FACTORS AFFECTING ACADEMIC PERFORMANCE OF THE LEARNERS AMIDST COVID-19 PANDEMIC

by:
Lorielyn A. Manuel

Several changes occur as a result of the coronavirus (COVID-19) pandemic, culminating in a new normal. Work, home, studies, and social life have all become confusing. As they learned in the new normal, teachers, students, and parents encountered new challenges. Education, on the other hand, must continue to serve our children even in times of crisis, whether it is a calamity, disaster, quarantine, or even war, and ensure that no students are left behind.”

One of the most significant parts of human resource development is education. The country’s social and economic progress is inextricably related to student achievement. Students' academic success (academic achievement) is critical in producing high-quality graduates who will serve as outstanding leaders and manpower for the country, and thus be accountable for its economic and social progress (Aly et al, 2009).

Students who excelled in previous academic contexts may struggle in the new hybrid and online learning environments. Environmental factors, family status, and innovative teaching approaches can all have an impact on a student's academic achievement. Because students today spend more time at home and often learn remotely, the student's home situation is more important than ever before.

According to Phan & Dang (2017), training, attitude, technological competence, time constraints, pedagogy, and methodology are among the key remote learning education features that provide substantial barriers to teachers, parents, and students. Some are wondering if the various adoptions of modular instruction, online class learning, and blended learning will continue to persist post-pandemic, and how such a sudden shift
would impact the country's educational institutions, given the abrupt changes from the classroom in many parts of the world.

References:


Plan & Dang. (2017). As distance education comes of age, the challenge is keeping the students. The chronicle of higher education, 46(23), 47-61.