Life Under COVID-19 Lockdown: The Case of University Students In Dagupan, Philippines

Sheila Marie M. Dasig and Ann Mildred M. De Leon

Abstract

This paper aims to explore the experiences of university students in Dagupan, Philippines during the COVID-19 lockdown. Data sources were reflection papers of freshmen students from the College of Teacher Education of Lyceum Northwestern University. Thirty-one papers were reviewed. Eight themes emerged and captured as the 7F's of the lockdown experience: (1) financial difficulties, (2) fear of infection, (3) feelings of isolation, (4) fulfilling multiple roles, (5) facing the future, (6) family and faith as sources of strength; and, (7) Facebook as indispensable coping tool. Overall analysis showed that first, more than a health crisis, the students perceived the pandemic as an economic crisis; second, the students juggled multiple roles and their role as family member took precedence over all their other roles; and third, despite difficulties, the students demonstrated adaptability as they looked for ways to cope with the situation. This study suggests that the students' lives during lockdown did not revolve around being students alone, thus, focusing only on improving educational infrastructures might not be enough to sustain their engagement. A holistic, multi-stakeholder approach to addressing the needs of low-income students has to be designed and implemented to ensure the sustained participation of this sector in education.

Key Words: COVID-19, Higher Education, Low-Income Students, Qualitative Study

1. Introduction

The COVID-19 pandemic of 2020 disrupted people's lives all over the world. In the Philippines, an extreme enhanced community quarantine (EECQ) was enforced in March 2020 as a control measure to prevent the spread of the virus. The EECQ, which is almost equivalent to a total lockdown, was the strictest level of community quarantine in the country. Work and transportation were suspended; and classes at all levels were put on hold.

To adapt to the situation, universities abruptly shifted to emergency remote and online set up (Simbulan, 2020). Most universities in the country were already at the tail-end of the second semester of academic year 2019-2020 when the lockdown happened. Because of this, accomplishing end-of-semester activities (e.g. final examinations, submission of final requirements, payment of fees) raised concerns for students. In Dagupan City, where this study was conducted, EECQ commenced on March 16, 2020 and lasted until April 24, 2020. This was downgraded to enhanced community quarantine (ECQ) on April 25, 2020 until May 15, 2020. Despite the downgrade, movement of people was still restricted, universities remained closed and people below 21 years old were not allowed to go out of their homes.

The unprecedented nature of the pandemic, and the measures used to control the spread of the virus such as lockdowns and shift to online classes, resulted to negative impacts on the physical and psychological

Sheila Marie M. Dasig and Ann Mildred M. De Leon, Research, Information Management and Communications Unit, Research and Innovation Management Office, Lyceum-Northwestern University, Tapuac District, 2400 Dagupan City, Philippines

01IJTET21Jan06_p58-66.indd 58 06-02-2022 11:53:06

well-being of students as shown in several studies both here (Baloran, 2020; Baticulon, et al., 2021; Labrague & Ballad, 2020) and abroad (Faize & Hussain, 2021; Salman, et al., 2020; Wang & Zhao, 2020). Anxiety and depression became prevalent due to a variety of reasons such as health and economic concerns, problems in connectivity, lack of digital competencies, increased academic workload, isolation, and future education and career prospects (Aristovnik, et al., 2020; Farris, et al., 2021; Organisation for Economic Cooperation and Development [OECD], 2020a). Despite the challenges, some studies pointed out some positive effects on students like better personal health and hygiene practices (Aristovnik, et al., 2020; Tariq, et al, 2020), while others discussed various coping strategies (Chaturvedi, et al., 2021; Nurunnabi, et al., 2020).

The lockdown resulted in new challenges for students, especially those who do not have the resources to easily adapt to the situation (OECD, 2020b; Rotas & Cahapay, 2020). Studies showed how lower income households were more disproportionately impacted (Aucejo, et al., 2020; Bonaccorsi, et al., 2020; Cho, et al., 2021); had higher risk exposure – members were more likely to be part of frontline, blue collar workers who, by nature of their work, do not have the privilege to work from home (Hibbler-Britt, 2020) – and were more likely to experience psychological distress (Rudenstine et al., 2021). According to UNESCO (2020), around 1.58 billion learners worldwide were affected. From this number, at least 24 million are estimated to be at risk of not being able to return to school; most affected would be students at the tertiary level, which is projected to suffer a 3.5% decline in enrolment, mainly due to the costs related to their studies.

While several studies have already been conducted on the impacts of the COVID-19 lockdowns on university students, most of these are quantitative and thus, nominative by nature. What is lacking are qualitative descriptive studies that reflect students' own constructions of their lockdown experience and how they made sense of this experience. These studies are important because they provide information that may be vital for the study participants but may have been overlooked, and thus excluded, in quantitative studies (Tremblay, et al., 2021; Vindrola-Padros, et al., 2020). In the case ofCOVID-19 pandemic, for example, stories on how individuals were able to sustain and survive life during lockdown might be downplayed amidst the dominant narratives of anxieties and depression (Waters, et al., 2020). These studies also play a critical role in providing spaces for the voices of underrepresented and vulnerable populations (Webber-Ritchey, 2021).

This paper aims to contribute to the emergent discussions on the impacts of the COVID-19 pandemic on university students by exploring the experiences of College of Teacher Education freshmen students from Lyceum Northwestern University in Dagupan City, Philippines. It hopes to provide a deeper understanding of how students experienced and navigated through the crisis that was unfolding itself at the time of the study. To achieve this, this paper answers the following questions: How did the students describe their lockdown experience? What meanings emerged from these descriptions? What are the implications of these constructions in terms of student support in the new normal?

2. Methodology

Students' reflection papers on their experiences during the EECQ served as data source for this qualitative study. The papers were written between April 21, 2020 and May 8, 2020. Only the papers of those who gave their consent were included. Recruitment was conducted from November 11-20, 2020 via Facebook Messenger. The time period for recruitmentwhich was after the final grades had already been released was purposively chosen to ensure that the students voluntarily and willingly participate in the study. The request

01IJTET21Jan06_p58-66.indd 59 06-02-2022 11:53:06

for informed consent highlighted the following: (1) participation is strictly voluntary, and (2) their identity will remain confidential, pseudonyms/codes will be used instead of real names.

After getting the students' consent, the reflection papers were randomly divided between the two researchers and were analysed separately using Braun & Clark's (2006) thematic analysis. After individually reviewing and thematizing the contents of the papers, the two researchers did a second-level thematization where they reviewed and compared the themes vis-à-vis the raw data together. To check the trustworthiness of the results and the clarity of interpretation, the researchers presented the results to a faculty member from the College of Teacher Education for feedback. After this, the researchers came up with the final set of themes that represented the students' COVID-19 lockdown experience.

Thirty-one out of the total 73 students gave their consent. Majority were females(27), who were 18-20 years old (25). Eleven lived in Dagupan City while seven were from rurban (rural-urban) towns bordering the city. Thirteen lived in rural areas – seven from coastal fishing towns west of Dagupan and six from farming towns east and south of Dagupan. In terms of household income, majority of the participants (15) have household income sources from one or a combination of the following informal/micro-scale economic activities: construction worker, factory worker, pedicab/tricycle driver, handicraft/food store helper, *sari-sari*[1] store owner, and sidewalk vendors. Six engage in small-scale farming/fishing activities while others receive remittances from relatives working overseas as teacher (1) and domestic help (1). The rest of the participants (8) have family members who work as employees on daily minimum wage or contractual service agreements. Ten are working students.

3. Results: The 7Fs of The COVID-19 Lockdown Experience

3.1. Financial difficulties

This highlights the lockdown's economic impact on the students and their families whose household income sources relied mainly on informal economy and daily earnings, which was thus, hardest hit by the lockdown.

- *"My father got laid off as factory worker. What supports us now is our small sari-sari store but we're only allowed to operate until 12 noon. I'm worried. Where do we get the money for our daily needs?"* S15 (female, 20)
- *"My mother (street vendor) cannot sell (goods) anymore. We do not have other income sources, what happens now?"* S24 (female, 19)

The loss of daily income resulted in dependency on government food rations which limited the amount of food supplies and food choices for the students and their families. Uncertainties over the duration of the lockdown period also caused anxieties as household expenditures, like water and electricity bills, continued to pile up.

- "*We had to skip breakfast. Rice was reserved for lunch. This helps us tide our hunger throughout the day. We have to save as much food as possible since we do not know until when the lockdown will last.*" S9 (female, 19)

[1] "Sari-sari" means "variety" in Filipino. A sari-sari store is a small neighborhood, usually family-owned, micro consumer business which sells an assortment of goods that can be bought in small amounts (e.g. a piece of candy/stick of cigarette).

01IJTET21Jan06_p58-66.indd 60 06-02-2022 11:53:06

- "*Work stopped and it's impossible to earn a living these days. Will our money last until after the ECQ? I don't know. We don't have any savings, how do we pay our bills?*" S13 (male, 19)

Financial difficulties also affected the students' online learning. Several students did not have gadgets nor internet access at home. To comply with academic requirements, they borrowed laptops/smartphones and accessed the internet with the help of neighbours/relatives/teachers. Majority of the students also availed of promos offered by telecommunications companies to maximize data usage. Overall sentiments, however, reflect how students' expenditures were mainly influenced by their household's priority for food and other basic necessities.

- *"I do not have internet, but with the way things are right now, I'd rather use the money for food than internet data."* S28 (female, 18)
- *"My neighbour rents out her laptop, but I do not have money for that, I just type everything using my smartphone and use the money for my family's needs."* S7 (female, 19)

3.2. Fear of infection

The novelty of the virus, the lack of available information, and the surge in cases and deaths due to COVID-19 led to fear of infection amongst the students. However, more than getting infected themselves, they were more concerned about family members getting infected, especially those working at the frontline.

- *"The past months had been terrifying; the outbreak makes me anxious. I do not go out, I'm afraid that I might get sick by interacting with others."* S24 (female, 19)
- "*I am worried for my parents' safety; my father is a member of the Barangay (village) health emergency response team and is always exposed to the virus."* S11 (female, 19)
- *"My father reports at the checkpoint daily, they monitor people going in and out of our area. We always pray for his safety."* S30 (female, 19)

3.3. Feelings of isolation

The shift to online classes resulted to feelings of isolation and restlessness among the students. This was aggravated due to the problems they faced related to connectivity. A general sense of lack, if not absence of academic, psychological and moral support were expressed by the students, something that would have been readily available in a face-to-face setting. The students felt that they were on their own and that their voices were not being heard. The timing of the lockdown, which happened during the final quarter of the semester, made the situation more stressful. Feelings of anxiety and helplessness increased as students dealt with deadlines and final requirements while looking for ways to connect with teachers and classmates.

- *"I feel like a prisoner, but I cannot do anything about it, we need to follow the law for our own safety"* S19, (male, 20)
- *"It was very hard, we had difficulties communicating, much more expressing our ideas and opinions because we cannot hear and see each other due to poor internet (connection). It did not help that we had to constantly monitor our data usage"* S5 (female, 19)

01IJTET21Jan06_p58-66.indd 61 06-02-2022 11:53:06

3.4. Fulfilling multiple roles

Life under lockdown meant occupying a space where the students had to juggle multiple roles as a member of the family, as a worker, and as a student, at the same time. This juggling of roles affected their academic performance as students were expected to prioritize their role as a family member over all other roles, including that of being a student.

- *"It's hard. It's true I can do my schoolwork at home but my responsibility as a daughter becomes priority. In school, my attention is on schoolwork, but at home, it is divided as a daughter, a sister and a student."* S15 (female, 20)
- *"When my older brother got sick, I had to take on his role as the primary income earner of the family. I took on odd jobs to put food on the table. I sometimes had to miss classes and submit requirements late because the only time I get to do schoolwork was when I come home from work."* S20 (female, 19)

3.5. Facing the future

This theme captures the fears that the students have for their own and for their familys' future due to the uncertainties they experienced while in lockdown. Aside from health concerns and being safe from the virus, the students shared bleak prospects about going back to school, graduating on time and finding jobs after graduation. The economic impact of the pandemic worried the students the most as they anticipated how the rising prices of basic commodities and lack of income opportunities would affect them when things go back to normal. For some of the students, getting a job and temporarily dropping out of school was one option that they could take post-pandemic.

- *"I don't think I can continue with my studies after the pandemic, I need to look for a job because we don't have any money left to support my studies…"* S21 (female, 18)
- *This was echoed by S7 (female, 19) who wished that "I hope classes do not resume immediately so that I can have time to earn and save money."* S7 (female, 19)

3.6. Family and faith as sources of strength

Family and faith were strikingly positive elements in the students' reflections. These two served as sources of strength and meaning in order to continue to find ways to survive daily and move forward amidst uncertainties. Time spent with family and improvement in family relationship as positive outcomes of the pandemic were expressed in all of the papers. Family was also an essential element in the students' constructions of life post-pandemic as fears, hopes and plans for the future revolved around family security and well-being. Faith, on the other hand, was expressed through gratitude for God for not abandoning them and their families during these difficult times. The words *"may awa ang Diyos"* (God is merciful) were found across all papers.

- *"My family strengthens and inspires me, encourages me in these times of difficulties"* S2 (female,19)
- *"I will look for a job so that I can help my family rise again after the crisis and recover the things we lost during the lockdown"* S10 (female, 21)
- *"God wants us to stand still and have faith because a new and better beginning awaits us"* S21 (female, 18)

01IJTET21Jan06_p58-66.indd 62 06-02-2022 11:53:06

3.7. Facebook as indispensable coping tool

Social media, particularly Facebook (FB), played an important role as a coping mechanism during the lockdown as it provided ways for students to communicate with relatives, teachers and classmates. Since all students and teachers had FB accounts, FB messenger became the "official" classroom. The students also pointed out how promos offered by telecommunications companies – such as the free and unlimited access to FB messenger even in the absence of data – helped them accomplish their academic requirements. It also provided entertainment and updates on health protocols being observed in their respective localities.

- *"We used FB messenger in class because it was available to all of us. It is also free and we can communicate even without load unlike email where we need to load before we can open it"* S12 (female, 20)
- *"Thanks to Facebook, we can talk to our parents. They cannot go home yet because of the lockdown"* S11 (female, 19)

4. Discussion

The students' reflection papers conveyed three insightful constructions of their lockdown experience that have significant implications on student support in the time of the pandemic and beyond:

First, findings of this study showed that the students' overall lockdown experience was distressing mainly due to the lockdown's impact on their family's financial resources. While studies have identified financial concerns as among the causes of anxieties of students during the pandemic (Khoshaim, et al., 2020; Nelson, et al., 2020; Son, et al., 2020), it is interesting to note how this dominated the students' constructions of their life under lockdown in this particular study. Not only were the discussions on financial difficulties extensive, but they also cut across all themes except for theme 2 (fear of infection). This illustrates how the students perceived the pandemic more as an economic crisis than a health crisis. This is important because it validates and substantiates reports and projections of international organizations like UNESCO (2020), OECD (2020a) and The World Bank (Cho, et al., 2021); and echoes results of related studies (Aucejo, et al., 2020; Rudenstine, 2020) on how the pandemic has been heavily devastating on the lives of students from low-income families and how this will have long-term impacts on student outcomes for this sector.

Second, the students' constructions also demonstrated the complexity of their situation in terms the different roles that they had to play while in lockdown and how their role as a family member took precedence over all other roles. Unlike other studies that simply identified lack of physical space and household responsibilities (Baticulon, 2021; Fioretti, et al., 2020; McKie, 2020) as factors effecting students' learning at home, this finding expands the discussion by illustrating how family responsibilities influenced students' decisions and behaviour during the lockdown. This was reflected in the writings of S28 who opted to use her money to buy food rather than internet data, S15 who stated that her responsibility as a daughter is priority, and S21 who is planning to look for work post-lockdown to help her family recover.

This finding suggests that efforts to improve students' participation in online classes and sustaining students' education overall – must consider what happens "at the other side of the monitor" (Moore, 2020, p. 56). Education stakeholders and actors need to recognize that unlike face-to-face classes where students from low-income families are provided enough space where they can fulfil their roles as fulltime students, studying at home puts these students in a space where their role as students does not get prioritized.

01IJTET21Jan06_p58-66.indd 63 06-02-2022 11:53:06

Thus, when designing intervention and support, it is imperative to consider the learners' situation and context (Joaquin, et al., 2020), and the overall philosophy and objectives for the 'new normal' in education (Pacheco, 2000).

Third, while the experience was distressing, the students' constructions of their lockdown experience demonstrated adaptability as they looked for ways to cope with the situation. The need to cope during the pandemic has already been documented in previous studies (Agha, 2021; Labrague & Ballad, 2020) and that coping mechanisms may be adaptive or maladaptive (Farris, et al., 2021). In this case, adaptive coping mechanisms were utilized by the students. Although the coping mechanisms may be borne out of the need to manage anxiety during lockdown (Nurunnabi, et al., 2020), it may also signal optimism as can also be inferred from the students' plans of finding work when things get back to normal which can play an important role in the students' efforts to successfully navigate and survive the lockdown (Tariq, et al., 2020; Waters, et al., 2021).

Based on the results of the study, the students' adaptability and coping strategies were largely influenced by family and faith. This finding echoes that of studies that identified faith and family as critical elements for coping during disasters (Labrague & Ballad, 2020). According to Waters, et al. (2021), meanings or the "degree to which people made sense of their lives and the world around them" (p.4) are foundational components of well-being and help people cope in times of distress. However, this construction needs to be viewed within the context of the study – which is the first two months of the lockdown as Labrague & Ballad (2020) cautioned how fatigue can set in as lockdown continues and may further affect individuals' physical and mental states.

5 Conclusion

This study showed that the students' life under lockdown was generally distressing; however, it also displayed resilience as the students tried their best to adapt, cope, and plan for the future. It highlighted how: (1) the students perceived the pandemic more as an economic crisis than a health crisis, (2) the students' role as a family member was prioritized over all their other roles; and (3) the students displayed adaptability as they tried to find ways to cope during the lockdown. These findings suggest that the students' lives, based on their own constructions, did not revolve around their being students alone. They suggest that factors influencing the students' participation in education are multiple and complex, thus, focusing on improving educational infrastructures alone might not be enough to sustain participation. A holistic, multi-stakeholder approach to addressing the needs of low-income students has to be designed and implemented to ensure the sustained participation of this sector in education.

While this study offers insights on students' experiences during lockdown, it has several limitations. First, data was limited to students enrolled in a particular school in Dagupan, Philippines. Second, the time period of the study was limited to the first few months of the lockdown. Further studies with more number of participants as well as with participants from diverse contexts are recommended. It is also recommended that follow-through studies be conducted on the same group of students at different phases of the pandemic, particularly interesting would be a comparative analysis of students who were able to pursue their studies during the pandemic and those who could not, to be able to identify further factors influencing students' participation in education in times of disruptions such as the COVID-19 pandemic.

01IJTET21Jan06_p58-66.indd 64 06-02-2022 11:53:06

References

Agha, S. (2021). Mental well-being and association of the four factors coping structure model: A perspective of people living in lockdown during COVID-19. *Ethics, Medicine and Public Health*, *16*, 100605. https://doi.org/10.1016/j.jemep.2020.100605

Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective. *Sustainability*, *12*(20), 8438. https://doi.org/10.3390/su12208438

Aucejo, E. M., French, J., Ugalde Araya, M. P., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of Public Economics*, *191*, 104271. https://doi.org/10.1016/j.jpubeco.2020.104271

Baloran, E. T. (2020). Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic. *Journal of Loss and Trauma*, *25*(8), 635–642. https://doi.org/10.1080/15325024.2020.1769300

Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. *Medical Science Educator*, *31*(2), 615–626. https://doi.org/10.1007/s40670-021-01231-z

Bonaccorsi, G., Pierri, F., Cinelli, M., Flori, A., Galeazzi, A., Porcelli, F., Schmidt, A. L., Valensise, C. M., Scala, A., Quattrociocchi, W., & Pammolli, F. (2020). Economic and social consequences of human mobility restrictions under COVID-19. *Proceedings of the National Academy of Sciences*, *117*(27), 15530–15535. https://doi.org/10.1073/pnas.2007658117

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. *Children and Youth Services Review*, *121*, 105866. https://doi.org/10.1016/j.childyouth.2020.105866

Cho, Y., Avalos, J., Kawasoe, Y., Johnson, D., & Rodriguez, R. (2021). *The Impact of the COVID-19 Pandemic on Low Income Households in the Philippines: Impending Human Capital Crisis*. World Bank. https://openknowledge.worldbank.org/bitstream/handle/10986/35260/The-Impact-of-the-COVID-19-Pandemic-on-Low-Income-Households-in-the-Philippines-Impending-Human-Capital-Crisis.pdf?sequence=1&isAllowed=y

Faize, F. A., & Husain, W. (2020). Students with severe anxiety during COVID-19 lockdown – exploring the impact and its management. *The Journal of Mental Health Training, Education and Practice*, *16*(2), 153–163. https://doi.org/10.1108/jmhtep-09-2020-0062

Farris, S. G., Kibbey, M. M., Fedorenko, E. J., & DiBello, A. M. (2021). A Qualitative Study of COVID-19 Distress in University Students. *Emerging Adulthood*, 216769682110251. https://doi.org/10.1177/21676968211025128

Fioretti, C., Palladino, B. E., Nocentini, A., & Menesini, E. (2020). Positive and Negative Experiences of Living in COVID-19 Pandemic: Analysis of Italian Adolescents' Narratives. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.599531

Hibbler-Britt, L. M. (2020). The Impact of COVID-19 in the African American Community. *Transnational Journal of Business*, *Special Issue*, 35–38.

Joaquin, J. J. B., Biana, H. T., & Dacela, M. A. (2020). The Philippine Higher Education Sector in the Time of COVID-19. *Frontiers in Education*, *5*. https://doi.org/10.3389/feduc.2020.576371

Khoshaim, H. B., Al-Sukayt, A., Chinna, K., Nurunnabi, M., Sundarasen, S., Kamaludin, K., Baloch, G. M., & Hossain, S. F. A. (2020). Anxiety Level of University Students During COVID-19 in Saudi Arabia. *Frontiers in Psychiatry*, *11*. https://doi.org/10.3389/fpsyt.2020.579750

Labrague, L. J., & Ballad, C. A. (2021). Lockdown fatigue among college students during the COVID-19 pandemic: Predictive role of personal resilience, coping behaviors, and health. *Perspectives in Psychiatric Care*. Published. https://doi.org/10.1111/ppc.12765

McKie, A. (2020, September 3). *Lack of study space and poor connections hinder online learning*. Times Higher Education (THE). https://www.timeshighereducation.com/news/lack-study-space-and-poor-connections-hinder-online-learning

01IJTET21Jan06_p58-66.indd 65 06-02-2022 11:53:07

Moore, P. G. (2020). The Other Side of the Monitor: Student Perceptions and Challenges from the COVID-19 Pandemic. *Transnational Journal of Business*, *Special Issue*, 56–59.

Nelson, B. W., Pettitt, A., Flannery, J. E., & Allen, N. B. (2020). Rapid assessment of psychological and epidemiological correlates of COVID-19 concern, financial strain, and health-related behavior change in a large online sample. *PLOS ONE*, *15*(11), e0241990. https://doi.org/10.1371/journal.pone.0241990

Nurunnabi, M., Hossain, S. F. A. H., Chinna, K., Sundarasen, S., Khoshaim, H. B., Kamaludin, K., Baloch, G. M., Sukayt, A., & Shan, X. (2020). Coping strategies of students for anxiety during the COVID-19 pandemic in China: a cross-sectional study. *F1000Research*, *9*, 1115. https://doi.org/10.12688/f1000research.25557.1

Organisation for Economic Cooperation and Development. (2020a). Education and COVID-19: Focusing on the long-term impact of school closures. *OECD Policy Responses to Coronavirus (COVID-19)*. Published. https://doi.org/10.1787/2cea926e-en

Organisation for Economic Cooperation and Development. (2020b). The impact of COVID-19 on student equity and inclusion: Supporting vulnerable students during school closures and school re-openings. *OECD Policy Responses to Coronavirus (COVID-19)*. Published. https://doi.org/10.1787/d593b5c8-en

Pacheco, J. A. (2020). The "new normal" in education. *Prospects*. Published. https://doi.org/10.1007/s11125-020-09521-x

Rotas, E. E., & Cahapay, M. B. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. *Asian Journal of Distance Education*, *15*(2), 147–158.

Rudenstine, S., McNeal, K., Schulder, T., Ettman, C. K., Hernandez, M., Gvozdieva, K., & Galea, S. (2020). Depression and Anxiety During the COVID-19 Pandemic in an Urban, Low-Income Public University Sample. *Journal of Traumatic Stress*, *34*(1), 12–22. https://doi.org/10.1002/jts.22600

Salman, M., Asif, N., Mustafa, Z. U., Khan, T. M., Shehzadi, N., Tahir, H., Raza, M. H., Khan, M. T., Hussain, K., Khan, Y. H., Butt, M. H., & Mallhi, T. H. (2020). Psychological Impairment and Coping Strategies During the COVID-19 Pandemic Among Students in Pakistan: A Cross-Sectional Analysis. *Disaster Medicine and Public Health Preparedness*, 1–7. https://doi.org/10.1017/dmp.2020.397

Simbulan, N. P. (2020, June 4). *The Philippines – COVID-19 and Its Impact on Higher Education in the Philippines*. The HEAD Foundation. https://headfoundation.org/2020/06/04/covid-19-and-its-impact-on-higher-education-in-the-philippines/

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study. *Journal of Medical Internet Research*, *22*(9), e21279. https://doi.org/10.2196/21279

Tariq, S., Farooq, M., & Malik, S. (2020). Psychological Experience of University Students in COVID-19 Lockdown: A Qualitative Research. *Pakistan Social Sciences Review*, *4*(III), 807–823. https://doi.org/10.35484/pssr.2020(4-iii)57

Tremblay, S., Castiglione, S., Audet, L. A., Desmarais, M., Horace, M., & Peláez, S. (2021). Conducting Qualitative Research to Respond to COVID-19 Challenges: Reflections for the Present and Beyond. *International Journal of Qualitative Methods*, *20*, 160940692110096. https://doi.org/10.1177/16094069211009679

UNESCO. (2020). *COVID-19 Impact on Education*. https://en.unesco.org/covid19/educationresponse

Vindrola-Padros, C., Chisnall, G., Cooper, S., Dowrick, A., Djellouli, N., Symmons, S. M., Martin, S., Singleton, G., Vanderslott, S., Vera, N., & Johnson, G. A. (2020). Carrying Out Rapid Qualitative Research During a Pandemic: Emerging Lessons from COVID-19. *Qualitative Health Research*, *30*(14), 2192–2204. https://doi.org/10.1177/1049732320951526

Wang, C., & Zhao, H. (2020). The Impact of COVID-19 on Anxiety in Chinese University Students. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01168

Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., Moskowitz, J. T., Neff, K., Niemiec, R., Pury, C., & Steger, M. (2021). Positive psychology in a pandemic: buffering, bolstering, and building mental health. *The Journal of Positive Psychology*, 1–21. https://doi.org/10.1080/17439760.2021.1871945

Webber-Ritchey, K. J., Simonovich, S. D., & Spurlark, R. S. (2020). COVID-19: Qualitative Research with Vulnerable Populations. *Nursing Science Quarterly*, *34*(1), 13–19. https://doi.org/10.1177/0894318420965225

01IJTET21Jan06_p58-66.indd 66 06-02-2022 11:53:07