheelerreport.com/blog/2020/06/17/education-and-covid-19-partii-technology>
48. Wu, Z. (2020). *How a top Chinese university is responding to coronavirus*. Retrieved from World Economic Forum: <https://www.weforum.org/agenda/2020/03/coronavirus-china-the-challenges-ofonline-learning-for-universities/>
49. Zimmerman, T., Schmidt, .L, Becker, J., Peterson, J., Nyland, R., & Surdick, R. (2014). *Narrowing the Gap between Students and Instructors: A Study of Expectations*. *Transformative Dialogues: Teaching and Learning Journal*, 7(1), 1-18