

The Effects of COVID-19 on Students' School Performance in MAPEH 8-Virgo: Intervention Program in the New Normal

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Abstract — A school is an educational institution designed to provide learning spaces and learning environments for the facilitation of students under the supervision of teachers. The routine of each learner, like getting up at a particular time, going to classes at specific times, and coming home at a certain time, provide a sense of normalcy in their lives. But when COVID-19 strikes out, all of these become uncertain because of the government implemented lockdowns and quarantine. Many learners were vulnerable in their studies, especially in a modular distant learning modality. It was difficult for them to adjust to this new normal set-up. This COVID-19 is assumed to negatively affect the School Performance of Grade 8-Virgo Learners in MAPEH at Dumalogdog National High School. The students agreed that the effect of COVID-19 is attributable to a decrease in their school performance in the subject and remarkably caused a very influential to detriment their study routines.

Keywords — *effects, COVID-19, influence, school performance, MAPEH, Intervention Program, New Normal, education, innovations*

I. Introduction

The COVID-19 pandemic changed the learning environment in many unprecedented ways. Students were not only prohibited to go to school to study but also to keep a social distance from their friends and families. It is quite challenging for them to adjust to the new normal setup, especially in education. This pandemic continues to bring catastrophic effects to education posing learning crises to parents and teachers, more so, to learners.

As, this situation continues to occur in the world, Grade 8-Virgo learners are struggling on how to manage their lessons in the new normal. Specifically, MAPEH subject, which comprises the four components namely, Music, Arts, Physical Education & Health, its grading system is 30% written works and 70% performance task.

Most of the Grade 8-Virgo or 40 out of 50 or 80% of them are struggling learners with no comprehension which is premised that they need someone to teach them face-to-face, with whom nobody can provide them such, in as much as their parents can neither read nor write as well.

As a MAPEH teacher it is very challenging for me to reach out to these learners. One of the reasons is the learners' geographical distance'(GIDA) which terrain are indeed difficult to

traverse and conduct a remedial session. Besides, there are no electricity, and no gadgets to augment for online session/class which is also helpful in the subject. For the BE-LCP to be more meaningful at this time of the new normal, these learners need appropriate instructional intervention should we need them to truly acquire life skills and competencies, in this study, through MAPEH as the avenue.

This research examines the effect of COVID-19 on students' school performance in MAPEH 8-Virgo in Dumalogdog National High School, Dumalogdog, Sindangan, Zamboanga Del Norte. Information was obtained through a survey questionnaire, data collected were analyzed using figures and tables.

Literature Review

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease (Sintema, 2020).

Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. (Sumitra Pokhrel, Phuentsholing)

For instance, [Woessmann \(2020\)](#) estimated a negative effect of 0.10 *SD* on student achievement due to COVID-19-related school closures. Moreover, [Haeck and Lefebvre \(2020\)](#) estimated that socioeconomic achievement gaps would increase by up to 30%.

Initiatives should be taken to design effective educational practices which are desirable for capacity-building for all learners. To cope with crisis situations such as the COVID-19 pandemic, academic administrators should rely more on distance-learning programs and explore the use of modern applications. (Maity, S., Sahu, T. N., & Sen, N. 2020)

In some cases, however, there might be positive effects of school closures on learning. Additional cognitive, motivational, and financial support on the parents' side have the potential to be even more conducive to learning than regular classes (e.g., Immerfall, 2020).

There is clear evidence that students are learning less during lockdown than in a typical year. The size of these effects is on the order of 3 percentile points or 0.08 *SD*, but students from disadvantaged homes are disproportionately affected. Among less-educated households, the size

of the learning slide is up to 60% larger than in the general population.(Engzell P, Frey A, Verhagen MD 2021).

Pursuant to DepEd Order No 012, s.2020, the Department of Education (DepEd) is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, contribute to the normalization of activities in the country, facilitate development of our learners and bring normalcy to their lives, but health and safety of learners are of utmost importance and must be always protected.

Action Research Questions

As such, Dumalogdog NHS as an educational institution need to utterly adapts various approaches to cater to students' right to equitable and quality learning in spite of the horrific situation brought about by the pandemic. Indeed, schools are momentarily confronted with challenges in learning modalities to pursue a continuous improvement in education. Thus, this action research study. It specifically aims to determine the following:

1. What is the level of effects of COVID-19 on the school performance in MAPEH 8-Virgo Learners?
2. What is the level of influence of the COVID-19 on the school performance of the MAPEH 8-Virgo Learners?
3. What are the innovations and interventions to increase the learner's school performance in MAPEH?

II. Methodology

Participants and/or other Sources of Data and Information

The researcher did not apply any sampling method since the entire section was utilized for the study. There were 25 males and 25 females of Grade 8-Virgo as the participants of this research. The data gathered would be confidential and observed the value of anonymity.

Data Gathering Methods

A survey questionnaire as a tool in gathering the data to find the level of effects of COVID-19 on the school performance of MAPEH 8-Virgo learners was used. To ensure the trustworthiness of the findings, the tools underwent validation and reliability testing through the help of experts like the master teachers in high school and elementary. Before the data were gathered, the researcher asked permission to conduct from the school principal's office and then securing an Informed Parental Consent from the parents since this is a study involving their son or daughter. For the tool distribution, the researcher sought the helped of the adviser to put the survey

questionnaire inside the learner's envelop together with their modules for them to answer through their parents who received it during the weekly modular distributions.

Data Analysis

The current research study used a descriptive research design in which a survey questionnaire was utilized to examine the effects of COVID-19 on the school performance of MAPEH 8-Virgo learners. Descriptive in nature because different levels such as the effect and influence were treated on a scale. Purposely, to compute the mean that classified the levels enough to feature the conclusion of the findings.

III. Results and Discussion

Table 1 shows the effects of COVID-19 on students' school performance in MAPEH. They believed that due to the pandemic, every individual is affected. Not to be opinionated in the scenario, but the presumptions would bear to attribute to adversities of their learning. As evident in the table, the mean of 4.85 conveys that they strongly agree with the reasons mentioned earlier. The overall mean yielded 3.68, which portrays that student felt the COVID-19 primarily contributed to decreasing their school performance in MAPEH. The outbreak of COVID-19 affected almost every individual.

Table 1

Level of effects of COVID-19 on the school performance in MAPEH

Statement	Weighted Mean (WM)	Description
1. The COVID-19 lockdowns and quarantine affected my health safety and made my modules unattended	2.95	Neither Agree or Disagree
2. The study revealed that COVID-19 has negatively affected my school performance.	4.06	Agree
3. The outbreak of COVID-19 affected almost every individual.	4.85	Strongly Agree
4. Learners were highly discontented on Learning Delivery Modality (LDM) thru modular.	3.86	Agree
5. Teachers and parents played a significant role in continuing the BE-LCP during the COVID-19 outbreak.	4.72	Strongly Agree
6. I learned more in MAPEH Subject this time of the pandemic.	2.91	Neither Agree or Disagree
7. I prefer to learn at home than in school.	2.52	Disagree

8. I can perform well my performance task at home than at school.	3.07	Neither Agree or Disagree
9. It is more enjoyable to learn in MAPEH when I am with my family at home.	3.40	Neither Agree or Disagree
10. Because of this pandemic I can have more time playing online games than answering the modules.	4.44	Strongly Agree
Overall Mean	3.68	Agree

Note: 1-1.80- Strongly Disagree, 1.81-2.60- Disagree, 2.7-3.4- Neither Agree or Disagree, 3.5-4.2- Agree, 4.3-5.0- Strongly Agree

The level of influence of the COVID-19 on the school performance on the MAPEH 8 is supplied in table 2. The statement “Performing at home with family is more enjoyable” with a mean of 4.30, extremely influential description. Although working with various tasks in the context of modular learning delivery, students tended to reveal the actual situation and be happy while at their respective families during the pandemic. But the statement that expresses “MDL is more fun than going to school” rated the lowest level. Returning to school would be their exciting moment since the pandemic has been almost two years. Missing going to school, and perhaps boring and anxieties probably dominating their experience at home. It found out further, based on the overall mean of 3.67 marks a description of “Very Influential.”

Table 2

Level of influence of the COVID-19 on the school performance of the MAPEH 8

Statement	Weighted Mean (WM)	Description
1. Increased the assessment activities that did not change the student’s workload.	3.55	Very Influential
2. COVID-19 impoundment transformed students into more strategic and creative.	3.68	Very Influential
3. Parent and sibling relationships became more closed to each one during the pandemic.	3.85	Very Influential
4. Students’ study habit is at risk because of the pandemic.	3.83	Very Influential
5. It showed more positive results of the COVID-19 impoundment.	3.38	Somewhat Influential
6. Lockdowns and quarantine made a lazy student.	3.68	Very Influential
7. COVID-19 gives me a lot of time to do my performance task in school.	3.76	Very Influential
8. Learning with family is more meaningful than in school.	3.55	Very Influential

9. Performing at home with family is more enjoyable.	4.30	Extremely Influential
10. MDL is more fun than going to school.	3.15	Somewhat Influential
Overall Mean	3.67	Very Influential

Note: 1-1.80- Not Influential, 1.81-2.60- Influential, 2.7-3.4- Somewhat Influential, 3.5-4.2- Very Influential, 4.3-5.0- Extremely Influential

There were a lot of innovations and interventions to increase the learners school performance in MAPEH 8-Virgo like; collaboration with the internal and external stakeholders, putting of learning hubs in 6-feeder barangays of Dumalogdog NHS through the help of the Youth organizations, feeding and reading Program, extending time on task, adjusting the level of content, contextualized/localized the learning activity sheets based on the competencies given. Thus, it helped the learners coped up the difficulties they encountered in their studies.

Innovation, Intervention and Strategy

The table presented below showed the innovations, interventions, and strategies on the effects of COVID-19 on student's academic performance in MAPEH 8-Virgo.

Innovation	Intervention	Strategy	Target Date
Utilizing the individual learners progress report and learners query sheet.	Giving Simplified Activities	Home visitation	Whole year round
Collaboration with the internal and external stakeholders	Extending time on task	Meetings with the internal and external stakeholders	Whole year round
Putting of learning hubs in 6-feeder barangays of Dumalogdog NHS through the help of the Youth organizations.	Adjusting the level of content	Sponsor a student and Pabahay para sa Bata (PPB)	Whole year round
Feeding and reading Program	Providing more supervised time	Mapping of performing and non-performing students	Whole year round
GaMaTuMaKi-SEKLAPA Program (Gabay Mag-aaral Tungo sa Matatag na Kinabukasan: Sa Eskwela Ko Ligtas At Panatag Ako)	Contextualized/localized the Learning activity sheets based on the competencies given	Implementation of Gulayan sa paaralan at sa tahanan.	Whole year round

IV. Conclusion

Therefore, this study found out that COVID-19 pandemic brought a lot of changes in the learning process. It negatively affects the school performance of Grade 8-Virgo learners in MAPEH at Dumalogdog National High School. It also perceived that teachers and parents played a significant role in continuing the BE-LCP during this new normal setup.

Action Plan

As the proponent of this study, the researcher plans to first, conduct a close monitoring on the school performance in MAPEH of Grade 8-Virgo learners throughout the school year 2021-2022. Second, sustain and expand the innovations and interventions to increase the learners school performance in MAPEH 8-Virgo like; collaboration with the internal and external stakeholders, putting of learning hubs in 6-feeder barangays of Dumalogdog NHS through the help of the Youth organizations, feeding and reading Program, GaMaTuMaKi-SEKLAPA Program (Gabay Mag-aaral Tungo sa Matatag na Kinabukasan: Sa Eskwela Ko Ligtas At Panatag Ako), extending time on task, adjusting the level of content, contextualized and indigenized the learning activity sheets based on the competencies given. Thus, it helped the learners coped up the difficulties they encountered in their studies.

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