



GSJ: Volume 11, Issue 5, May 2023, Online: ISSN 2320-9186

www.globalscientificjournal.com

LEARNERS' INVOLVEMENT IN THE DIGITAL LEARNING AND THEIR PSYCHOSOCIAL WELL-BEING

ARRIANE A. PADILLA
Teacher-I

Abstract

As the COVID-19 pandemic continues, most schools throughout the globe have been closed for a long time. Different ways have evolved to continue educating and supporting students, including in-person, distance, and hybrid configurations like remote/distance solutions. This study determined the relationship between the Learners' Involvement in the Digital Learning and their Psycho social Well-Being of Grade Six learners at Kulaman District II, Division of Sultan Kudarat during the School Year 2022-2023. It utilized a Quantitative Research design, specifically, the use of Descriptive-Correlation with the Grade Six learners and teachers as respondents.

Result revealed that the level of learners' involvement in the digital learning, in terms of Google Instruction, You tube Videos, and Multimedia Classroom in DepEd Kulaman District II was Highly observed. Finding also suggests that the extent of learners' psycho social well-being in DepEd Kulaman District II, in terms of social, mental, and emotional well-being, was seldom noticed. This was due to the fact that the learners' psycho social well-being was not affected by their usage of the technological gadgets. Finally, result indicated that the excessive engagement or involvement of learners in digital learning had no impact to their psycho social well-being. In other words, the mental, emotional, and social health of learners in Kulaman District II were not affected by the social media platforms they only used as these for entertainment and educational purposes. Consequently, it was concluded that learners were inclined when it comes to their media literacy.

1.INTRODUCTION

As the COVID-19 pandemic continues, most schools throughout the globe had been closed for a long time. Different ways had evolved to continue educating and supporting students, including in-person, distance, and hybrid configurations like remote/distance solutions. Online education is a reality for everyone today, and digitalizing the educational environment is a challenge for all education stakeholders. School psychology had adapted research, training, and practice to meet this challenge. This alteration of school environment and psychology must be examined academically with evaluation, intervention, consulting, and other educational services in the near future.

In Saudi Arabia, the campus education is restricted until the time when 70% of their population received their COVID-19 vaccination. Yet, country still adopt the digital education to suffice the needs of the students. It further revealed that the emotional experiences of university students studying through e-learning during the COVID-19 pandemic in Saudi Arabia is alarming as digital Education or E-learning make them isolate themselves which turned to a major psychosocial enigma (Abdulkarim, 2020).

Likewise, Philippines is one of the countries around the globe that directed educational institutions to implement online studies at all levels, to prevent the spread of the COVID-19 while facilitating the continuation of the studies during the last academic year. However,

educational institutions, teaching staff and students faced multiple challenges in terms of execution and quick adaptation to e-learning, as demonstrated by studies conducted in the early phases of the pandemic (World Health Organization, 2020).

Consequently, there are several cross-sectional surveys and some qualitative studies were also conducted in the early period of the pandemic to draw upon students' and teacher's experiences. During the early period of pandemic, researchers focused on assessing generalized stress responses to capture the immediate psychological responses of people and students due to the COVID-19 pandemic. Few cross-sectional surveys of university students in Saudi Arabia measured perceived academic stress, anxiety and depression symptoms.

Indeed, the digital transformation of education is the integration of digital technology into all areas of education, delivering value to learners and fundamentally changing the way they operate Information and Communication Technology (ICT) learning is expanding. ICT is becoming faster, more user-friendly, and more widely used on campus, libraries and learning centers, offices, and homes. Their attractive commitment to greater learning productivity and performance is reinforcing their appeal to bureaucrats, managers, policymakers and students.

This part shows the conceptual framework of this study which discusses the correlation between independent and dependent variables.

The independent variable is the Level of learners' involvement in the digital learning, in terms of Google Instruction, YouTube Educational Videos, and Multimedia Classroom. While dependent variable is the extent of learners' psycho social well-being, in terms of social, mental, and emotional.

Generally, this study determined the relationship between the Learners' Involvement in the Digital Learning and their Psycho social Well-Being of Grade Six learners at Kulaman District II, Division of Sultan Kudarat during the School Year 2022-2023.

The result of this study would be of great help to the school Administrators, Teachers, Parents, Student and Researcher. This study determined the psycho social effect on children of digital learning in Kulaman District.

This study mainly focused in determining the relationship between the Learners' Involvement in the digital learning and their psycho social well-being of Grade Six learners at Kulaman District II, Division of Sultan Kudarat during the School Year 2022-2023.

The respondents of this study were the selected Grade Six learners in Kulaman District II, Division of Sultan Kudarat during the in-person classes.

2. MATERIALS AND METHODS

This study utilized a Quantitative Research design, specifically, the use of Descriptive-Correlation to determine the relationship between the learners' involvement in the digital learning and their psycho social well-being of Grade Six learners at Kulaman District II, Division of Sultan Kudarat during the School Year 2022-2023.

The respondents of this study were the selected 50 Grade Six learners in DepEd Kulaman District II, Sen. Ninoy Aquino, Sultan Kudarat. These learners were the ones who were exposed with digital learning who could be affected in their psycho social well-being.

Selected 30 teachers also took part in this study to determine the level of learners' involvement in Digital Learning.

This study employed a Purposive Sampling technique to purposely select the identified learners who were exposed to digital learning and who might be affected in terms of their psycho social well-being, and their teachers who witnessed their level of involvement.

The study was conducted in Kulaman District II, Sultan Kudarat Division. Kulaman district is one of the districts in the Division of Sultan Kudarat that implements digital learning even during the in-person classes. See Map below.

The primary tool in this research was the selected survey questionnaire, which collected accurate data to address all of the issues raised in chapter I.

First, an adopted survey questionnaire from Rosete (2021), to determine the level of learners' involvement in the digital learning, in terms of Google Instruction, YouTube Educational Videos, and multimedia classroom.

Further, another adopted survey questionnaire from Galang (2020), was used to assess the extent of learners' psycho social well-being, in terms of social, mental, and emotional. The relevant scale was also observed from the aforementioned author/researcher:

In order to address all of the difficulties described in Chapter I, the researcher carefully gathered pertinent data using methodologies and protocols:

The researcher first sent a written letter to the Sultan Kudarat Division Superintendent of the Schools Division requesting authorization to conduct the study at several Kulaman District Public Elementary Schools. Survey questionnaires were used in this study's data collection to extract information from participants.

The adopted questionnaires were ready in advance and given to respondents, along with an appointment that is scheduled at a time that works best for them, in order to gather data.

The goal and aim of the investigation would be highlighted. In order to get responses from respondents in response to the description of the issues being emphasized, relevant papers would be distributed and collected. After compiling, analyzing, and interpreting the data, a reliable conclusion, results, and recommendations are presented. The waterfall diagram is shown below.

The nature of this research was mostly descriptive in focus. As a result, the statistical methods were used in the analysis and interpretation of the data.

First, Mean was used to assess and evaluate the level of learners' Involvement in the digital learning, in terms of Google Instruction, YouTube Educational Videos, and Multimedia Classroom, and the extent of learners' psychological well-being, in terms of social, mental, and emotional.

Moreover, Pearson Moment Correlation was used to determine the significant relationship between the level of Learners' Involvement in the digital learning, and the extent of learners' psycho social Well-Being, in terms of social, mental, and emotional in DepEd Kulaman District for School Year 2022-2023.

3. RESULTS AND DISCUSSION

Level of learners' involvement in the digital learning in the following platforms: Google Instruction, YouTube Educational Videos, and Multimedia Classroom.

Table 1 shows the level of learners' involvement in the digital learning in terms of Google Instruction. As observed, indicators 4, "Students use of Google in their assignments and other activities", and 5 "Google's instructional videos are ready to be used in the classroom, by the students" garnered the mean of 4.80 interpreted as "Highly Observed". Generally, the level of learners' involvement in the digital learning in terms Google Instruction got the section mean of 4.46 interpreted as "Highly Observed".

The result implies that learners' level of involvement in the digital learning in the Google Instruction, in DepEd Kulaman District II is highly observed. This denotes that they are into using the Google instruction especially when they answer their assignments or when they find topics not available in books. Their frequent of use of this platform is due to its easy accessibility since this is already available in their classrooms.

Table 2 shows the level of learners' involvement in the digital learning in terms of YouTube Videos. As observed, indicators 2, "The learners use YouTube for educational and entertainment purposes", 4 "The students rely on YouTube videos to in answering their

assignments”, and 5 “The learners spend their time watching funny videos in YouTube” got the mean of 4.80 described as “Highly Observed”. Over-all, the level of learners’ involvement in the digital learning in terms of YouTube Videos got the section mean of 4.58 interpreted as “Highly Observed”.

The above result tells that level of learners’ involvement in the digital learning in terms of YouTube Videos in Kulaman District II is highly observed. This shows that these students are too engaged to the use of YouTube both for entertainment and educational purposes. This involvement is manifested in their action as they spend their time watching funny videos in YouTube.

In a similar vein, a growing body of research suggests that YouTube might be utilized as a teaching tool in a range of sectors, including medical, language learning (educator training), and improving cultural understanding. Since it can be used in such a wide variety of contexts, YouTube has emerged as an indispensable media resource in the instructional process (Clifton & Mann, 2014),

Table 3 shows the level of learners’ involvement in the digital learning in terms of Multimedia Classroom. As shown, indicator 1, “Learners participate actively when multimedia is used in the class discussion” obtained the highest mean of 4.90 described as “Highly Observed”. Meanwhile, indicator 5 “Learners are trained and ready to use multimedia in their classroom” got the lowest mean of 3.90 interpreted as “Merely Observed”. Generally, level of learners’ involvement in the digital learning in terms of Multimedia Classroom is “Highly Observed” with the mean of 4.34.

The result shows that level of learners’ involvement in the digital learning in terms of Multimedia Classroom in Kulaman District II is highly observed. This entails that these students are more interested in their classes if the teachers employed this approach. However, result also tells that there are learners who are not trained on the proper use of this platform.

In the research done by Fitzmaurice (2011), the author stressed the fact that there are still nations that have previously shown that the use of virtual classrooms is quite beneficial in the transportation of programs for distant education. Nonetheless, there are certain nations that are not prepared, particularly those that are classified as third world nations. On the other hand, there are situations in which students’ usage of this platform might be detrimental to their health, particularly their mental health.

Table 4 displays the summary results of the level of learners’ involvement in the digital learning, in terms of Google Instruction, YouTube Videos, and Multimedia Classroom. As displayed above, Google Instruction got the mean of 4.46, YouTube Videos is 4.58, while Multimedia Classroom is 4.34, all interpreted as “Highly Observed”. Generally, the level of learners’ involvement in the digital learning garnered the grand mean of 4.46 interpreted as “Highly Observed”.

The result denotes that the level of learners’ involvement in the digital learning, in terms of Google Instruction, YouTube Videos, and Multimedia Classroom in DepEd Kulaman District II is highly observed. This means that learners are engaged with these technological platforms both for entertainment and educational purposes. This can also be inferred that learners are not well-trained despite their exposure to these entities.

According to Zamani, & Kardan, (2011), digital Learning may be defined as a framework built on technology, organization, and administration that allows students to study over the internet and to learn effortlessly. This is also a characteristic of education, which is the acquisition of knowledge conveyed through electronic devices. To create, accelerate, and encourage learning, e-learning makes use of interactive education platforms including computers, the Internet, multimedia disks, and electronic papers. However, various studies also reveal the danger in using these platforms if there are no proper training's and orientations to students.

Extent of Learners’ Psycho social Well-Being

Table 5 displays the extent of learners' Psycho social Well-Being, in terms of Social Well-being. As displayed above, indicator 1 "He/she is becoming a loner when engaged with social media platforms" got the mean of 4.10 interpreted as "Rarely Observed". As seen, indicator 4 "Some of friends blocked him/her from their social media accounts because He/she is mingling with them", and 5 "He/she lost his/her trust in talking with people, which affects his/her interpersonal skills because she/he is contented with using gadgets" are interpreted as "Rarely Observed". Generally, the extent of learners' Psycho social Well-Being, in terms of Social Well-being obtained the mean of 3.66 which described as "Rarely Observed".

The above result entails the extent of learners' Psycho social Well-Being, in terms of Social Well-being is rarely observed which means that learners in Kulaman District II have no major issues concerning their psycho social well-being particularly their social aspect. Result also shows that despite the learners' usage of different digital learning, their mental state is still good.

Table 6 shows the extent of learners' Psycho social Well-Being, in terms of Mental Well-being. As displayed above, indicator 2 "He/she builds mental anxiety that affects his/her mental health if no using gadgets" got the mean of 1.50 interpreted as "Least Observed". The rest of the indicators under this domain rated as "Rarely Observed". Generally, the extent of learners' Psycho social Well-Being, in terms of Mental Well-being got the section mean of 2.98 described as "Rarely Observed".

This implies that the extent of learners' Psycho social Well-Being, in terms of Mental Well-being is rarely observed. This explains that learners in Kulaman District II have no problem when it comes to their mental well-being. Although there few anxieties they feel during pandemic, but it did not affect their mental health. There are also instances that they too focused on their social media accounts but this is their way relaxing themselves by watching entertaining videos.

The above result complements with the findings of Aliman (2020), although there are few cases of students who encountered psycho social problems upon excessive use of social media, there are also number of students who found social media as their way of entertainment, especially during the outbreak of Covid 19 Pandemic.

Table 7 shows the extent of learners' Psycho social Well-Being, in terms of Emotional Well-being. As shown above, indicator 1, "He/she cannot concentrate answering his/her assignments and doing other related activities because she/he is too focused in using social media" got the mean of 2.30 interpreted as "Fairly Observed". Meanwhile, indicator 3 "there are times that his/her mind does not work because it preoccupied with certain things surround him/her (fear, anxiety, etc.) obtained from the social media" obtained the mean of 1.68 interpreted as "Least Observed". Generally, the extent of learners' Psycho social Well-Being, in terms of Emotional Well-being got the section mean of 2.612 interpreted as "Least Observed".

It can be seen from the tabular data above that the extent of learners' Psycho social Well-Being, in terms of Emotional Well-being is least observed. This tells that there is only few number of learners who were identified excessive user of social media, but this is only for entertainment purposes and it has nothing to do with their emotional well-being. Result further entails that there are learners who cannot concentrate in their classes but this issue is not attributed to their excessive involvement to digital learning facilities.

Table 8 shows the Summary Results on the extent of learners' psycho social well-being in DepEd Kulaman District II. Based on the above table, social well-being got the mean of 3.66, mental well-being is 2.98 interpreted as "Rarely Observed". On the other hand, the emotional well-being obtained the mean of 2.612 which was interpreted as "Least Observed". Generally, the Summary Results on the extent of learners' Psycsocial well-being in DepEd Kulaman District II garnered the grand mean of 3.084 has the interpretation of "Rarely Observed".

The aforementioned result suggests that the extent of learners' psycho social well-being in DepEd Kulaman District II, in terms of social, mental, and emotional well-being, is seldom noticed. This is due to the fact that the learners' psycho social well-being is not affected by their usage of the technological gadgets. This demonstrates that the mental and emotional health of the students is not a concern at these institutions, despite the fact that they use a variety of digital resources for educational purposes.

According to World Health Organization (WHO) (2020), the case of mental health problems has risen during the Pandemic. Stress and depression are among the stigma among youths who stay at home. However, it was not mentioned in the findings that students' involvement to digital learning affects their psycho social well-being. Hence, this finding of WHO supports the aforementioned result.

Relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being with Digital Learning Platforms.

Table 9 above shows the relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being in DepEd Kulaman District II. As shown above, all the p-values in the independent variables under psycho social well-being (.513, .612, and .515) are greater than 0.05 level of significance which statistically denotes that there is no significant relationship between the independent (x) variable and dependent (y) variable. Hence, in this study, the result shows that there is no relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being in DepEd Kulaman District II.

The result indicates that the excessive engagement or involvement of learners in digital learning had no impact to their psycho social well-being. In other words, the mental, emotional, and social health of learners in Kulaman District II are not affected by the social media platforms they use as these are only for entertainment and educational purposes. It can also be inferred that these learners are inclined when it comes to their media literacy. Hence, the null hypothesis that states "there is no relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being in DepEd Kulaman District II", is hereby accepted.

The aforementioned result is supported by Chung et al. (2020a), it is undeniable that online learning is considered the best solution to ensure consistency of learning in the era of the "new norm", although there may be certain setbacks such as loss of human presence, detecting the incomprehension of students by facial gestures, cracking small jokes to light up the mood, student participation, still this helps to make learning continuously delivered. On the bright side, this pandemic has opened opportunities for many people in various fields including teachers and students. Toquero (2020) said that global pandemic has opened up opportunities for the nation to update its current methods of education and turn its focus on utilizing technology.

4. MAJOR FINDINGS

Result revealed that the level of learners' involvement in the digital learning, in terms of Google Instruction, YouTube Videos, and Multimedia Classroom in DepEd Kulaman District II is highly observed. This means that learners are engaged with these technological platforms both for entertainment and educational purposes. This can also be inferred that learners are not well-trained despite their exposure to these entities.

Result also suggested that the extent of learners' psychological well-being in DepEd Kulaman District II, in terms of social, mental, and emotional well-being, is seldom noticed. This is due to the fact that the learners' psycho social well-being is not affected by their usage of the technological gadgets. This demonstrates that the mental and emotional health of the students

is not a concern at these institutions, despite the fact that they use a variety of digital resources for educational purposes.

Finally, result indicated that the excessive engagement or involvement of learners in digital learning has no impact to their psycho social well-being. In other words, the mental, emotional, and social health of learners in Kulaman District II are not affected by the social media platforms they use as these are only for entertainment and educational purposes. It can also be inferred that these learners are inclined when it comes to their media literacy. Hence, the null hypothesis that states "there is no relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being in DepEd Kulaman District II", is hereby accepted.

5. CONCLUSION

In the light of the findings of this study, the following conclusions were drawn:
The Psycho social well-being of the learners in Kulaman District II is not affected by their excessive involvement to digital learning platforms.
It was also concluded that the few cases of learners' depression is not because of their involvement in any forms of social media platform. These platforms are mainly used for entertainment and education purposes only.

Finally, that there was no relationship between the level of learners' involvement in the digital learning, and their extent of Psycho social Well-Being in DepEd Kulaman District II.

In the light of the findings and conclusion of the research study, the following are recommended:

1. The Department of Education may enhance/strengthen the program or training and accessible for both teachers and learners on media literacy to enlighten their minds on the importance of technological gadgets and education platforms in this 21st century.
2. Since there are still few numbers of students who encounter psycho social issues, DepEd may strengthen the mental health education among schools.
3. Parents are also encouraged to monitor the psycho social well-being of their learners, especially when they use their gadgets at home.
4. Other researchers are encouraged to conduct studies concerning the association of learners' excessive use of digital gadgets and their psycho social well-being that will serve as basis for policy making and enhancement of existing programs.

REFERENCES

- A.K. Cohen, L.T. Hoyt, B. Dull **A descriptive study of coronavirus disease 2019–related experiences and perspectives of a national sample of college students in spring 2020** Journal of Adolescent Health, 2019 (2020), pp. 1- 7, [10.1016/j.jadohealth.2020.06.009](https://doi.org/10.1016/j.jadohealth.2020.06.009) CrossRefGoogle Scholar
- Abolfotouh MA, Almutairi AF, Almutairi Z, et al. Attitudes toward mental illness, mentally ill persons, and help-seeking among the Saudi public and sociodemographic correlates. *Psychol Res Behav Manag.* 2019;12:45– 54. doi:10.2147/PRBM.S191676
- adolescents after the Ya'an earthquake. *Eur J Psychothraumatol.* 2020;11(1).
- Aguas, H. & Aliman, L. (2020). Psychological and Social Effects of Covid 19 Pandemic. *DEPED-Lebak Districts, Action Research*
- Al-Jarf, R. (2012). Online videos for specific purposes. *Journal of Educational and Social Research*, 2(6), 17-21.
- Aliman, M(2020). Learners' Anxiety in the New Normal Setting
- Aruna G, Mittal S, Yadiyal MB, Acharya C, Acharya S, Uppulari C. Perception, knowledge, and attitude toward mental disorders and psychiatry among medical

undergraduates in Karnataka: A cross-sectional study. *Indian J Psychiatry*. 2016;58(1):70–76. doi:10.4103/0019-5545.174381

Beins, B. (2009). *Research methods: A tool for life* (2nd ed.). Boston, MA: Pearson. Retrieved from <file:///Users/mac0sx/Downloads/EditorialAJSLPVol20No4.pdf> 2020

Bell, K. (2015). The Teacher's Guide to Google Classroom.

Biaggi A., Conroy S., Pawlby S., & Pariante C.M. Identifying the women at risk of antenatal anxiety and depression: a systematic review. *J. Affect. Disord.* 2016;191:62–77. doi: 10.1016/j.jad.2015.11.014. [PMC free article] [PubMed] [CrossRef] [Google Scholar]

Carlo Buzzi1,2, Maurizio Tucci3, Riccardo Ciprandi4, Ilaria Brambilla5, Silvia Caimmi5, Giorgio Ciprandi6* and Gian Luigi Marseglia
cgi?article=1381&context=senior_theses

Chinese adolescents: the mediating role of negative emotions and

Clifton, A., & Mann, C. (2011). Can YouTube enhance student nurse learning? *Nurse Education Today*, 31(4), 311-313.

David, G., Rye, R. S., Agbulos, M. A. (2020, April 22). *COVID-19 forecasts in the Philippines: Insights for policy making (Updated as of April 22, 2020)*. UP Media and Public Relations Office. <https://www.up.edu.ph/covid-19-forecasts-in-the-philippines-insights-for-policy-making-updated-as-of-april-22-2020/> [Google Scholar]

Department of School Education & Literacy Ministry of Human Resource Development (2020) PRAGYATA: Guidelines for Digital Education.

Di Pietro, G., Biagi, F., Costa, P., et al. (2020) The Likely Impact of COVID-19 on Education: Reflections based on the Existing Literature and Recent International Datasets. [Google Scholar](#)

disclosures: the role of maternal emotions and adolescent age. *Emotion, emotions and intolerance of uncertainty. Anxiety Stress Coping*. 2016;29(6):

Encarta (2020). Retrieved from: <https://ahmadsulaeman83.wordpress.com/2013/08/03/the-benefits-of-encarta-in-improving-reading-skill-in-english-2/>

Fleck, B. K. B., & Hussey, H. (2009). Project psychology, a classroom competition. *Journal of Excellence in College Teaching*, 20(4), 55-72.

Fleck, B. K. B., Richmond, A. S., & Hussey, H. D. (2013). Using social media to enhance instruction in higher education. In S. Keengwe (Ed.), *Research perspectives and best practices in educational technology integration*. (pp.217-241). Hershey, PA: IGI Global publication.

Geertsema, J. (2014). Technology and the role of the teacher. *CDTL Brief*, 17(1), 2–3

generalized anxiety disorder symptoms: the role of intolerance of negative

Google Scholar

guilt to posttraumatic stress disorder and posttraumatic growth among

Heeger, A. (2010). *Distance Learning Today* 1(2), 1-13

Holley, D. (2012). *Education and Training* 44(3), 112-121

Hudock, A. M., & Warden, S. A. G. (2001). Using movies to teach family systems concepts. *The Family Journal*, 9(2), 116-121.

Jiao W.Y., Wang L.N., Liu J., Fang S.F., Jiao F.Y., Pettoello-Mantovani M., Somekh E. Behavioral and emotional disorders in children during the COVID-19 epidemic. *J. Pediatr.*, S0022-3476(20)30336-X. 2020 doi: 10.1016/j.jpeds.2020.03.013. PubMed. [PMC free article] [PubMed] [CrossRef] [Google Scholar]

Johnson, G. Veletsianos, J. Seaman **U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic** Online Learn, 24 (2020) [Google Scholar](#)

- Keane, D. T. (2012). Leading with Technology. *The Australian Educational Leader*, 34(2), 44.
- Khalkhali et al., J. (2011) Information and Communications Technology in Education Sciences 1(3), 164-182
- Li J, Zhang MM, Zhao L, Li WQ, Mu JL, Zhang ZH. Evaluation of attitudes and knowledge toward mental disorders in a sample of the Chinese population using a web-based approach. *BMC Psychiatry*. 2018;18(1):367. doi:10.1186/s12888-018-1949-7
- Liberties, EU. (2021). Marginalization. Retrieved from: <https://www.liberties.eu/en/stories/marginalization-and-being-marginalized/43767>
- Lorrain, M. (2010). The of Educator Online 2(3), 14-28
- Main A, Loughheed JP, Disla J, Kashi S. Timing of adolescent emotional
- Nastopoulos, Charles (2020). *A Scenario-Based Analysis on the Impact of COVID-19 on the Public Sector, Private Sector, and International Business*. Retrieved on November 13, 2020 from <https://scholarcommons.sc.edu/cgi/viewcontent>.
- Nastopoulos, D. (2020). Covid 19 and its Alarming Effects on the Educational System. *Addressing the social and economic impact of the COVID- 19 pandemic*. National Economic and Development Authority. (2020, March 19). *Addressing the social and economic impact of the COVID-19 pandemic*. NEDA. <http://www.neda.gov.ph/wp-content/uploads/2020/03/NEDA-Addressing-the-Social-and-Economic-Impact-of-the-COVID-19-Pandemic.pdf> [Google Scholar]
- National Institutes of Health. (2001). NIH policy and guidelines on the inclusion of women and minorities as subjects in clinical research—Amended, October, 2020. Retrieved from http://grants.nih.gov/grants/funding/women_min/guidelines_amended_10_2020.htm.
- Oye et al., J. (2010). E-Learning of Computing 2(11), 20-26
- Pawluk EJ, Koerner N. The relationship between negative urgency and resilience. *Front Psychol*. 2020;10:3081
- Roodt, S., & Peier, D. (2013). Using YouTube in the classroom for the net generation of students. *Issues in Informing Science and Information Technology*, 10, 473-487.
- Roy, D., Tripathy, S., Kar, S., Sharma, N., Verma, S.& Kaushal, V. (2020). Study of knowledge, attitude, anxiety & perceived mental healthcare need in Indian population during COVID-19 Pandemic. *Asian Journal of Psychiatry*, 51, 102083–102087. <https://doi.org/10.1016/j.aip.2020.102083> [Crossref], [PubMed], [Web of Science®], [Google Scholar]
- Salavati, S. (2013). Novel Use of Mobile and Ubiquitous Technologies in Everyday Teaching and Learning Practices: A Complex Picture. Licentiate. Linnaeus University, Sweden. Växjö: Linnaeus University Press. (2013).
- Salavati, S. (2016). Use of Digital Technologies in Education: The Complexity of Teachers' Everyday Practice. Department of Informatics, Linnaeus University, Växjö, Sweden: Doctoral dissertation.
- Salkind, N. (2010). Demographics. *SAGE Research Methods*. Retrieved from <https://methods.sagepub.com/reference/encyc-of-research-design/n108.xml> 2020
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*. Advance online publication. <https://doi.org/10.1080/15325024.2020.1759225> [Taylor & Francis Online], [Web of Science®], [Google Scholar]
- Terantino, J. M. (2011). Emerging technologies YouTube for foreign languages: You have to see this video. *Language Learning and Technology*, 15(1), 10-16.
- Viner R.M., Russell S.J., Croker H., Packer J., Ward J., Stansfield C., Mytton O., Bonell C., Booy R. School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *Lancet Child Adolesc*.

- Health*. 2020;4(5):397–404. doi: 10.1016/S2352-4642(20)30095-X. [PMC free article] [PubMed] [CrossRef] [Google Scholar]
- Viner R.M., Russell S.J., Croker H., Packer J., Ward J., Stansfield C., Mytton O., Bonell C., Booy R. School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *Lancet Child Adolesc. Health*. 2020;4(5):397–404. doi: 10.1016/S2352-4642(20)30095-X. [PMC free article] [PubMed] [CrossRef] [Google Scholar]
- Wang W, Wu X, Lan X. Rumination mediates the relationships of fear and World Health Organization. (2020a, March 18). *Mental health and psychosocial considerations during the COVID-19 outbreak*. WHO. <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf> [Google Scholar]
- World Health Organization. (2020b, May 13). *Rolling updates on coronavirus disease (COVID-19)*. WHO. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen> [Google Scholar]
- World Health Organization. (2020c, March 18). *WHO supports the Philippine government* [Google Scholar]
- World Health Organization. (2020d, April 22). *PH Solidarity trial for COVID-19 treatments receives green light from ethics review body*. WHO. <https://www.who.int/philippines/news/detail/22-04-2020-ph-solidarity-trial-for-covid-19-treatments-receives-green-light-from-ethics-review-body> [Google Scholar]
- World Health Organization. (2020e, April 2). *Coronavirus disease 2019 (COVID-19) Situation Report – 73*. WHO. https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200402-sitrep-73-covid-19.pdf?sfvrsn=5ae25bc7_2 [Google Scholar]
- World Health Organization. (2020f). *Coronavirus*. WHO. https://www.who.int/health-topics/coronavirus#tab=tab_3 [Google Scholar]
- Yang, D., Tu, C.-C., & Dai, X. (2020). *The effect of the 2019 novel coronavirus pandemic on college students in Wuhan. Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S6–S14. Retrieved on November 13, 2020 from <https://psycnet.apa.org/record/2020-41745-001> <https://doi.org/10.1037/tra0000930>
- Zameni, S. Kardan, J. (2011). Information and Communications Technology in Education Sciences 1(1), 23-38