

**STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE IN
ONLINE CLASSES OF PARTIDO STATE UNIVERSITY: EVIDENCE FROM
ORDINAL LOGISTIC MODELS**

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BACHELOR OF SCIENCE IN ACCOUNTANCY

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The thesis attached hereto, entitled "**STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE IN ONLINE CLASSES OF PARTIDO STATE UNIVERSITY: EVIDENCE FROM ORDINAL LOGISTIC MODELS**" prepared and submitted by "**ERICA MAE P. DELFINO** and **HUBERT P. PLOPINIO**" in partial fulfillment of the requirements for the degree of DEGREE, is hereby accepted with the rating of _____.

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BIOGRAPHICAL SKETCH



Erica Mae Piloneo Delfino was born on the 31st day of August 2000 in Salog, Goa, Camarines Sur. She is the sixth among the seven children of Mr. Ariel Gutierrez Delfino and Mrs. Lorna Piloneo Delfino. She graduated Salutatorian in her primary education at Salog Elementary School in year 2013. In the same year, she began her secondary education at St. Paul Academy located at Burgos St. Goa, Camarines Sur, where she completed her Junior High School-with honors in 2017. In her Senior High School, she graduated with honors in 2019 at San Rafael National High School, San Rafael, Tigaon, Camarines Sur. Currently, she is a fourth-year college student studying Bachelor of Science in Accountancy at Partido State University, San Juan Bautista, Goa, Camarines Sur.

She is a member of the Junior Philippine Institute of Accountancy (JPIA), a volunteer for the Parish Pastoral Council for Responsible Voting (PPCRV), and a frequent attendee at seminars, webinars, training, workshop and other activities.

ERICA MAE PILONEO DELFINO



Hubert P. Plopinio was born on March 23, 2001 at San Fernando, Pampanga. He took Bachelor of Science in Accountancy at Partido State University – Goa, Camarines Sur after he pursued his senior high school educational career at Polytechnic University of the Philippines during 2017-2019. His mother is Elisa P. Plopinio who died on October 20, 2021 due to Covid-19. While his father is Herbert P. Plopinio who lives in Manila working at Philippine Postal Corporation as legal researcher. His brother graduated Bachelor of Science in Mathematics in the same university.

He lives in different cities to pursue his studies. During his kindergarten and elementary career, he experienced living in small apartments with limited financial sources due to family loans. Eventually, he entered high school at San Rafael, Tigaon, Camarines Sur under Special Program in the Arts. During his high school, he was appointed as editor-in-chief of the said program under literary arts. He learned various cultures in terms of environmental status and arts that is relevant to life and studies. He graduated with honors at San Rafael National High School 2013-2017 and Polytechnic University Senior High School 2017-2019.

HUBERT P. PLOPINIO

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To God be all the glory!

The Researchers

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ABSTRACT

(DELFINO, ERICA MAE P. & PLOPINIO, HUBERT P.). College of Business and Management, Partido State University. December 2022 of Manuscript Submission. Students' Perceived Satisfaction and Academic Performance in Online Classes of Partido State University: Evidence from Ordinal Logistic Models.

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COVID-19 pandemic strained academic institutions' capacity to handle such abrupt crisis so, they implemented online learning education to give students access to continue their education. This study perceived how satisfied students are with their online learning classes and does it influence their academic performance. And examine whether there is a relationship between socio-economic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online classes. For this purpose, we conducted a study in ParSU – Goa campus using online survey composed of 361 respondents. This study performed an analysis using ordinal logistic model and regression. This study shows a significant relationship between online learning activities and opportunities with coefficient 0.87 and students' class performance with coefficient 2.05 which is strong – has positive relationship to students' level of satisfaction where p-value 5% > 0. The study results 46.69% of respondents are satisfied with their self-efficacy, class interaction, internet access, class performance, grades and results, and motivated in continuing study. Respectively, gender has positive coefficient of 0.80 and p-value of 0.001; online learning activities and opportunities coefficient of 0.49, p-value 0.016; common ways and strategies coefficient 0.73, p-value 0.002; and students' level of satisfaction coefficient 1.85 which is strong has positive relationship and significant to students' academic performance with p-value of 0. The researchers would like to recommend continuation and implementation of online learning during fortuitous events.

INTRODUCTION

1.1 Background of the Study

Covid-19 tested academic institutions to deal with such an abrupt crisis. It is found that amidst of pandemic, online education has been useful during the pandemic for both faculty and students. Many higher educational institutions are aiming to accommodate this demand by embracing online course offerings. Today's students, having grown up in a technological era, are seeking new, innovative means of course delivery. (Astani et al., 2010) However, it is less effective compared to face-to-face learning and teaching. Online education adaptation has been a challenge because of its lack of interaction and motivation, internet and technical issues, and concerns with data privacy and security (Almahasees, Mohsen, & Amin, 2021).

Despite the fact that online education has grown in popularity and program availability, there have been concerns about its quality. Several research comparing online and traditional face-to-face learning in terms of course design, effectiveness, and student performance as markers of course quality have been done. (Astani et al., 2010) Moreover, not all students prefer online learning as they disapproved of its effectiveness. Rural communities are still comfortable with conventional methods. Technical problems and facilities are not the only constraints during online learning but also human resources that need encouragement on accepting the latest learning models (Febrianto, Mas'udah, & Megasari, 2020).

Online learning in university education is thought to be one of the important variables to increase academic performance in university studies. Online learning has been a promising technique to continue learning. But parents doubt the benefits and values of online learning hence, they preferred traditional learning. Online learning shortcomings, young children's inadequate self-regulation, and lack of time, as well as professional knowledge in support of online learning, have been the reasons of the parents. The implementation of online learning has been a challenge and problematic for families during pandemics thus, online learning resistance occurs at home. (Dong, Cao, & Li, 2020)

According to Rajabalee, Santally, and Rennie (2020), there is a weak but substantial significant connection between students' participation in the online module and how well they perform in the final learning activity. Remote learning, accessibility, and accessibility took place as advantages during online learning. Online learning inefficiency and difficulty limit maintaining academic integrity (Javed, Arooj, & Sethi, 2020). Activities in online learning provided challenges and have become more hybrid while online learning will be more sustainable (Adedoyin & Soykan, 2020).

1.2 Statement of the Problem

Pandemic affected a lot of people's aspect in life – their lifestyle, career, education, and habits such sleeping time as well as focus. Shifting from traditional to online learning has played a big role that adjust the aforementioned aspects in life. Some students are not ready for it due to lack of educational materials such gadgets (laptop, computer, cellular phone), financial assistance, and internet connection. Learning from traditional and online are two different perspective that gives a reflection on both students and teachers performance. This study aims to reveal the current status of Partido State University students' satisfaction and influence of online learning on their academic performance, to compare whether there is any significant relation between students' satisfaction on studying online with regards to their class performance and aims to answer the following question:

1. What are the constraints experienced by the students?
2. Are students satisfied of instructors teaching method?
3. How does online learning affect students class performance?
4. What coping mechanisms does students apply to cope up with their class performance?
5. What are the learning activities and opportunities experienced by the students?
6. Does socio-economic status play a significant role in students' engagement to online learning and experiences?

1.3 Objectives of the Study

General Objectives:

This study aims to assess how satisfied students are with their online learning classes and does it influence their academic performance, evidence by the Goa Campus of Partido State University.

Specific objectives:

1. Describe the socio-economic profile of students, in terms of:
 - a. Age;
 - b. Gender;
 - c. Religion;
 - d. Household Income;
 - e. Type of family;
 - f. Family Size;
 - g. Family structure (If both parents are alive or living together);
 - h. Distance from school or location of home; and
 - i. Order in the family.
2. Determine the online learning activities and opportunities experienced by the students.
3. Assess the constraints experienced by the students thru engaging in an online learning setup.
4. Assess the coping mechanisms of students with the learning setup during the pandemic.
5. Evaluate the level of satisfaction of students in online learning classes.

6. Analyze the academic performance of students engaged in online classes.
7. Examine the relationship between socio-economic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online classes.

1.4 Significance of the Study

This study was deemed to be significant for the following:

Students. This study will help students assess their performance during online learning that would assist them as they finish their course. It can help students realize every constraint being faced by other students but still managed to cope up with it to achieve course or field proficiency.

Instructors. This study will demonstrate awareness towards focusing on teaching to deeply understand what learning experiences are being encountered by the students. It will be of help to evaluate whether students are really learning or just complying.

Parents. This study will help parents understand the difficulties being faced by their children just to cope with the new setup of online learning education. Also, how does each constraint affects their child's level of academic performance?

Government. This study will give the government a glimpse of various learning experiences of students amidst of global pandemic.

1.5 Scope and Limitations of the Study

This study aims to know the satisfaction of students with regards to online learning in almost 3 years of engagement and the experiences – constraints, coping mechanisms, learning activities and opportunities – of Partido State University students. Examine the relationship of socio-economic profile on aforementioned experiences as well as satisfaction.

Students from second to fourth year level will be the primary respondents and will gather data with all due respect and permission concomitant of reassuring respondents' confidentiality of the personal information or data gathered. Data gathering will be conducted through online survey questionnaire from various departments within the premise of Partido State University, Goa campus.

1.6 Time and Place of the Study

This study was conducted within the premise of Partido State University, Goa campus. It was conducted during the first semester of academic year 2022-2023 from August to December 2022.

Chapter 2

Review of Related Literature

INTRODUCTION

In the year 2020, during the COVID-19 pandemic – related closure of universities and institutions, students have suffered several negative effects such, disrupted learning and less possibilities for personal growth and development (Kerz'ič, Alex, Balbontí'n, & al, 2021). Communities that are vulnerable to disasters struggled harder to deal with COVID-19 limitations and their negative economic effects. In the Philippines, Filipinos have been severely impacted by COVID-19's knock-on consequences, which had an impact on every part of their lives, including their employment, health, and especially education (Fallesen, 2021). For the purposes of achieving desired learning outcomes, such as perceived academic achievement and student satisfaction, the online learning system can be described as a group of biological and cultural entities interacting via computer-based instructional systems. These two results are frequently used as indicators of how effective the online education system is (Eom, Wen, & Ashill, 2006). Therefore, this study examines the relationship between socio-economic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online class.

This chapter features several reviews of the literature and studies that aims to provide a thorough account of the literature on the students' perceived satisfaction and their academic performance in online classes.

2.1 Higher Education Engagement in Online Learning

The engagement of higher education in online learning, as these new systems are growing due to their ability to maintain a high engagement level in the educational process by both instructors and students in a variety of situations and conditions. Many higher educational institutions are aiming to accommodate this demand by embracing online course offerings. Today's students, having been brought up in a technological era, are discovering alternative, innovative approaches to course delivery (Astani, Ready, & Dupлага, 2010). Since the 1990s, technological advancements have resulted in the greater incorporation of internet and digital materials into instructional practices. It is impossible to find a course in higher education that does not use or benefit from technology. The number of online courses provided by various schools and universities are rapidly increasing (Rodriguez, Ooms, & Montañez, 2008). Even before the pandemic happens, technological determinism has a big impact on our daily lives. Students, particularly in higher education, can use technology to engage in cognitive thinking, improve communication, collaborate on challenging activities and conversations, reflect critically on content, and build digital literacy skills. Students may gain new experiences in using

technological resources and have more flexibility in scheduling because they do not have to go to school to be more innovative in their search for knowledge and educational materials. Students' engagement is an important factor in keeping them engaged in the course and, eventually, in their learning. As a result, effectively assessing a student's engagement is essential for a researcher.

2.2 Students' Demographic Profile

Understanding the role of student demographics in the online learning system can assist universities to make decisions regarding online programs. These choices extend beyond the initial choice of whether to invest in online programs and whether to grow or decrease the number of available online courses (Colorado & Eberle, 2010). Understanding the characteristics of students who engage in online learning is crucial for researchers (Johnson, 2012). Socio-economic factors like attendance in the class, family income, and mother's and father's relationship, teacher-student ratio, presence of the trained teacher in school, sex of the student, and distance of school have also affected the performance of the students (Raychauduri et al., 2010).

In addition to other aspects, socioeconomic status is one of the topics that educators have investigated and discussed the most in relation to how it affects students' academic performance. The SES can be determined in a variety of ways, but it is most frequently determined by considering the education, employment, and income of parents as well as the resources they use either individually or collectively. The most common defense is that students' socioeconomic circumstances have an impact on how well they succeed academically. The majority of experts contend that students with low socioeconomic levels perform poorly academically because their basic requirements are not met. As a result, they do not perform better academically, according to most experts (Adams, 1996). Furthermore, it's been observed that economically struggling parents are less able to pay for their kids' higher-level education, which keeps them from working as hard as they could.

2.3 Online learning activities and opportunities experienced by the students

Online education gives students the chance to engage virtually. The process of creating a meaningful informational exchange between and among individuals is commonly referred to as interaction (Baber, 2021). Interaction is a very important factor in the learners' online learning experiences as it contributes positively to the attainment of learning outcomes (Alqurashi, 2019). Furthermore, interaction is seen as crucial to the processes by which learners generate information by working cooperatively with others and, in the process, motivate them as co-constructors of knowledge (Holland, 2019). Therefore, learners enhance their online learning experiences and improve their chances of academic achievement as they interact with course material, other students, and course instructors in an online course.

2.4 Students' Perceived Satisfaction in online classes

An ongoing evaluation of students' satisfaction with the college environment will reveal any issues that students are having and make recommendations for how to overcome them. The effectiveness of online learning systems is impacted by student satisfaction (Barrick, Easterly, &

Rieger, 2011). According to Vaughn (2007), proposed that the benefits of online teaching included the accessibility to students at locations often far from the location of the instructor, the flexibility in the program structure, and the cost-effectiveness. Others added the availability of the course at any time that students work at their own pace and they have, therefore, the opportunity to reflect on what they study and the material included in the course (Sampson, Leonard, Ballenger, & Coleman, 2010). Tallent-Runnels et al. (2006) stated that the course environment, learners' characteristics, and institutional and administrative factors formed part of the components of Web-based courses that contribute to their effectiveness. Moreover, Bailey (2008) identified a variety of other factors, such as the online learning environment and students' ease of access to course material among others, as indicators of quality online courses with a focus on the online environment. According to some research, the perception of classroom culture, interactions with the teacher and other students, and student performance were all influenced by these factors (Thurmond, 2002; Baker, 2010).

2.5 Academic Self-perceived and Academic Performance

The enhancement of students' academic performance is one of the core goals of the educational system. Through their academic performance, students can fully demonstrate their abilities and skills in accordance with their learning outcomes. Notably, academic performance is considered one important criterion of educational quality. Henceforth, it is clear that academic performance is currently a key concern for students, teachers, parents, educators, and the general community. Understanding the elements fostering success in the online learning environment can be done, in part, by evaluating learner characteristics and how these differences affect one's academic performance (Colorado & Eberle, 2010).

Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts (Bhagat 2013). Furthermore, there are inconclusive results on which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school performance (Mosche, 1998). But individual differences in academic performance have been linked to differences in intelligence and personality (Sophie, Benedikt, & Tomas 2011).

2.6 Challenges Experience during Online Learning

In March 2020, universities switched to remote learning to minimize the risks of COVID-19 spreading. The mass transition of most classroom-based programs to the online environment was performed within an extremely short period of time and became a challenge for universities as well as students, who had to adapt to the new educational reality. According to (Sihombing & Fatra, 2021), the usage of technology in the learning process to provide solutions during this epidemic period has turned out to be a concern for students as learning subjects. This is due to the lack of preparation of online learning infrastructures including the internet connection, signals, budget, mobile phones and laptops, and teachers' and students' low technological knowledge. Technology plays an important role in the shifting of traditional

learning to online learning amidst the global pandemic. But it became a hindrance in coping with technological requirements to maintain a sustainable connection between the new educational system and the students.

The first challenge is limited or poor internet accessibility. Most of the students considered internet connectivity as a challenge instead of an advantage. According to (Alvarez, 2020), the students emphasized that despite extensive increases in internet infrastructure, particularly in urban areas of the country, the students underlined that having dependable internet access is still far behind achievement. According to (Henaku, 2020), the participants' synopses of their online learning experiences, participants used the phrase "network problem." Students stated that online learning is plagued by connectivity issues caused by poor mobile networks. Students expressed that the poor mobile network prevented them from having a constant internet connection for online learning. They expressed that due to network issues, they occasionally miss lectures or are unable to follow the discussion on their online platforms. Several participants reported that instructors sometimes truncate lectures due to network problems. According to (Bashir, Murtaza, Ullah, Ahmed, & Adam, 2021) the main disadvantage discovered by the researcher was inadequate connectivity during online classes in their country, which affects most sections of the province. Students stated that they did not learn well in online classes and that this caused a number of queries due to the uncertainty of responses.

The second challenge that most students are facing is financial problems. According to (Alvarez, 2020), since the ECQ was in place and the majority of Filipino workers are considered to be daily wage earners, this resulted in no work, no pay scheme which affected some stranded students to budget their remaining allowances. It implies students' budgetary issues in managing their remaining savings which affect their learning compliance. In fact, some of them had borrowed money just to sustain their necessities as well as buy mobile internet load to stay connected in their continued learning tasks.

Another challenge in this online learning setup that most students are experiencing is the home environment constraints. This next challenge was about the environment in the house, which did not uphold their learning activities, causing them to lose concentration. This is due to the fact that their situation at home differs from their school situation. According to (Sihombing & Fatra, 2021; Alvarez, 2020; Alvarez, 2020), teachers have conditioned the school environment to allow students to learn in an environment that is well-organized, comfortable, and carefully monitored. The opposite situation occurs when students are at home because the learning environment is less conducive because it is crowded and there is no teacher supervision. Some students even implied that their parents asked them to do chores during the learning activities. In addition, according to (Henaku, 2020), students stated that online learning is not attainable at home. Considering individuals meet various sorts of interruptions at home, students reported that engagement in online learning is influenced by their home environment.

The majority of the disturbances that students may have experienced at home were from the need to participate in household chores such as cooking for the family, caring for younger siblings, and assisting the parents at work. Students noted that participation in online courses is often hindered by the presentation of these household works.

Another problem that some students are experiencing is the lack of the critical component of successful or emotional support. They have expressed their dissatisfaction with being left adrift during this pandemic crisis. Some individuals find solace in conversing with friends and remaining in touch with their families and loved ones. In this time of pandemic crisis, they are looking for safety and comfort. Nonetheless, they seek affective or emotional support in addition to school compliance. According to (Alvarez, 2020), family support is an important way to get through this pandemic. This, in some ways, assisted them in releasing emotional conflicts. More crucially, due to the reason of they are not emotionally stable and are interrupted during the pandemic, students are no longer focused on learning and passing their classes.

Based on the findings of (Tulaskar & Turunen, 2021), the challenges that most of the students stated were managing a schedule and distractions in setup. The students also faced difficulties in communicating with relatives, classmates, and instructors, bad internet, and space issues at home. Some students reported COVID-19-related anxiety and surprisingly, only six students reported that they did not face any challenges. Students were dissatisfied when lectures went longer than an hour or when they had to attend multiple classes in one day. They pointed out that in order to accommodate a regular curriculum, the length of the classes/sessions had to be increased. Lectures were either extended or conducted according to a set schedule. Distractions, on the other hand, were identified by the participants as interruptions from family members, social “media” posts, loud disruption, food, or games (Tulaskar & Turunen, 2021).

2.7 Coping Strategies of the Students

Learning technologies such as asynchronous and synchronous communication tools, such as email and chat, and multimedia technologies, such as graphics, video, and animation, are strategies that can be used with the beneficial useful resource of learning technology (Dabbagh & Bannan-Ritland, 2005). With Internet connectivity and the universal browser protocol of the World Wide Web (WWW), these learning technologies have evolved to form online learning environments that facilitate collaborative activities and information sharing. Under a model such as the three-component model for online learning (Dabbagh & BannanRitland, 2005), students can experience learning anytime, anywhere.

Another way of looking at individual student characteristics is to look at his or her use of self-regulated learning strategies. According to Pintrich (1995), self-regulated learning must include three components of student behavior in conjunction with their behavior and use of cognitive strategies. Students must actively control their behavior by monitoring progress and adjusting the use of a strategy to assist with the task. The second component of self-regulated learning is the degree to which this task is completed or the goal. The student must adjust the use of a cognitive strategy in order to achieve his or her objective.

The third component is that the individual student must control his or her actions. A student may change behavior in reaction to an instructor’s requirement; however, after the requirement is removed, the student may no longer engage in the behavior. These three self-regulated learning components are necessary to regulate student behavior and use of cognitive strategies.

Theoretical Framework

The theoretical framework for examining students' level of satisfaction using a survey to gather data was developed using student development and environmental theories. Pascarella and Terenzini (2005) described student environmental theories as college impact models of student change. For instance, in the inputs-environment-outputs (I-E-O) model Astin (1993) emphasized the importance of environmental information on student experiences in assessing and evaluating outputs. A negative campus same as a home environment has a negative influence on students' learning but having a comfortable campus/home environment can enhance student persistence (Johnson et al., 2007). Researchers have demonstrated that students' satisfaction with the home environment is linked to individual characteristics such as racial and ethnic background (Lopez del Puerto, 2009). Perceptions of the learning environment in higher education institutions are continually changing because of changes in the system.

Diverse researchers have employed a variety of theories to investigate the factors that influence academic performance. The Production Function Approach (PFA) served as the theoretical framework for this research. Economics is the model's foundation. Although A.R.J. Turgot created it in 1767, Charles W. Cobb and Paul Douglas employed it in their research in 1928, which is when it first gained widespread attention (Tangaraju, Chee, Koon, Yi & Mann, 2013). According to Gordon (2007), this model is built on the principle of input-output approach. That is the transforming raw materials (input) into goods and services (output). Several researchers have evaluated elements that affect academic performance using this model. According to Martha (2010), the input elements are the independent variables, and the academic achievement or performance of the students is handled as the output factor. Tangaraju et al. (2013) identified the usage of teaching and learning resources, the competence of teachers, and family dynamics as common input factors.

In this study, the outcome variable is academic performance of a student, and the input variables are: student interest, regular study habits, class attendance, self-motivation, attitude toward learning, teacher experience, syllabus completion, assignment completion, parental involvement, provision of instructional materials, discipline, effective teaching, family size and the home location, family structure, and student age and gender.

Conceptual Framework

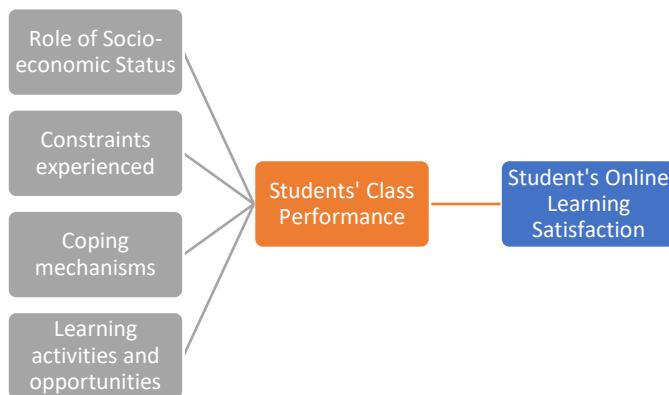


Figure 1. Engagement Theory

This research study administered Kearsley and Shneiderman engagement theory framework which is technology-based teaching and learning. The study focuses on learning engagement satisfaction of Partido State University-Goa Campus students using evidence from ordinal logistic models. The foundation of engagement theory is the notion of building productive collaborative teams that work on challenging tasks that matter to someone beyond the classroom. According to the theory behind collaborative learning, students must articulate and define their challenges in order to work together to find answers. Students have a sense of control over their learning that is lacking in typical classroom education – they must concentrate their efforts on applying concepts to a particular situation.

Definition of Terms

Academic Performance- the outcome of learning, spurred by the educator's instructional process and created by the learner. It entails achieving the objectives, goals, and targets set forth in the program or course that a student is enrolled in.

Constraints- these are associative factors, challenges, and limits arising from situations that lead a person to adjust their ways of knowledge acquisition, manage their resources as well as time, and learn something new to cope with the situation.

Coping Mechanism- this study will demonstrate how students make their ways to adjust the educational system.

Higher Education- Higher education is university education that results in the awarding of an academic degree. It is an education, training, and research guidance that takes place at the post-secondary level. After completing secondary school, students may choose to continue their education in higher education, also known as third-level education, or tertiary education.

Online Learning- E-learning, often known as online learning or electronic learning, is the process of learning through electronic media and technologies. E-learning is typically conducted online, so students can access their course materials whenever they need to. Online learning offers flexible learning opportunities since it allows students to learn at their own schedule in learning, location, and time.

Online Learning Opportunities- They acquire knowledge by using computer or other electronic devices with Internet-based resources. Sometimes students finish a whole program of study online. Sometimes students study a portion of what they need to know in a classroom and a portion online. They occasionally utilize web resources to prepare for their present or potential future employment. Sometimes individuals utilize internet resources in less formal ways, such browsing webpages and instructional videos to learn new skills.

Students Satisfaction- as an immediate mindset as a result of assessing students' educational experiences, or as the results and outcome through the experiences in the educational system.

CHAPTER 3

METHODOLOGY

In this chapter, an outline was provided to discuss the methodology and generate the following: the research design, sampling design, respondents of the study, data gathering procedures, data gathering tools, and data analysis.

3.1 Research Design

To understand and explore the experiences of students during the online learning setup in this time of pandemic crisis, this study used a descriptive research design in a qualitative approach to evaluate the students' satisfaction and academic performance, online learning activities, and opportunities, students' constraints/ challenges that students are experiencing during online classes as well as their coping strategies which also considering their demographic profile that also gives impacts of relationship to their academic satisfaction and performance.

3.2 Sampling Design

This research utilizes simple random sampling to have an equal chance to answer all of the chosen respondents of this study. The total population size of ParSU students in Goa Campus is 4,532 and each will have an equal chance of being selected as a respondent to the study via simple random sampling. The researchers used a random sample of 354 students, whereas researchers are using Cochran's Formula. The formula is as follows:

Where:

n = sample size

N = population size

n₀ = required sample size according to Cochran's formula= 384

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

$$n = \frac{384}{1 + \frac{384 - 1}{4,532}}$$

$$n = \frac{384}{1.085}$$

n = 353. 91 or 354

3.3 Respondents of the Study

Study participants are students enrolled in the first semester of the academic year 2022-2023, particularly in Partido State University-Goa Main Campus with a total number of 354 respondents.

3.4 Data Gathering Procedures

The primary data that is needed was obtained through an online survey where questionnaires were distributed using Google Form. Nevertheless, before the distribution of the structured survey questionnaire, the respondents' consent and confidentiality is assured.

3.5 Data Gathering Tools

The data gathering tool of the study used a 5-point Likert scale questionnaire to determine the online learning and activities that students experience, identify the constraints or challenges of the students during the online learning setup, evaluate the student's satisfaction and academic performance as well as to know the coping strategies during online classes. To gratify the objectives of the study, the survey questionnaire includes the demographic profile of the respondents together with the questions that answer the experiences and determine the perception of the students. The structured survey questionnaire was disseminated online using Google Forms. Furthermore, the survey questions undergo first with the validations of the experts before the actual dissemination to the respondents.

3.6 Statistical Tool

The study used statistical software and run through Stata and Gretl. The researchers used a regression model, weighted mean, and descriptive statistics in analysis of the data gathered.

The following statistical tool were used:

Frequency count and percentage technique- The percentage technique was employed to calculate the ratio, proportion, or fraction of the respondents' profile and response

$$P=R/N \times 100$$

Where:

P=Percentage

R=Number of Responses

N=Total number of Samples

Standard deviation - The researchers used standard deviation because it indicates how far individual responses to a question differ or "deviate" from the mean.

$$\sigma = \frac{\sqrt{\sum(x - \bar{x})^2}}{n - 1}$$

Where:

x = Value in the data distribution

\bar{x} = Sample mean

n = Total number of observations

Ranking modal value - The researchers used ranking modal value as it can indicate the most popular option or most common characteristics of the respondents.

$$Mo = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) h$$

Where:

L = Lower limit of modal class

H = Size of the class interval

F1 = Frequency of the modal class

F0 = Frequency of the class preceding modal class

F2 = Frequency of the class proceeding modal class

Likert scale – This method was used to assess the respondents' perceptions, attitudes, and opinions on each question.

$$r = \frac{Max - Min}{Max}$$

Where:

Max = Maximum rating

Min = Minimum rating

The researchers utilized a Likert Scale, with each point and range assigned a verbal interpretation such as the following:

RANGE	VERBAL INTERPRETATION
5	Totally Agree
4	Agree
3	Neutral
2	Disagree
1	Totally Agree

Figure 1. Likert Scale

Moreover, Ordinal Logistic Regression was used to examine the relationship between socioeconomic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online classes.

REGRESSION MODEL

$$SLOSF = \beta_0 + \beta_1 Age + \beta_2 Gender + \beta_3 Religion + \beta_4 AHMI + \beta_5 TOF + \beta_6 FamS + \beta_7 FamO + \beta_8 BPA + \beta_9 PLT + \beta_{10} HOMELOC + \beta_{11} OLOA + \beta_{12} CAC + \beta_{13} CWS + u$$

$$SCP = \beta_0 + \beta_1 AGE + \beta_2 Gender + \beta_3 Religion + \beta_4 AHMI + \beta_5 TOF + \beta_6 FamS + \beta_7 FamO + \beta_8 BPA + \beta_9 PLT + \beta_{10} HOMELOC + \beta_{11} OLOA + \beta_{12} CAC + \beta_{13} CWS + u$$

Where:

SLOSF = Students' level of satisfaction

SCP= Students' Class Performance

Age = Age

Gender= Gender

Religion= Religion

AHMI = Approximate Household Income

TOF= Type of Family

FamS= Family Size

FamO= Family order among siblings

BPA= Both Parents are Alive

PLT= Parents living together

HOMELOC= Home Location

OLOA= Online Learning Opportunities and Activities

CAC= Constraints and Challenges

CWS= Common Ways and Strategies

β_0 = constant

u= Error Term

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of significant data gathered in relation to the study. The researchers conducted a descriptive research design in a qualitative approach to evaluate the students' satisfaction and academic performance; and its relationship with online learning activities and opportunities, students' constraints or challenges that they experienced during online classes as well as their coping strategies. Moreover, this study also considers socio-demographic profiles of students to analyze whether there is a significant relationship with the following dependent and independent variables. The study aims to:

- Reveal the current status of Partido State University students' satisfaction,
- To analyze the influence of online learning on their academic performance,
- To compare whether there is any significant relation between students' satisfaction on studying online with regards to their class performance,
- Examine the relationship between socio-economic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online classes.

In this chapter, the findings and results of this study are discussed and interpreted accordingly. The findings were utilized to formulate recommendations to raise awareness regarding the status of online learning in Partido State University – Goa, Camarines Sur and help other studies in relevant to this - in fulfilment and success of further studies.

4.1 Demographic Profile

Table 1 shows the summary of the descriptive statistics of demographic profile of the respondents and their experiences through online classes.

Table 1. Descriptive Statistics Data

VARIABLES	DESCRIPTIVE STATISTICS			
	MEAN	STD. DEV.	MIN	MAX
AGE	1.33795	0.8445414	0	4
Gender	1.484765	0.5004615	1	2
Religion	0.7922438	0.4062644	0	1
TOF	1.493075	1.01137	1	5
Family Size	6.234637	2.188774	2	14
Both Parents Alive	1.121884	0.3276055	1	2
Parents Living Together	1.279778	0.4495133	1	2

Table 1 continued

Online Learning Activities and Opportunities	4.0663	0.71472	2	5
Constraints and Challenges	3.8895	0.70922	1	5
Common Ways and Strategies	4.29834	0.58556	3	5
Students' level of Satisfaction	3.62155	0.75385	1	5
Students' Class Performance	3.5221	0.6453	2	5

The data shows that majority of respondents are female college students which age ranging between (20-21 years of age). Mostly are Roman Catholics which is 79% by religion with complete family mean of 1.49 however, family size varies wherein majority are composed of 6 family members as mean average between 2-14 family members respectively: 36 are females and 30 males under family with 6 members followed by 5 family members. Their parents are mostly alive and living together where the data shows a mean average between 1 (yes) and 2 (no) is 1.21 and 1.27 respectively. But there is also high portion of respondents where they live either without their parents, separated, or have widow parents. With a total respondent of 361, under online learning activities and opportunities, between Likert scale where totally agree is (5) and totally disagree is (1), there is a mean average that most of respondents agree regarding online learning and activities and opportunities offered and incurred during online class: mean average of 4.07. While constraints and challenges gathered an average mean of 3.89 which is between neutral to agree. This indicate that students experienced difficulty during online class. With an average mean of 4.29 or 4.30, students have common ways and strategies in coping up with their activities as the data shows that respondents with a Likert scale range of agree (4) to totally agree (5) and their min. response so far is (3) which is neutral. Moreover, students' level of satisfaction correspondingly in between of neutral (3) to (agree) which is 3.62 by average means and has min. response of totally disagree (1) indicates that even students have common ways and strategies still, they encounter dissatisfaction during online class for some reasons according to different factors such their socio-demographic profile and various experiences during online class. Nevertheless, along with the satisfaction and dissatisfaction of students, it reflects on their class performance in which the data shows that 3.52 average mean of Likert scale indicates that students perform variously in class depending on some circumstance such expressing themselves, motivation, confidence, understanding of lessons, and time management.

The demographic profile and descriptive statistics of the sample. Among the 361 respondents, 186 (51.52%) of them are female college students whereas 175 (48.48%) are male college students. There are 147 (40.72%) students with ages ranging from 22-23 are the majority age range of the respondents followed by 140 (38.78%) students with ages ranging from 20-21. Moreover, most of the respondents are Roman Catholic 286 (79.22%) while 75 (20.78) of them are Non-Roman Catholic. In terms of respondents' approximate household income, 69 (19.11%) gives an amount of 10,000 pesos for the household monthly income. Regarding the type of family, 263 (72.8%) have a complete family status, with the majority being 5 family members, who occur 74 times in the

frequency distribution (20.67%), followed by 6 family members that occur with a frequency of 66 (18.44%). Family order among siblings which has a majority in order is the eldest (1) which result is a frequency of 97 (28.45%) followed by the second (2) order which has a frequency of 90 (26.39%). In terms of family structure such as if both parents are alive and are they living together, their parents are mostly alive and living together where the data shows a frequency and percentage between 1 (yes) and 2 (no) is 317(87.81) and 260(72.02%) respectively. But there is also a high portion of respondents who lives either without their parents, are separated, or have widow parents.

4.2 Determine the online learning activities and opportunities experienced by the students

Table 2 shows the result of how significant online learning activities and opportunities to each other variable using ordinal logistic model conducted through Stata.

Table 2. Online Learning Activities and Opportunities

Online Learning Activities and Opportunities	Coef.	Std. Err.	z	P>z	[95% Conf.	Interval]
AGE	0.0709561	0.1295708	0.55	0.584	-0.182998	0.3249103
Gender	-0.1615733	0.2297798	-0.7	0.482	-0.6119335	0.2887868
Religion	-0.0853234	0.2705446	-0.32	0.752	-0.615581	0.4449342
Type of Family	0.1146137	0.1344207	0.85	0.394	-0.148846	0.3780735
Family Size	-0.0719365	0.0513133	-1.4	0.161	-0.1725087	0.0286356
Both Parents Alive	-0.330329	0.3908784	-0.85	0.398	-1.096437	0.4357785
Parents Living Together	-0.2401294	0.3466014	-0.69	0.488	-0.9194555	0.4391968
Constraints and Challenges	0.4515939	0.1670964	2.7	0.007	0.124091	0.7790968
Common Ways and Strategies	1.18987	0.2157106	5.52	0	0.7670855	1.612655
Students' Level of Satisfaction	0.8785346	0.1926628	4.56	0	0.5009226	1.256147
Students' Class Performance	0.6044835	0.2266439	2.67	0.008	0.1602695	1.048697
/cut1	5.648488	1.381528			2.940743	8.356232
/cut2	9.151439	1.3374			6.530183	11.7727
/cut3	12.2846	1.416702			9.50792	15.06129

The data shows that online learning activities and opportunities have a statistical significance and relationship to the following: Constraints and challenges with a p-value

of 0.007, Common ways and strategies with a p-value of 0, Students' level of satisfaction with a p-value of 0, and Students' class performance with a p-value of 0.008. This indicate that online learning activities and opportunities has an effect to students' ways and strategies in order to see satisfaction on their academic performance and learning experiences during online class. This result implies that regardless of constraints and challenges experienced by students, they were still able to cope up with the foregoing online classes because the result also shows a positive coefficient where if the dependent variable increases, so as the independent variables significant to online learning activities and opportunities.

The researchers found out that 52% of respondents agree – signifies that online learning activities bring various opportunities to students that enhances students' creative thinking and independence. It can impart quality education while avoiding the risk of COVID-19. Through online class, students had a dynamic interaction – synchronous and asynchronous session which creates incessant synergy that shared seamlessly among the learners.

The result and data show a significant relationship between learners' learning activities and opportunities during online class. As shown in Table 1, the p-value of corresponding variables is lower than 5% which signifies that it plays an important role in coping up with online class amidst of constraints and challenges experienced by the students. Dynamically, online learning activities and opportunities has a relationship with students' class performance that would affect the overall students' satisfaction level.

4.3 Constraints experienced by the students thru engaging in an online learning setup

Table 3 shows the result of how significant constraints and challenges to each other variable using ordinal logistic model conducted through Stata.

Table 3. Constraints and Challenges

Constraints and Challenges	Coef.	Std. Err.	Z	P>z	[95% Conf.	Interval]
AGE	-0.2273982	0.1260782	-1.8	0.071	-0.474507	0.0197106
Gender	0.1488943	0.2195794	0.68	0.498	-0.2814733	0.5792619
Religion	0.200453	0.254697	0.79	0.431	-0.298744	0.6996499
Type of Family	-0.0667045	0.1240639	-0.54	0.591	-0.3098653	0.1764562
Family Size	0.1062858	0.0487087	2.18	0.029	0.0108186	0.2017531
Both Parents Alive	0.7448514	0.3769368	1.98	0.048	0.0060689	1.483634
Parents Living Together	-0.4187891	0.3235542	-1.29	0.196	-1.052944	0.2153654
Online Learning Activities and Opportunities	0.4824222	0.1801045	2.68	0.007	0.1294239	0.8354204
Common Ways and Strategies	0.6354037	0.2066199	3.08	0.002	0.2304362	1.040371

Table 3 continued

Students' Level of Satisfaction	-0.40944	0.184608	2.22	0.027	-0.77126	-0.04761
Students' Class Performance	0.353817	0.216498	1.63	0.102	-0.07051	0.778146

The result shows that there is a significant relationship to constraints and challenges when it comes to family size ($P>0.29$), presence of parents, ($P>0.048$), online learning opportunities and activities ($P>0.007$), common ways and strategies, and students' level of satisfaction ($P>0.027$). Under satisfaction level of students, although it is significant, there is still a negative coefficient (-0.41) that suggest as the independent variable increases, the dependent variable decreases. So, as students became satisfied of their study, constraints and challenges decreases.

The data in figure 2 shows that 56% of respondent agree that they experienced constraints and challenges during online class. Accordingly, students were unable to attend online class meeting due to some factors such internet connectivity (interruption, poor connection, household responsibilities), difficulty in understanding materials and lessons, uncomfortable learning environment, financial instability and unfamiliarity with various online learning platforms.

These results signify that majority of respondents experienced constraints and challenges which affects their satisfaction level and class performance. As constraints and challenges experience increases, students' satisfaction level decreases as it has a coefficient of negative which is weak but, has a significant of 0.027. However, with a coefficient of 0.64 and has a p-value of 0.02 indicates that as challenges and constraints experienced, students tend to more find coping ways and strategies during online class. Students are trying to succeed and comply with school requirements.

4.4 Students cope with the learning setup before and during a pandemic

Table 4 shows the result of significance of common ways and strategies to each other variable using ordinal logistic model conducted through Stata.

Table 4. Common Ways and Strategies

Common Ways and Strategies	Coef.	Std. Err.	z	P>z	[95% Conf.	Interval]
AGE	-0.1313707	0.1384815	-0.95	0.343	-0.4027895	0.140048
Gender	-0.4933436	0.2449694	-2.01	0.044	-0.9734747	-0.0132124
Religion	-0.6088423	0.2885089	-2.11	0.035	-1.174309	-0.0433752
Type of Family	0.1551227	0.1405474	1.1	0.27	-0.1203451	0.4305906
Family Size	-0.0805089	0.0551622	-1.46	0.144	-0.1886248	0.027607

Table 4 continued

Both Parents Alive	-0.316931	0.4168295	-0.76	0.447	-1.133902	0.5000397
Parents Living Together	0.0816666	0.3637047	0.22	0.822	-0.6311816	0.7945147
Online Learning Activities and Opportunities	1.11454	0.1976547	5.64	0	0.7271443	1.501937
Constraints and Challenges	0.4958364	0.1715336	2.89	0.004	0.1596368	0.8320361
Students' Level of Satisfaction	0.2257319	0.200691	1.12	0.261	-0.1676152	0.619079
Students' Class performance	0.7233176	0.2371501	3.05	0.002	0.2585119	1.188123
/cut1	4.638381	1.230611			2.226428	7.050335
/cut2	8.632257	1.303383			6.077674	11.18684

The result of data shows 3 significant variables with a positive relationship with the dependent variable common ways and strategy: Online learning and activities with coefficient of 1.11 corresponded by p-value of 0, Constraints and challenges coefficient of 0.5 and p-value of 0.004, and Students' class performance with coefficient of 0.72 and p-value of 0.002. This shows a strong positive relationship between variables as common ways and strategies helps students with their online learning activities corresponding to their academic performance and helps them overcome constraints and challenges.

The figure shows 57% of respondents agree of common ways and strategies in coping up with online class. Students review recorded lessons, download materials, humbly approaches instructors for guidelines, prepare specific time frame to comply with school works, looks for better environment with high accessibility of internet connection, submit outputs at midnight for its best time of finding internet connection as well as convenience after household chores, spending time for self-amidst workloads, and be merit of positive response out of their sacrifices.

4.5 Evaluation of students' level of satisfaction in online learning classes

Table 5 shows the result of significance of students' level of satisfaction to each other variable using ordinal logistic model conducted through Stata.

Table 5. Students' Level of Satisfaction

Students' Level of Satisfaction	Coef.	Std. Err.	z	P>z	[95% Conf.	Interval]
AGE	-0.0514285	0.1337042	-0.38	0.701	-0.313484	0.2106269
Gender	0.6714258	0.2369177	2.83	0.005	0.2070757	1.135776
Religion	0.591286	0.2773997	2.13	0.033	0.0475925	1.134979
Type of Family	-0.045977	0.1406346	-0.33	0.744	-0.3216158	0.2296618
Family Size	0.0581989	0.0522224	1.11	0.265	-0.0441551	0.1605529
Both Parents Alive	-0.2933008	0.406662	-0.72	0.471	-1.090344	0.503742
Parents' Living Together	0.0893853	0.3620475	0.25	0.805	-0.6202147	0.7989852
Online Learning Activities and Opportunity	0.8715573	0.1883099	4.63	0	0.5024767	1.240638
Constraints and Challenges	-0.3752567	0.1689694	-2.22	0.026	-0.7064307	-0.0440827
Common ways and Strategies	0.2821504	0.2199046	1.28	0.199	-0.1488546	0.7131555
Students' Class Performance	2.053221	0.2315318	8.87	0	1.599427	2.507015

The data shows that gender and religion play a significant role on students' level of satisfaction with coefficient (0.67) and (0.59) respectively with p-value less than the set 5%. This shows that level of satisfaction also depends on how gender role affects their perception on online learning. There are students who has done enough but, they think it is not due to its results from their class performance wherein, the result of study also shows a significant of online learning activities and opportunities with coefficient 0.87 and students' class performance with coefficient 2.05 which is strong has positive relationship to students' level of satisfaction where p-value $5\% > 0$. These results show that academic class performance and results play a significant for students to examine, evaluate and monitor whether they are satisfied attending and learning online considering some factors such internet connection, accessibility to learning materials and self-efficacy through gaining knowledge and understanding concepts, ideas, and other online lesson. And also, constraints have weak relationship (coefficient of -0.38 and p-value $5 > 0.026$) with students' level of satisfaction although it is significant. This result shows that as students are satisfied with their online learning, constraints and challenges presence decreases.

Moreover, 46.69% of respondents are agree and satisfied with their self-efficacy, class interaction, internet access, class performance, grades and results, and motivated in continuing study. While 37.85% of respondents are neutral on how satisfied with their online learning. Considering some variables like internet connection, accessibility to learning materials, and self-efficacy by obtaining information and understanding

concepts, ideas, and other online lessons, people are satisfied with attending and learning online.

4.6 Analysis of Students' academic performance engaged in online class

Table 6 shows the result of significance of students' class performance to each other variable using ordinal logistic model conducted through Stata.

Table 6. Analysis of Academic Performance

SCP	Coef.	Std.	Err.	z	P>z	[95% Conf. Interval]
AGE	0.1750812	0.1454839	1.2	0.229	-.110062	.4602243
Gender	0.8003832	0.2502801	3.2	0.001	.3098434	1.290923
Religion	-0.1226533	0.3007416	-0.41	0.683	-.712096	.4667893
Type of Family	-0.256726	0.1478572	-1.74	0.083	-.5465208	.0330687
Family Size	0.0364434	0.0551693	0.66	0.509	-.0716864	.1445731
Both Parents Alive	0.1929329	0.4442773	0.43	0.664	-.6778345	1.0637
Parents Living Together	0.3250347	0.3864429	0.84	0.400	-.4323795	1.082449
Online Learning Activities and Opportunities Constraints and Challenges	0.4945887	0.2044611	2.42	0.016	.0938522	.8953252
Common Ways and Strategies	0.2026437	0.1763114	1.15	0.250	-.1429203	.5482078
Students' Level of Satisfaction	0.7250589	0.2381301	3.04	0.002	.2583326	1.191785
	1.853862	0.2142545	8.65	0.000	1.433931	2.273793

The data in table 6 shows that gender, online learning activities and opportunities, common ways and strategies, and students' level of satisfaction has significant positive relationship with students' academic performance. Respectively, gender has positive coefficient of 0.80 and p-value of 0.001; online learning activities and opportunities coefficient of 0.49, p-value 0.016; common ways and strategies coefficient 0.73, p-value 0.002; and students' level of satisfaction coefficient 1.85 which is strong has positive relationship and significant to students' academic performance with p-value of 0.

Data gathered shows that 49.45% of the respondents are neutral in response to highly active in curricular activities, free to express their opinions, ask questions, inspired and motivated. Common ways and strategies help students assess their class performance and corresponding to their action, as students perform well in their academic performance and receive good results, it boosts their level of satisfaction. Corresponding to 49% is

agreed students with percentile of 42.27% in which their class performance experiences have good results in relevant to their satisfaction level with p-value of $0 < 5$.

4.7 Students' socioeconomic status role and significance to online learning and experiences

This study shows that 20.67% of students have 5 members in the family and respectively, 18.44% of respondents have 6 members. According to (Adams, 1996), the social and economic condition of family members serves as a reflection of and a gauge for socioeconomic position. The prevailing consensus is that SES and students' academic success and cognitive development are strongly and consistently correlated. Moreover, there is 16.2 % of the respondents who has 7 members in the family. This result implies that there are various concerns or situations within the family while students are attending online learning.

In the following tables, this subsection will discuss close relationship between household income and other variables. This will show as underlying factor that affects students access to online learning activities and opportunities, constraints and challenges, common ways and strategies, students' level of satisfaction, and students' class performance.

Online learning gives various opportunities and activities such unlimited access to resources and materials, imparts quality education, dynamic interaction, promotes unity and harmony as discriminating factors, such as age, race, physical appearance, disabilities, and gender are largely absent based on 187 – 51.80% of the respondents. The focus of attention is clearly on the content of the discussion and the individual's ability to respond and contribute thoughtfully and intelligently to the material at hand. While there are 101 – 27.98% of respondents who are totally agree. Furthermore, looking at the result, 69 – 19.11% has 10000 family household income.

Table 7. Significant of Household Income to Online learning opportunities and activities.

Model 13: Logistic, using observations 1-361 (n = 337)				
Missing or incomplete observations dropped: 24				
Dependent variable: OLAO				
$yhat \sim E(100 / (1 + exp(-X*b)))$				
	Coefficient	Std. Error	t-ratio	p-value
const	-3.11168	0.0696480	-44.68	<0.0001 ***
AMHI	-1.00596e-06	8.44847e-07	-1.191	0.2346
FamS	-0.00687513	0.00552176	-1.245	0.2140
AGE	0.00758032	0.0129277	0.5864	0.5580
Gender	0.0230276	0.0216790	1.062	0.2889
Religion	0.00482481	0.0264630	0.1823	0.8554
TOF	0.00820763	0.0133809	0.6134	0.5400
FamO	0.000517695	0.00628154	0.08242	0.9344
BPA	-0.0356045	0.0396983	-0.8969	0.3704
PLT	-0.0270467	0.0341626	-0.7917	0.4291

The data shows that although majority of students agree that online learning provides various opportunities and activities that ease students' access to various materials, their household income has no significant relationship on dependent variable online learning activities and opportunities.

It shows that 201 -55.68% of respondents are experiencing constraints and challenges during online class. Respectively, 69 of respondents who experience these constraints and challenges has 10000 household income which shows that majority of the respondents have financial instability which is one of the factors under constraints and challenges.

Table 8. Significance of Household income to Constraints and Challenges

Model 8: Logistic, using observations 1-361 (n = 337)					
Missing or incomplete observations dropped: 24					
Dependent variable: CAC					
yhat =~ E(100 / (1 + exp(-X*b)))					
	Coefficient	Std. Error	t-ratio	p-value	
const	-3.25215	0.0723651	-44.94	<0.0001	***
AGE	-0.0219582	0.0134320	-1.635	0.1031	
Gender	0.0100977	0.0225247	0.4483	0.6542	
Religion	0.00330636	0.0274953	0.1203	0.9044	
AMHI	-2.22968e-06	8.77806e-07	-2.540	0.0115	**
TOF	0.00148566	0.0139029	0.1069	0.9150	
FamS	0.00545968	0.00573717	0.9516	0.3420	
FamO	0.00806943	0.00652659	1.236	0.2172	
BPA	0.0568333	0.0412470	1.378	0.1692	
PLT	-0.0460984	0.0354953	-1.299	0.1950	

Table 8 shows that there is a significant relationship between constraints and challenges, and approximate household income. It signifies that financial status of a family does affect the capability and capacity of students to engage in online learning with p-value 0.0115. This contradicts (Adams, 1996) that students with low socioeconomic levels perform poorly academically because their basic requirements are not met. However, it supports observation that economically struggling parents are less able to pay for their kids' higher-level education, which keeps them from working as hard as they could.

This study shows that 205 – 56.79% of respondents agree with common ways and strategies in coping up with online learning activities. Students' commonly review recorded lessons, download files and learning materials provided by instructors, approaches instructors upon encountering difficulties in understanding and complying with class requirements, setting time-frame for school works, looking for comfortable area with access to stable internet connection corresponding to online meetings and doing activities, doing tasks – submitting at midnight because during this time, there is a good

and fast internet connection, ask for help from their colleagues, and do some of their hobbies to minimize stress and convince their mind to be positive during online learning. Most of these respondents has 10000 household income which in fact, despite of their limited household income, students were able to cope up with their studies.

Table 9. Significance of Household Income to Common Ways and Strategies

Model 6: Logistic, using observations 1-361 (n = 337)					
Missing or incomplete observations dropped: 24					
Dependent variable: CWS					
$yhat \sim E(100 / (1 + exp(-X*b)))$					
	Coefficient	Std. Error	t-ratio	p-value	
const	-2.99371	0.0514162	-58.22	<0.0001	***
AGE	-0.00771809	0.00954359	-0.8087	0.4193	
Gender	-0.000115163	0.0160040	-0.007196	0.9943	
Religion	-0.0347454	0.0195358	-1.779	0.0762	*
AHMI	-1.89836e-06	6.23691e-07	-3.044	0.0025	***
TOF	0.00456804	0.00987814	0.4624	0.6441	
Family Size	-0.00395549	0.00407633	-0.9704	0.3326	
Family Order	-0.00347071	0.00463722	-0.7484	0.4547	
Both Parents Alive	-0.0214326	0.0293065	-0.7313	0.4651	
Parents living together	-0.00290812	0.0252198	-0.1153	0.9083	

Table 9 shows that there is a significant relationship between common ways and strategies of students and household income as well as with religion with p-value 0.0025 and 0.0762 respectively. This signifies that majority of students depends on their household income in coping up with their studies.

The result of study shows that 168 – 46.54% of respondents agree – that they are satisfied with their online learning experiences while 137 – 37.95% are neutral with their satisfaction level. This signifies that students are somehow satisfied with their self-efficacy, class interactions, access to the internet, class performance and received grades, and motivated in continuing as well as pursuing their studies.

Students who are satisfied with their online learning status has household income of 10000 which shows that despite of limited financial status, they were able to manage to perform well in their classes corresponding to their satisfaction level which entails acquiring knowledge and were able to apply it upon complying with school requirements.

This study supports the study of Dabbagh & Bannan-Ritland (2005) that learning technologies and different ways in communication has been a coping mechanism of students used in accessing learning materials and resources and facilitates collaborative sharing of information across websites.

Table 10. Significance of Household Income to Students' level of satisfaction

Model 4: Logistic, using observations 1-361 (n = 337)					
Missing or incomplete observations dropped: 24					
Dependent variable: SLOSF					
yhat =~ E(100 / (1 + exp(-X*b)))					
	Coefficient	Std. Error	t-ratio	p-value	
const	-3.41905	0.0813598	-42.02	<0.0001	***
AGE	-0.00306806	0.0151015	-0.2032	0.8391	
Gender	0.115026	0.0253244	4.542	<0.0001	***
Religion	0.0393646	0.0309129	1.273	0.2038	
AMHI	-2.32928e-06	9.86914e-07	-2.360	0.0189	**
TOF	-0.00971600	0.0156309	-0.6216	0.5346	
FamS	0.000588049	0.00645028	0.09117	0.9274	
FamO	0.00714009	0.00733782	0.9731	0.3312	
BPA	-0.0988122	0.0463738	-2.131	0.0339	**
PLT	0.0294276	0.0399072	0.7374	0.4614	

Table 10 shows a significant relationship between students' level of satisfaction, gender, household income and parents' presence. This signifies that the level of satisfaction of students depends on their gender perception, financial capacity in pursuing their study, and whether their parents are alive or not. Even if students are persistent, without their parent's support, financial capability – they will not be satisfied.

The result shows that 179 – 49.58% of respondents are neutral, while 152 – 42.11% of respondents agree – that they experienced the following during their academic performance. – they are active in curricular activities, free to express their opinions and raise questions in class, inspired and motivated, confident in expressing their ideas, submitting late outputs, performs poorly in quizzes, understand lessons on their own, don't miss class meetings, was able to manage time and submit outputs on time. This result signifies that during online learning, concomitant to constraints and challenges, students experienced difficulties in their academic performance.

Table 11. Significance of Household Income to Students' class performance

Model 11: Logistic, using observations 1-361 (n = 337)					
Missing or incomplete observations dropped: 24					
Dependent variable: SCP					
yhat =~ E(100 / (1 + exp(-X*b)))					
	Coefficient	Std. Error	t-ratio	p-value	
const	-3.46845	0.0641	-54.11	<0.0001	***
AMHI	-1.19971e-06	7.78E-07	-1.543	0.1238	
FamS	0.0011	0.00508	0.2167	0.8286	
AGE	0.0103	0.0119	0.8657	0.3873	
Gender	0.10673	0.01995	5.349	<0.0001	***
Religion	0.00549	0.02435	0.2254	0.8218	
TOF	-0.0169132	0.01231	-1.373	0.1706	
FamO	0.00116	0.00578	0.2006	0.8411	
BPA	-0.0310938	0.03654	-0.8511	0.3954	
PLT	0.01791	0.03144	0.5697	0.5693	

This result shows that there is no significant relationship between household income and students' academic performance with p-value of 0.8826. With this, regardless of financial status, it shows with p-value 0.0001 (gender) that academic performance still depends on the student on how they will learn, surpass, and outgrow circumstances. This supports Colorado & Eberle (2010) that understanding the elements fostering success in the online learning environment can be done, in part, by evaluating learner characteristics and how these differences affect one's academic performance. Moreover, if oppose the study of Adams (1996) that students with poor socioeconomic status have low performance in academic.

Raychauduri et al. (2010) study supports the result with that socioeconomic factors do matter and affect the performance of students such family income, relationship to parents, gender, and presence of student-teacher ratio of communication.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings together with the conclusions and corresponding recommendations.

Summary of Findings

Based on administered pertinent responses from respondents, online learning opportunities and activities have an impact on students' methods and strategies in order to see satisfaction on their academic achievement and learning experiences throughout online class. While reducing the risk of COVID-19, it can deliver high-quality education. The simultaneous and asynchronous contact that occurred throughout the students' online classes allowed for constant synergy to be shared across the students. The success of students in class and the chances for online learning are related, and this link will impact how satisfied students are overall.

Based on the study, majority of respondents reported facing limitations and difficulties, which had an impact on their level of satisfaction and academic performance. Students are less satisfied when they encounter more restrictions and hurdles. Due to a variety of reasons, including internet connectivity (interruptions, poor connection, household responsibilities), difficulty understanding the materials and lessons, an uncomfortable learning environment, financial instability, and unfamiliarity with different online learning platforms, students were unable to participate in online class meetings.

Based on the investigation, despite the limitations faced by students, common approaches and techniques enable them to keep up with their online learning activities in line with their academic performance and help them get past obstacles. Students watch recorded lessons, download materials, humbly ask teachers for guidance, set aside a specific amount of time for schoolwork completion, look for a better environment with high internet accessibility, turn in their work at midnight because that is when they are most likely to find an internet connection and can submit it without interruption after finishing up household chores, take time for themselves in between assignments, and hopefully receive recognition for their efforts.

Based on analyzing the academic class performance, when considering factors like internet connection, accessibility to learning resources, and student efficiency in learning concepts, ideas, and other online lessons, it is important for students to assess, evaluate, and track if they are satisfied with attending and learning online. When students perform well in their academic performance and achieve positive outcomes, it raises their sense of satisfaction. Common approaches and strategies assist students in assessing their class performance and correlating their action. Students concurred that their performance

in class had a positive impact on how satisfied they were with their decision to participate in online learning.

Furthermore, upon examining the relationship between socio-economic profile, online learning activities and opportunities experienced by the students, constraints experienced by the students, coping mechanisms of students, level of satisfaction of students in online learning classes, and academic performance of students engaged in online classes, the study finds out that socio-economic status of students has no significant relationship to online learning opportunities and activities, and students class performance. It is only significant to coping up ways and strategies, constraints and challenges, and students' level of satisfaction respectively.

Conclusions

Based on the findings, it has been determined that online learning opportunities and activities are significant and related to the following: limitations and difficulties, typical approaches and techniques, students' degree of satisfaction, and students' academic success. Students' approaches and strategies are impacted by online learning possibilities and activities in order to see satisfaction with their academic performance and learning experiences throughout an online course. Their level of satisfaction and academic success were impacted by limitations and challenges. However, they can maintain their online learning activities in line with their academic achievement and overcome barriers due to common approaches and tactics. Nevertheless, when students succeed academically and have successful outcomes, it increases their sense of satisfaction.

It is also concluded that student's socioeconomic status does not directly influence their academic success, it is nevertheless one of the factors that significantly affects how satisfied they are with their online learning experience. Financial instability continues to be a restriction and a difficulty for students' coping mechanisms. The socioeconomic situation of students, their degree of satisfaction, typical approaches and techniques, and the difficulties they face when studying online are all closely related.

Recommendations

Since the study finds out that online learning has a positive impact on students' academic performance and level of satisfaction during online learning amidst of constraints and challenges experience, the researchers would like to recommend continuation and implementation of online learning when times of calamities, unprecedented or fortuitous events. Furthermore, in relationship with socio-economic status, level of satisfaction, and academic performance of the students, the researcher encourages students not to lose hope when times get tough instead, look for brighter ways and opportunities to overcome dilemmas.

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APPENDICES

Letter for VPAA

September 14, 2022

Erlinda M. Basilla, Ph. D.
Vice President for Academic Affairs
Partido State University
Goa, Camarines Sur

Madam:

Greetings of peace and good health!

In partial fulfillment of the requirements of BS in Accountancy A/Y 2022-2023 in Accounting Research, we are conducting a study entitled, entitled "**Students' Perceived Satisfaction and Academic Performance in Online Classes Of Partido State University: Evidence From Ordinal Logistic Models**".

In connection with this, we are cordially asking your good office for the list of undergraduate programs offered and its respective deans for the 1st Semester of A/Y 2022-2023 at ParSU-Main Campus

Thank you for your kind consideration of this matter. God bless.

With sincere appreciation,


Delfino, Erica Mae P.


Plopinio, Hubert P.

Noted:

Emmanuel P. Onsay, CPA, MAE
Thesis Adviser

DR. RINA ABNER-PUERTA, CPA
Accounting Research Instructor

Approved:

ERLINDA M. BASILLA, Ph. D.
Vice President for Academic Affairs

Letter for Adviser

September 14, 2022

Mr. Emmanuel A. Onsay, CPA, MAE
 Instructor
 College of Business and Management
 Partido State University

Dear Sir Onsay,

Greetings!

The undersigned are 4th year Bachelor of Science in Accountancy students of Partido State University undertaking research entitled "**Students' Perceived Satisfaction and Academic Performance in Online Classes Of Partido State University: Evidence From Ordinal Logistic Models**" requesting for your knowledge and guidance in fulfilment of the study.

We humbly ask your permission to guide us with your expertise and impart us your knowledge. Your feedbacks would be a great help and would be appreciated for the improvement of our research paper.

Looking forward that our request would merit your positive response.

Thank you and God bless.

Respectfully Yours,


Erica Mae P. Delfino


Hubert P. Plopinio

Researchers

Noted by:

Dr. Rina A. Abner, CPA, MBA, MSA

Dean of College of Business & Management

Approved by:


Mr. Emmanuel A. Onsay, CPA, MAE

Thesis Adviser

Letter for Registrar

September 14, 2022

Joji B. Miraña, Ed. D
University Registrar
Partido State University
Goa, Camarines Sur

Madam:

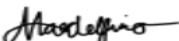
Greetings of peace and good health!

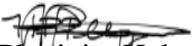
In partial fulfillment of the requirements of BS in Accountancy A/Y 2022-2023 in Accounting Research, we are conducting a study entitled **“Students’ Perceived Satisfaction and Academic Performance in Online Classes of Partido State University: Evidence from Ordinal Logistic Models”**.

In connection with this, we are cordially asking your good office for to know the exact figures of students enrolled, the list of programs offered and its respective deans for the 1st Semester of A/Y 2022-2023 at ParSU-Main Campus. The researchers define students as undergraduates – regulars and irregulars.

Thank you for your kind consideration of this matter. God bless.

With sincere appreciation,


Delfino, Erica Mae P.


Plopinio, Hubert P.

Noted:

Emmanuel P. Onsay, CPA, MAE
Thesis Adviser

DR. RINA ABNER-PUERTA, CPA
Accounting Research Instructor

Approved:

JOJI B. MIRAÑA, Ed. D.
University Registrar

Letter for Respondents

Dear Respondents:

Greetings!

We are Bachelor of Science in Accountancy Students of Partido State University - Goa Campus who are enrolled in College of Business and Management. Currently, we are conducting a study entitle, **“STUDENTS’ PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE IN ONLINE CLASSES OF PARTIDO STATE UNIVERSITY: EVIDENCE FROM ORDINAL LOGISTIC MODELS”**.

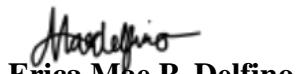
With this regard, may we humbly ask for your precious time, patience and effort to answer all attached questions in the questionnaire that would be helpful for the fulfilment of the study.

Rest assured that all information gathered from you will be kept in the highest level of confidentiality.

Your positive response will be highly appreciated and will be a valuable contribution for the success of the study.

Thank you very much for your cooperation.

Respectfully yours,



Erica Mae P. Delfino



Hubert P. Plopino

Researchers

Noted by:

Emmanuel A. Onsay, CPA, MAE

Research Adviser
Dean

Dr. Rina A. Abner, CPA

College of Business Management,

QUESTIONNAIRE

Determining the socio-demographic profile of the students to identify the respondent's population corresponding to each segment.

DEMOGRAPHIC PROFILE

Name: (Optional)

Age:

18-19

20-21

22-23

24-25

26 and up

Gender:

- **Male**
- **Female**

Religion:

- **Roman Catholic**
- **Iglesia ni Cristo**
- **The Church of Jesus Christ of Latter-day Saints**
- **Christian**
- **Muslim or Islam yes bem**
- **Aglipay**
- **Seventh-day Adventist**
- **Others (Specify):**

Approximate Household Income:
(Please Specify)

Type of family:

- Complete Family
- Single Parent
- Extended Family
- Stepfamily
- Grandparent Family

Family size (Number of members present in the family):

- Please specify:

Family Order among siblings:

- Please Specify:

Both parents are alive:

- Yes
- No

Parents are Living together:

- Yes
- No

Home Location:

- Gachitorena
- Precentacion
- Lagonoy
- San Jose
- Goa
- Tigaon
- Ocampo
- Tinambac
- Others (Specify):

Determine the online learning activities and opportunities experienced by the students

Online Learning Activities and Opportunities	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Students can have unlimited access to resources and materials that may be physically located anywhere in the world. It also enhances learners' creative thinking and independent learning through online learning.					
Virtual classrooms can impart quality education while avoiding the risk of the spread of Covid-19.					
Through online learning, dynamic interaction is created between the learners and the instructors and; importantly, among learners themselves. It also creates continuous synergy, and learning materials and ideas are shared seamlessly among the learners.					
In the online environment, learners have a certain measure of anonymity. It also promotes unity and harmony as discriminating factors, such as age, race, physical appearance, disabilities, and gender are largely absent. Instead, the focus of attention is clearly on the content of the discussion and the individual's ability to respond and contribute thoughtfully and intelligently to the material at hand.					

The following are constraints experienced by the students thru engaging in an online learning setup.

Constraints/Challenges	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Unable to attend online meeting classes due to technical problems (power interruption, unstable internet connection, household responsibilities, etc.)					
Poor communication to the instructors or lack of clear instruction to students.					
The assignment, activities, and project submission limit are too short.					
The materials and lessons are hard to understand.					
Unfamiliar with sending/ opening/ receiving emails/ forms.					
Loss of focus in the study.					
Unable to balance school work and house responsibilities.					
Limited physical space for online learning.					
The learning environment is uncomfortable/ unsuitable for online classes (unnecessary noise, outside disturbance, etc.).					
Financial Instability.					
Fatigue/tiredness and lack of sleep during an online class.					
Don't get enough rest due to overwhelming assignments and other school activities.					

How do the students cope with the learning setup before and during a pandemic?

Common ways and strategies	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Replay, rewatch and review the recorded lessons sent to the class.					
Downloading the PDF and other learning materials so that it is easy to study without using an internet connection.					
Humbly approach the teachers/instructor if having difficulties with class requirements.					
Setting a specific time to prepare for school work (such as activities, requirements, and exams).					
Looking for an area where I can find a better internet connection like studying outside the house.					
Doing tasks and submitting them at midnight because it is the only time that has a good and fast internet connection.					
Ask for help from classmates on matters regarding school work.					
Make a checklist of all things that must be done in order to organize all the things that need to be done and finished.					
Do the things that make you happy such as planting, watching movies, vlogs, documentaries, making a journal, etc.					
Took a short break from time to time when I was exhausted.					
Trying to convince the mind to be positive all the time.					
Believing, praying to God, and keeping the faith that everything will be fine soonest.					

Evaluate the level of satisfaction of students in online learning classes.

Student's Level of Satisfaction	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highly satisfied with my self-efficacy.					
I am highly satisfied with my class interaction with my classmates and instructors.					
I am highly satisfied with my access on the internet.					
I am highly satisfied with my class performance and grade results.					
I am highly motivated to do self-study.					

Analyze the academic performance of students engaged in online classes.

Students' class performance experiences	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highly active in curricular activities					
I am free to express my opinions in class.					
I am free to ask questions in class.					
I am inspired and motivated to attend the class					
I am more confident in expressing my ideas in class					
I am submitting late outputs.					

Perform poorly in quizzes, assignments, and					
I understand lessons on my own.					
I don't miss class meetings or schedules.					
I was able to manage my time.					
I was able to submit outputs on time.					
Others: (Please Indicate)					

Data Gathering (Survey Questionnaire through Google Form)

Republic Act 10173
An act protecting individual personal information in information and communications systems in the government and the private sector, creating for this purpose a national privacy commission, and for other purposes.

I agree

Course *

- Bachelor of Elementary Education
- Bachelor of Secondary Education
- Bachelor of Science in Sanitary Engineering
- Bachelor of Science in Civil Engineering
- Bachelor of Automotive Technology
- Bachelor of Electrical Engineering
- Bachelor of Science in Accountancy
- Bachelor of Science in Economics
- Bachelor of Science in Entrepreneurship

After section 1 Continue to next section

Facebook | Your form, STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | Incognito | Update

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Bachelor of Science in Geology
 Bachelor of Science in Biology
 Bachelor of Arts in Communication

After section 1 Continue to next section

Section 2 of 3

QUESTIONNAIRE

Demographic Profile

Name (Optional):
 Short answer text

AGE *

18-19

Name (Optional):
 Short answer text

AGE *

18-19
 20-21
 22-23
 24-25
 26 and up

Gender: *

Male
 Female

29°C Rain coming

Search | Back | Forward | Stop | Home | Favorites | Help | Settings | Incognito | Update

Facebook | Your form, STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | Incognito | Update

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Name (Optional):
 Short answer text

AGE *

18-19
 20-21
 22-23
 24-25
 26 and up

Gender: *

Male
 Female

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Questions Responses 361 Settings

Religion *

- Roman Catholic
- Iglesia ni Cristo
- The Church of Jesus Christ of Latter-day Saints
- Christian
- Muslim or Islam
- Aglipay
- Seventh-day Adventist
- Other...

Approximate Monthly Household Income *

Short answer text

Type of Family *

- Complete Family
- Single Parent
- Extended Family
- Step Family
- Grandparent Family

Family Size (Number of present members in the family): *

Short answer text

Family order among siblings: *

Short answer text

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Search

ENG US 11:46 am 04/12/2022

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Questions Responses 361 Settings

Type of Family *

- Complete Family
- Single Parent
- Extended Family
- Step Family
- Grandparent Family

Family Size (Number of present members in the family): *

Short answer text

Family order among siblings: *

Short answer text

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Short answer text

Family order among siblings: *

Short answer text

Both parents are alive: *

Yes
 No

Parents are living together: *

Yes
 No

Home Location *

No

Gachitoresa
Presentacion
Lagonoy
San Jose
Goa
Tigauan
Ocampo
Timambac
Option 9
Option 10
Other...

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Home Location *

No

Gachitoresa
Presentacion
Lagonoy
San Jose
Goa
Tigauan
Ocampo
Timambac
Option 9
Option 10
Other...

29°C Rain coming Search Incognito Update

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE |

Section 3 of 3

Determine the online learning activities and opportunities experienced by the students

Instructions: The following are online learning activities and opportunities experienced by the students. Please read carefully the following activities and opportunities before checking corresponding boxes:
1 - Totally Agree 2- Agree 3- Neutral 4- Disagree 5- Totally Disagree

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Students can ha...	<input type="radio"/>				
Virtual classroo...	<input type="radio"/>				
Through online ...	<input type="radio"/>				
In the online en...	<input type="radio"/>				

The following are constraints experienced by the students thru engaging in an online learning setup.

Instructions: Please read carefully the following constraints and challenges experienced by the students. Check corresponding boxes accordingly:
1- Totally Agree 2- Agree 3- Neutral 4- Disagree 5- Totally Disagree

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Unable to atten...	<input type="radio"/>				
Poor communic...	<input type="radio"/>				
The assignment...	<input type="radio"/>				
The materials a...	<input type="radio"/>				
Unfamiliar with...	<input type="radio"/>				
Loss of focus in...	<input type="radio"/>				
Unable to balan...	<input type="radio"/>				
Limited physica...	<input type="radio"/>				

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Unable to attend class	<input type="radio"/>				
Poor communication	<input type="radio"/>				
The assignments were unclear	<input type="radio"/>				
The materials available online were limited	<input type="radio"/>				
Unfamiliar with the learning platform	<input type="radio"/>				
Loss of focus in online classes	<input type="radio"/>				
Unable to balance between studies and work	<input type="radio"/>				
Limited physical activity due to sedentary lifestyle	<input type="radio"/>				
The learning environment was noisy	<input type="radio"/>				
Financial instability due to loss of job or income	<input type="radio"/>				
Fatigue/tiredness after long hours of study	<input type="radio"/>				
Don't get enough sleep due to late-night study sessions	<input type="radio"/>				

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

How do the students cope with the learning setup before and during a pandemic?

Instructions: Please read carefully the following coping mechanism of students before and during pandemic. Check corresponding boxes accordingly:
1- Totally Agree 2- Agree 3- Neutral 4- Disagree 5- Totally Disagree

Common ways and Strategies *

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Replay, rewatch...	<input type="radio"/>				
Downloading things...	<input type="radio"/>				
Humbly approach...	<input type="radio"/>				
Setting a specific...	<input type="radio"/>				
Looking for an altern...	<input type="radio"/>				
Doing tasks and activit...	<input type="radio"/>				
Ask for help from teac...	<input type="radio"/>				

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE |

Questions Responses 361 Settings

Humbly approach...	<input type="radio"/>				
Setting a specific...	<input type="radio"/>				
Looking for an ...	<input type="radio"/>				
Doing tasks and...	<input type="radio"/>				
Ask for help fro...	<input type="radio"/>				
Make a checklis...	<input type="radio"/>				
Do the things th...	<input type="radio"/>				
Took a short br...	<input type="radio"/>				
Trying to convi...	<input type="radio"/>				
Believing, prayi...	<input type="radio"/>				

Evaluate the level of satisfaction of students in online learning classes.

Instructions: Please evaluate the level of your satisfaction as a student in online learning classes. Check corresponding boxes accordingly:
1- Totally Agree 2- Agree 3- Neutral 4- Disagree 5- Totally Disagree

Student's Level of Satisfaction *

Totally Agree	Agree	Neutral	Disagree	Totally Disagree
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Analyze the academic performance of students engaged in online classes.

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docs.google.com/forms/d/1g1PlZwiSdHLeuKKt22DPK-XPBeQwoq6zIzyGBfGPqM/edit

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Analyze the academic performance of students engaged in online classes.

Instructions: Please assess your academic performance in engaging in online classes through the following common class performances. Check corresponding boxes accordingly:

1- Totally Agree 2- Agree 3- Neutral 4- Disagree 5- Totally Disagree

Students' class performance experiences

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highly active in online classes.	<input type="radio"/>				
I am free to express my ideas in online classes.	<input type="radio"/>				
I am free to ask questions in online classes.	<input type="radio"/>				
I am inspired and motivated in online classes.	<input type="radio"/>				
I am more confident in online classes.	<input type="radio"/>				
I am submitting assignments on time in online classes.	<input type="radio"/>				

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docs.google.com/forms/d/1g1PlZwiSdHLeuKKt22DPK-XPBeQwoq6zIzyGBfGPqM/edit

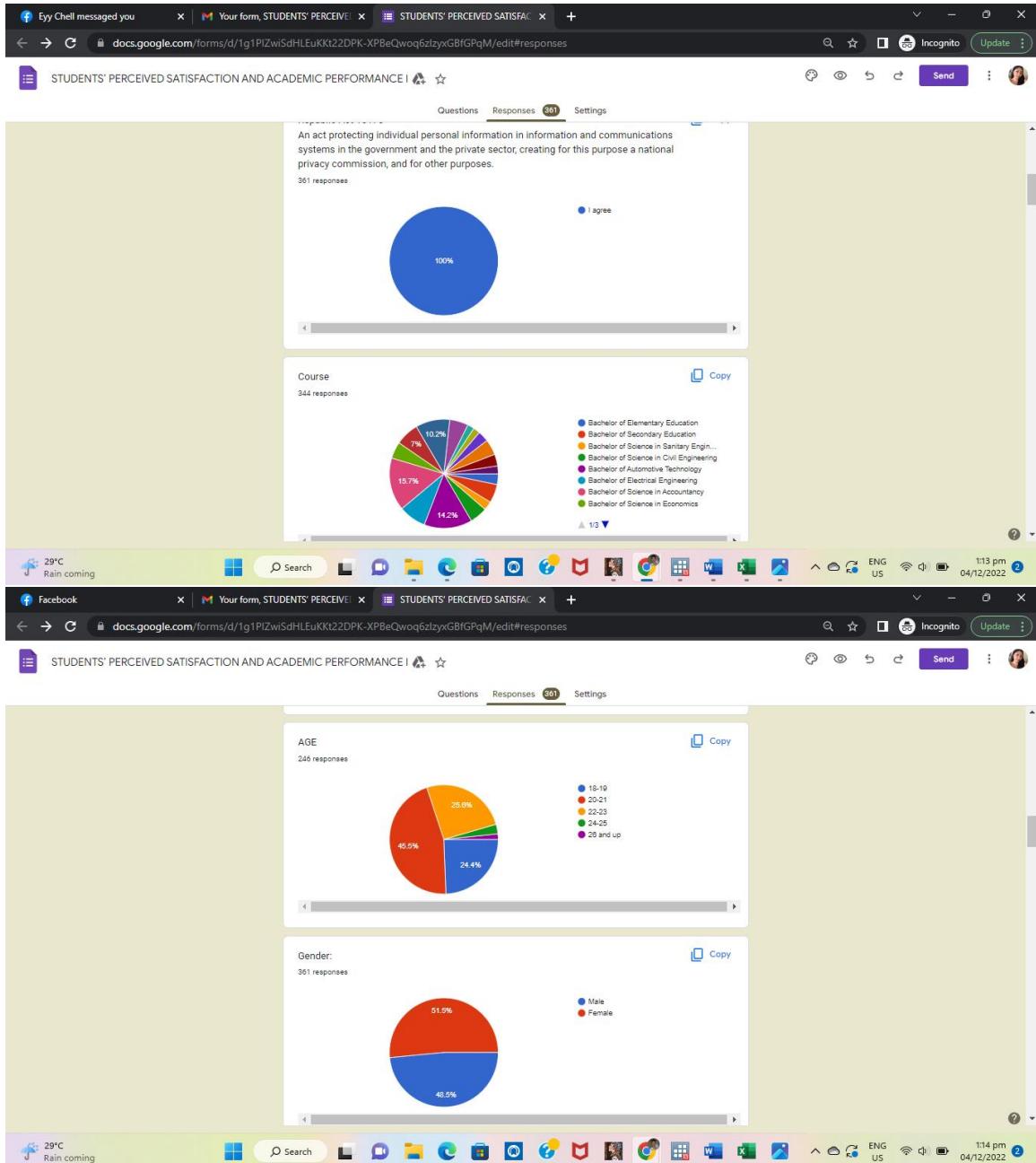
STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

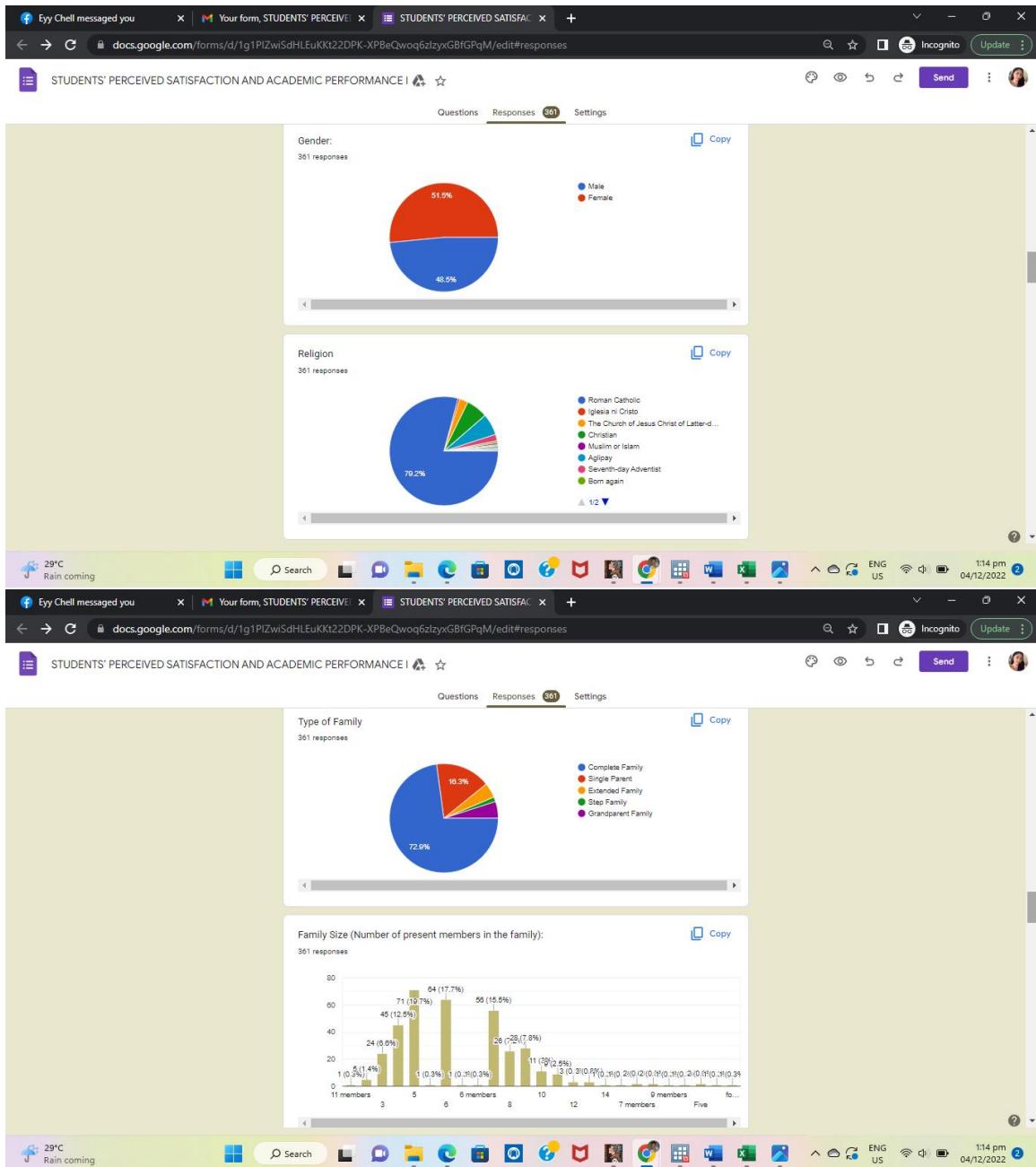
Questions Responses 361 Settings

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highly active in online classes.	<input type="radio"/>				
I am free to express my ideas in online classes.	<input type="radio"/>				
I am free to ask questions in online classes.	<input type="radio"/>				
I am inspired and motivated in online classes.	<input type="radio"/>				
I am more confident in online classes.	<input type="radio"/>				
I am submitting assignments on time in online classes.	<input type="radio"/>				
I perform poorly in online classes.	<input type="radio"/>				
I understand less in online classes.	<input type="radio"/>				
I don't miss classes in online classes.	<input type="radio"/>				
I was able to manage my time effectively in online classes.	<input type="radio"/>				
I was able to stay focused during online classes.	<input type="radio"/>				

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Data Gathered (Responses)





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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Family order among siblings:
361 responses

2
1
3
4
5
2nd
1st
7
Youngest

Both parents are alive:
361 responses

Copy

Yes
No

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docs.google.com/forms/d/1g1P1ZwiSdHLeuKKt22DPK-XPBeQwoq6zIzyxGBfGPqM/edit#responses

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 361 Settings

Both parents are alive:
361 responses

Copy

87.8%
12.2%

Both parents are alive:
361 responses

Copy

Yes
No

Parents are living together:
361 responses

Copy

28%
72%

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STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE |

Questions Responses 361 Settings

361 responses

Location	Percentage
Gatchina	35.2%
Presentacion	20.5%
Lagmay	17.5%
San Jose	6.3%
Gca	4.4%
Tigaon	2.2%
Ocampo	1.1%
Tinambac	0.3%

Determine the online learning activities and opportunities experienced by the students

Online Learning Activities and Opportunities

Copy

Legend: Totally Agree (Blue), Agree (Red), Neutral (Yellow), Disagree (Green), Totally Disagree (Purple)

Activity	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Students can have unlimited access to resources	100	150	80	10	5
Virtual classrooms can impart quality education while avoiding face-to-face interaction	120	140	60	10	5
In the online environment, learning is more effective than in the classroom	90	160	70	10	5

The following are constraints experienced by the students thru engaging in an online learning setup.

Constraints and Challenges

Copy

Legend: Totally Agree (Blue), Agree (Red), Neutral (Yellow), Disagree (Green), Totally Disagree (Purple)

Challenge	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Unable to concentrate	150	140	50	10	5
Poor connectivity	100	130	80	10	5
The assignments are too difficult	90	120	100	10	5
The materials are not available	80	110	140	20	5
User interface is not user-friendly	50	80	100	10	5

How do the students cope with the learning setup before and during a pandemic?

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Search

ENG US

11:14 pm 04/12/2022

docs.google.com/forms/d/1g1PlZwiSdHLeuKKt22DPK-XPBeQwoq6zIzyxGBfGPqM/edit#responses

STUDENTS' PERCEIVED SATISFACTION AND ACADEMIC PERFORMANCE | ☆

Questions Responses 360 Settings

How do the students cope with the learning setup before and during a pandemic?

Common ways and Strategies

Strategy	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
Relay re...	~150	~150	~30	~5	~5
Download...	~180	~150	~30	~10	~5
Humbly ap...	~120	~180	~60	~10	~5
Selling a s...	~150	~180	~30	~5	~5
Loc...	~120	~150	~30	~5	~5

Evaluate the level of satisfaction of students in online learning classes.

Student's Level of Satisfaction

Satisfaction Level	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highl...	~60	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am tog...	~60	~150	~150	~20	~5

Analyze the academic performance of students engaged in online classes.

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11:14 pm 04/12/2022

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Questions Responses 360 Settings

Evaluate the level of satisfaction of students in online learning classes.

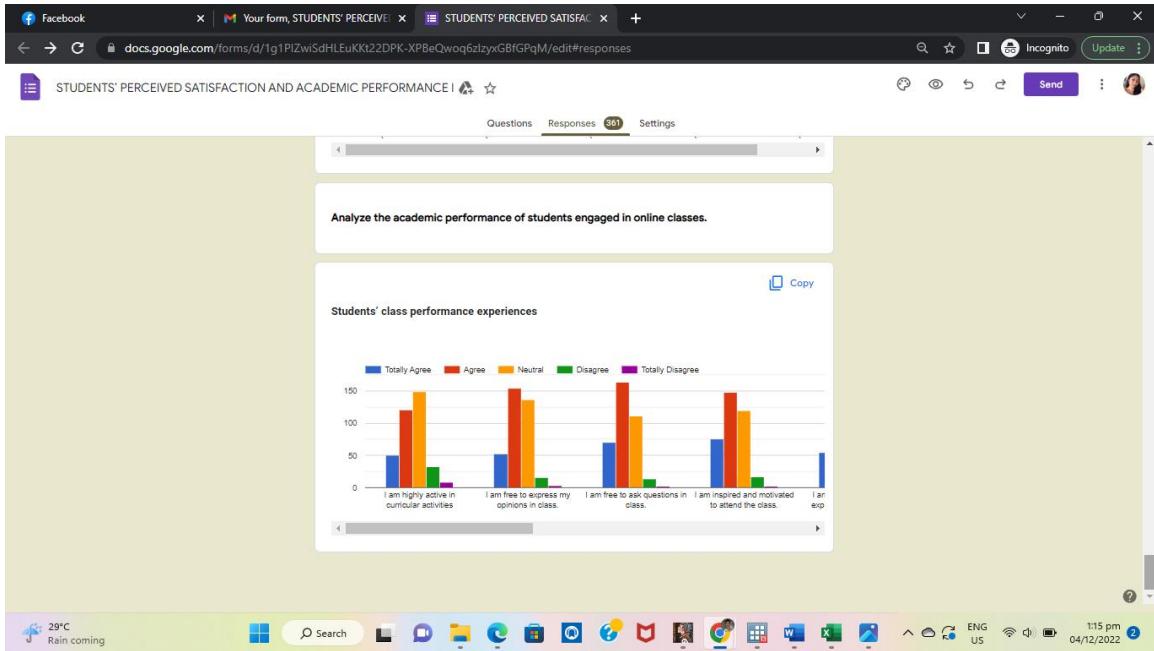
Student's Level of Satisfaction

Satisfaction Level	Totally Agree	Agree	Neutral	Disagree	Totally Disagree
I am highl...	~60	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am highl...	~50	~150	~150	~20	~5
I am tog...	~60	~150	~150	~20	~5

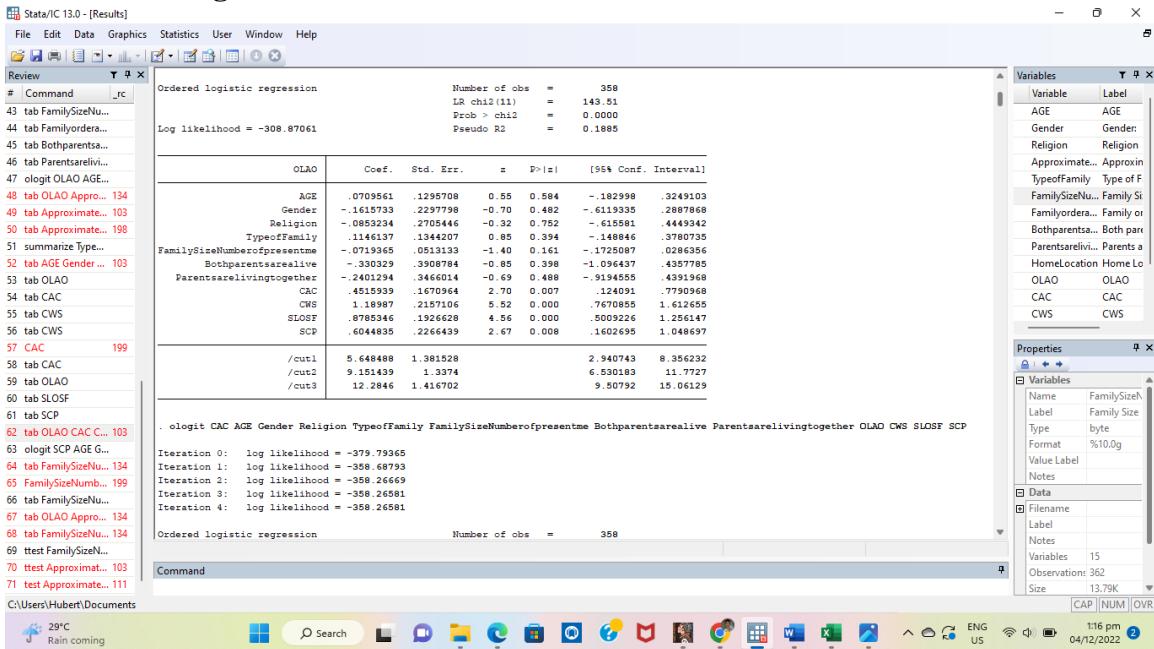
Analyze the academic performance of students engaged in online classes.

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11:15 pm 04/12/2022



Data run through Stata



Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

Ordered logistic regression

	Coeff.	Std. Err.	χ^2	P> z	[95% Conf. Interval]
AGE	-.2273982	.1260792	1.80	0.071	-.474507 .0197106
Gender	.1489343	.2135794	0.69	0.498	-.2814563 .579293
Religion	.1201142	.2054457	0.79	0.331	-.1744744 .6745493
TypeofFamily	-.0667945	.1240639	0.54	0.591	-.3098653 .1764562
FamilySizeNumberofpresentme	.1026286	.0407097	2.18	0.029	.0108106 .2017591
Bothparentsarealive	.7448515	.3769368	1.98	0.048	.0066698 1.182634
Parentsarelivingtogether	-.4187951	.3235542	-1.29	0.196	-1.052944 .2153654
OLAO	.4824222	.1801045	2.68	0.007	.1294239 .854204
CAC	.6354037	.2061199	3.08	0.002	.2304362 1.040371
SLOSF	-.4094383	.1846084	-2.22	0.027	-.7712641 -.0476125
SCP	.3538167	.2164983	1.63	0.102	-.0705121 .7781455
/cut1					-3.694016 2.216406
/cut2	1.234705	1.190783			-1.099187 3.568597
/cut3	4.25541	1.15545			1.99077 6.520049
/cut4	7.075367	1.202719			4.718081 9.432653

. ologit CWS AGE Gender Religion Typeoffamily FamilySizeNumberofpresentme Bothparentsarealive Parentsarelivingtogether OLAO CAC SLOSF SCP

Iteration 0: log likelihood = -311.72585
 Iteration 1: log likelihood = -256.4657
 Iteration 2: log likelihood = -256.4944
 Iteration 3: log likelihood = -256.48877
 Iteration 4: log likelihood = -256.48877

Command

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxin
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsreliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN...	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Filename

Label	
Notes	
Variables	15
Observation	362
Size	13.79K

11:16 pm 04/12/2022 CAP NUM OVR

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

Ordered logistic regression

	Coeff.	Std. Err.	χ^2	P> z	[95% Conf. Interval]
AGE	-.1313707	.1384815	-0.95	0.343	-.4027895 .140048
Gender	-.4933436	.2449694	-2.01	0.044	-.9734747 -.0132124
Religion	-.6088423	.2885089	-2.11	0.035	-.1743039 -.0433752
TypeofFamily	.1551227	.1405474	1.10	0.270	-.1203451 .4305906
FamilySizeNumberofpresentme	-.0805089	.0551622	-1.46	0.144	-.1886248 .027607
Bothparentsarealive	-.316931	.4168295	-0.76	0.447	-.1393903 .5000397
Parentsarelivingtogether	.0816666	.3637047	0.22	0.822	-.6311816 .7945147
OLAO	1.11454	.1976547	5.64	0.000	.7271443 1.501937
CAC	.4958364	.1715336	2.89	0.004	.1596366 .8320361
SLOSF	.2267319	.200691	1.12	0.261	-.1676152 .619079
SCP	.7233176	.2971501	3.05	0.002	-.2585119 1.188123
/cut1					2.226428 7.050335
/cut2	4.638981	1.230611			6.077674 11.18694

. ologit SLOSF AGE Gender Religion Typeoffamily FamilySizeNumberofpresentme Bothparentsarealive Parentsarelivingtogether OLAO CAC CWS SCP

Iteration 0: log likelihood = -401.73406
 Iteration 1: log likelihood = -307.93467
 Iteration 2: log likelihood = -299.95459
 Iteration 3: log likelihood = -299.85836
 Iteration 4: log likelihood = -299.85834

Ordered logistic regression

	Coeff.	Std. Err.	χ^2	P> z	[95% Conf. Interval]
AGE	-.1313707	.1384815	-0.95	0.343	-.4027895 .140048
Gender	-.4933436	.2449694	-2.01	0.044	-.9734747 -.0132124
Religion	-.6088423	.2885089	-2.11	0.035	-.1743039 -.0433752
TypeofFamily	.1551227	.1405474	1.10	0.270	-.1203451 .4305906
FamilySizeNumberofpresentme	-.0805089	.0551622	-1.46	0.144	-.1886248 .027607
Bothparentsarealive	-.316931	.4168295	-0.76	0.447	-.1393903 .5000397
Parentsarelivingtogether	.0816666	.3637047	0.22	0.822	-.6311816 .7945147
OLAO	1.11454	.1976547	5.64	0.000	.7271443 1.501937
CAC	.4958364	.1715336	2.89	0.004	.1596366 .8320361
SLOSF	.2267319	.200691	1.12	0.261	-.1676152 .619079
SCP	.7233176	.2971501	3.05	0.002	-.2585119 1.188123
/cut1					2.226428 7.050335
/cut2	4.638981	1.230611			6.077674 11.18694

. ologit CWS AGE Gender Religion Typeoffamily FamilySizeNumberofpresentme Bothparentsarealive Parentsarelivingtogether OLAO CAC CAC SCP

Iteration 0: log likelihood = -358.26581
 Iteration 1: log likelihood = -43.06
 Iteration 2: log likelihood = -43.00000
 Iteration 3: log likelihood = -0.0567
 Iteration 4: log likelihood = -0.0567

Log likelihood = -358.26581

Command

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxin
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsreliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN...	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Filename

Label	
Notes	
Variables	15
Observation	362
Size	13.79K

11:16 pm 04/12/2022 CAP NUM OVR

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

43 tab FamilySizeNu...

44 tab Familyorder...

45 tab Bothparents...

46 tab Parentsreliv...

47 clogit OLAO AGE...

48 tab OLAO Appro... 134

49 tab Approximate... 103

50 tab Approximate... 198

51 summarize Type...

52 tab AGE Gender ... 103

53 tab OLAO

54 tab CAC

55 tab CWS

56 tab CWS

57 CAC 199

58 tab CAC

59 tab OLAO

60 tab SLOSF

61 tab SCP

62 tab OLAO CAC C... 103

63 clogit SCP AGE G...

64 tab FamilySizeNu... 134

65 FamilySizeNumb... 199

66 tab FamilySizeNu...

67 tab OLAO Appro... 134

68 tab FamilySizeNu... 134

69 ttest FamilySize...

70 ttest Approximat... 103

71 test Approximate... 111

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

43 tab FamilySizeNu...

44 tab Familyorder...

45 tab Bothparents...

46 tab Parentsreliv...

47 clogit OLAO AGE...

48 tab OLAO Appro... 134

49 tab Approximate... 103

50 tab Approximate... 198

51 summarize Type...

52 tab AGE Gender ... 103

53 tab OLAO

54 tab CAC

55 tab CWS

56 tab CWS

57 CAC 199

58 tab CAC

59 tab OLAO

60 tab SLOSF

61 tab SCP

62 tab OLAO CAC C... 103

63 clogit SCP AGE G...

64 tab FamilySizeNu... 134

65 FamilySizeNumb... 199

66 tab FamilySizeNu...

67 tab OLAO Appro... 134

68 tab FamilySizeNu... 134

69 ttest FamilySize...

70 ttest Approximat... 103

71 test Approximate... 111

C:\Users\Hubert\Documents

29°C Rain coming

Ordered logistic regression

	SLOSF	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]
AGE	-.0514285	.1337042	-0.38	0.701	.313484	.2106269
Gender	.6714258	.2369177	2.83	0.005	.2070757	1.357776
Religion	.591286	.2776345	2.13	0.033	.0475158	1.134619
TypeofFamily	-.0451939	.1676345	-0.24	0.44	-.521558	.2246168
FamilySizeNumberofpresentme	.0581989	.0522224	1.11	0.269	.0441851	.1605529
Bothparentsarealive	-.2933000	.406662	-0.72	0.471	-.1.090344	.503742
Parentsarelivingtogether	.0892852	.3620475	0.25	0.805	-.6202147	.7889852
OLAO	.8718573	.1883099	4.63	0.000	.5024767	1.240638
CAC	.3752567	.1689694	-2.22	0.026	-.7064307	-.0440827
CWS	.2821504	.2190446	1.28	0.199	-.1488546	.7131557
SCP	2.053221	.2315318	8.87	0.000	1.599427	2.507015
/cut1	5.508968	1.488676			2.591216	8.426719
/cut2	7.953652	1.347668			5.312722	10.59503
/cut3	11.44938	1.389062			8.72587	14.17089
/cut4	15.26063	1.521292			12.27896	18.24231

. ologit SCP AGE Gender Religion TypeofFamily FamilySizeNumberofpresentme Bothparentsarealive Parentsarelivingtogether OLAO CAC CWS SLOSF

Iteration 0: log likelihood = -344.52295

Iteration 1: log likelihood = -253.89836

Iteration 2: log likelihood = -245.66984

Iteration 3: log likelihood = -245.62263

Iteration 4: log likelihood = -245.62262

Ordered logistic regression Number of obs = 358

Command

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approx
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsreliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Properties
Name	FamilySizeN...
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
Data	
Filename	
Label	
Notes	
Variables	15
Observation	362
Size	13.79K

11:16 pm 04/12/2022 CAP NUM OVR

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approx
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsreliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Properties
Name	FamilySizeN...
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
Data	
Filename	
Label	
Notes	
Variables	15
Observation	362
Size	13.79K

11:16 pm 04/12/2022 CAP NUM OVR

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Command _rc

```

43 tab FamilySizeNu...
44 tab Familyorder...
45 tab Bothparents...
46 tab Parentsareliv...
47 clogit OLAO AGE...
48 tab OLAO Appro...
49 tab Approximate...
50 tab Approximate...
51 summarize Type...
52 tab AGE Gender ...
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb...
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu...
69 ttest FamilySizez...
70 ttest Approximat...
71 test Approximate...
72 test Approximate...
73 test Approximate...
74 test Approximate...
75 test Approximate...
76 test Approximate...
77 test Approximate...
78 test Approximate...
79 test Approximate...
80 test Approximate...
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83 test Approximate...
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95 test Approximate...
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99 test Approximate...
100 test Approximate...
101 test Approximate...
102 test Approximate...
103 test Approximate...
104 test Approximate...
105 test Approximate...
106 test Approximate...
107 test Approximate...
108 test Approximate...
109 test Approximate...
110 test Approximate...
111 test Approximate...

```

Iteration 0: log likelihood = -421.74188
 Iteration 1: log likelihood = -417.63933
 Iteration 2: log likelihood = -417.62847
 Iteration 3: log likelihood = -417.62847

Ordered logistic regression

	Number of obs	=	366
	LR chi2(8)	=	8.23
	Pearson chi2	=	0.1442
	Pseudo R2	=	0.0098
Log likelihood = -417.62847			

AGE Coef. Std. Err. z P>|z| [95% Conf. Interval]

Gender	.0648636	.1980153	0.33	0.743	-3232392	.4529665
TypeofFamily	.0429647	.1211019	0.35	0.723	-.1943906	.2803201
FamilySizeNumberofpresentme	.1036449	.0465328	2.23	0.026	.0124424	.1948475
Bothparentsarealive	-.4979578	.0631426	-1.37	0.170	-1.209704	.2137886
Parentsarelivingtogether	.4595495	.3157054	1.46	0.145	-.1592218	1.078321

/cut1 -.7855956 .604465 -1.970325 .3991341
 /cut2 1.084165 .6041288 -.0999059 2.268236
 /cut3 4.156048 .665284 2.852115 5.45998
 /cut4 4.792703 .7132765 3.394706 6.190699

tab AGE GENDER
 variable GENDER not found
 r(111);

tab AGE Gender

AGE	Gender:	1	2	Total
0	35	25	60	
1	68	72	140	
2	72	75	147	
3	6	1	7	
4	5	2	7	
Total	166	175	361	

sum

Variable	Obs	Mean	Std. Dev.	Min	Max
AGE	361	1.33795	.8445414	0	4
Gender	361	1.484765	.5004615	1	2
Religion	361	.7922438	.4062644	0	1
Approximat-c	361	1.493075	1.01137	1	5
Typeoffamily	358	6.234637	2.188774	2	14
FamilySize-e	0				
Familyorde-s	361	1.121884	.3276055	1	2
Bothparent-	361	1.279778	.4495133	1	2
Parentsare-r	0				
HomeLocation	0				

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxin
Typeoffamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsareliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Label
Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Variables	Label
Filename	
Label	
Notes	
Variables	15
Observation	362
Size	13.79K

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxin
Typeoffamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparent...	Both par
Parentsareliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Label
Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Variables	Label
Filename	
Label	
Notes	
Variables	15
Observation	362
Size	13.79K

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Command _rc

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximat... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC ... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 ttest FamilySizez...
70 ttest Approximat... 103
71 test Approximat... 111

C:\Users\Hubert\Documents

29°C Rain coming

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Command _rc

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximat... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC ... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 ttest FamilySizez...
70 ttest Approximat... 103
71 test Approximat... 111

C:\Users\Hubert\Documents

29°C Rain coming

Review T x

x(159):

. sum

Variable	Obs	Mean	Std. Dev.	Min	Max
AGE	361	1.33795	.8445414	0	4
Gender	361	1.484765	.5004615	1	2
Religion	361	.7922438	.4062644	0	1
Approximate...	0				
Typeoffamily	361	1.493075	1.01137	1	5
FamilySize-e	358	6.234637	2.188774	2	14
Familyorder-e	0				
Bothparent-e	361	1.121884	.3276055	1	2
Parentsreliv-e	361	1.279778	.4495133	1	2
HomeLocation	0				
OLAO	362	4.066298	.7147222	2	5
CAC	362	3.889503	.7092193	1	5
CWS	362	4.299343	.5855588	3	5
SLOSF	362	3.621547	.7538487	1	5
SCP	362	3.522099	.6452967	2	5

. tab ApproximateMonthlyHouseholdInc

Approximate Monthly Household Income	Freq.	Percent	Cum.
0	22	6.09	6.09
100	2	0.55	6.65
1000	11	3.05	9.70
10000	69	19.11	28.81
100000	1	0.28	29.09
105000	1	0.28	29.36
110000	2	0.55	29.92
120000	6	1.66	31.58
130000	9	2.50	34.58
135000	1	0.28	35.24
140000	2	0.55	33.60
150000	2	0.55	34.35
155000	39	10.80	45.71
175000	3	0.83	46.54
180000	2	0.55	47.09
190000	1	0.28	47.37
200000	1	0.28	47.65
200000	4	1.11	48.75
200000	23	6.37	55.12
240000	2	0.55	55.68
25000	1	0.28	55.96
250000	13	3.60	59.56
275000	3	0.83	60.39
300000	1	0.28	60.66
300000	11	3.05	63.71

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approximate...
Typeoffamily	Type of F
FamilySizeNu...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents a
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

Filename

Notes

Variables

Observation

Size

Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
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Observation	362
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Observation

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FamilySizeNumb...	Family Size
Variables	15
Observation	362
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FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

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Name	Label
FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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Observation	362
Size	13.79K

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Name	Label
FamilySizeNumb...	Family Size
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Observation	362
Size	13.79K

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FamilySizeNumb...	Family Size
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Observation	362
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Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

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Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

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Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

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Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

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Observation

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Properties

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Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

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Observation

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Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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Observation	362
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Observation	362
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Observation	362
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Name	Label
FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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FamilySizeNumb...	Family Size
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Observation	362
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FamilySizeNumb...	Family Size
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Observation	362
Size	13.79K

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Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

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Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

Filename

Notes

Variables

Observation

Size

Properties

Variables

Name	Label
FamilySizeNumb...	Family Size
Variables	15
Observation	362
Size	13.79K

Data

Filename

Notes

Variables

Observation

Size

Properties

Variables

Name	Label
FamilySizeNumb...	Family Size

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Command . tab ApproximateMonthlyHouseholdInc

Approximate Monthly Household Income	Freq.	Percent	Cum.
0	22	6.09	6.09
100	2	0.56	6.65
1000	11	3.05	9.70
10000	69	19.11	28.81
100000	1	0.28	29.09
1000000	1	0.28	29.36
110000	2	0.55	29.92
120000	6	1.66	31.58
125000	5	1.39	32.96
13 000	1	0.28	33.24
140000	2	0.55	33.80
15 000	2	0.55	34.35
150000	2	0.55	34.90
1500000	39	10.80	45.71
175000	3	0.83	46.54
180000	2	0.55	47.09
190000	1	0.28	47.37
20 000	1	0.28	47.65
200000	4	1.11	48.75
2000000	23	6.37	55.12
240000	2	0.55	55.68
250000	1	0.28	55.96
2500000	13	3.60	59.56
275000	3	0.83	60.39
300000	1	0.28	60.66
3000000	11	3.05	63.71

69 test FamilySizeN...
70 test Approximat... 103
71 test Approximate... 111

Variables

Variable	Label
AGE	AGE
Gender	Gender:
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	
Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
Data	
Filename	
Label	
Notes	
Variables	15
Observations	362
Size	13.79K

Command

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Command . tab ApproximateMonthlyHouseholdInc OLAO

Approximat e Monthly Household Income	OLAO	2	3	4	5	Total
0	0	2	10	10	22	
100	1	0	1	0	2	
1000	0	1	8	2	11	
10000	0	13	31	25	69	
100000	0	0	1	0	1	
105000	0	0	1	0	1	
110000	0	0	1	1	2	
120000	0	2	3	1	6	
125000	0	0	3	2	5	
13 000	0	1	0	0	1	
140000	0	1	0	1	2	
15 000	0	0	1	1	2	
150000	0	0	2	0	2	
1500000	1	5	24	9	39	
175000	1	1	1	0	3	
180000	0	1	1	0	2	
190000	0	0	1	0	1	
20 000	0	0	1	0	1	
200000	0	1	1	2	4	
2000000	0	2	15	6	23	
240000	0	0	1	1	2	
250000	0	0	1	0	1	
2500000	0	4	6	3	13	
275000	0	1	0	2	3	
300000	0	0	0	1	1	
3000000	0	4	4	3	11	
30000000	0	2	8	1	11	

69 test FamilySizeN...
70 test Approximat... 103
71 test Approximate... 111

Variables

Variable	Label
AGE	AGE
Gender	Gender:
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	
Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
Data	
Filename	
Label	
Notes	
Variables	15
Observations	362
Size	13.79K

Command

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

Total 4 69 187 101 361

. tab ApproximateMonthlyHouseholdInc CAC

Approximat e Monthly Household Income	CAC					Total
	1	2	3	4	5	
0	1	0	7	8	6	22
100	0	0	0	2	0	2
1000	0	0	3	5	3	11
10000	0	1	20	33	15	69
100000	0	0	1	0	0	1
105000	0	0	0	1	0	1
110000	0	0	0	2	0	2
120000	0	0	2	3	1	6
125000	0	1	0	4	0	5
13 000	0	0	1	0	0	1
14000	0	0	0	1	1	2
15 000	0	0	1	1	0	2
1500	0	0	0	1	1	2
15000	0	0	4	32	3	39
17500	0	0	3	0	0	3
18000	0	0	1	1	0	2
19000	0	1	0	0	0	1
20 000	0	0	1	0	0	1
2000	0	0	1	2	1	4
20000	0	0	5	15	3	23
24000	0	0	1	1	0	2
25000	0	0	1	0	0	1
250000	0	1	2	9	1	13
27500	0	0	1	2	0	3

Command

C:\Users\Hubert\Documents

29°C Rain coming

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

Total 3 13 29 3 3 39

. tab ApproximateMonthlyHouseholdInc CWS

Approximat e Monthly Household Income	CWS					Total
	3	4	5	6	7	
0	0	13	9	2	22	
100	1	0	1	0	2	
1000	3	5	3	11		
10000	2	38	29	69		
100000	1	0	0	1		
105000	0	1	0	0	1	
110000	0	2	0	2		
120000	0	4	2	6		
125000	0	2	3	5		
13 000	0	1	0	1		
14000	0	1	1	2		
15 000	0	2	0	2		
1500	0	1	1	2		
15000	1	26	12	39		
17500	0	2	1	3		
18000	1	1	0	2		
19000	0	1	0	1		
20 000	0	1	0	1		
2000	1	2	1	4		
20000	2	14	7	23		
24000	0	2	0	2		
25000	0	1	0	1		
250000	3	7	3	13		
27500	0	2	1	3		
300	0	0	1	1		
3000	1	6	4	11		
30000	1	7	3	11		
350	1	0	0	1		

Command

C:\Users\Hubert\Documents

29°C Rain coming

Variables

Variable	Label
AGE	AGE
Gender	Gender:
Religion	Religion
Approximate...	Approxir...
TypeofFamily	Type of F...
FamilySizeNu...	Family Si...
Familyordera...	Family or...
Bothparents...	Both pare...
Parentsreliv...	Parents ai...
HomeLocation	Home Lo...
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN	Family Size I
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Filename

Label	Notes
Variables	15
Observations	362
Size	13.79K

117 pm 04/12/2022

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

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29°C Rain coming

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyordera...	Family or
Bothparents...	Both pare
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	Family Size	
FamilySizeN	Family Size	
Familyordera	Family or	
Bothparents	Both pare	
Parentsreliv	Parents ai	
HomeLocation	Home Lo	
OLAO	OLAO	
CAC	CAC	
CWS	CWS	

Data

Filename

Notes

Variables: 15

Observations: 362

Size: 13.79K

117 pm 04/12/2022

117 pm 04/12/2022

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command .rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro...
49 tab Approximate...
50 tab Approximate...
51 summarize Type...
52 tab AGE Gender ...
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C...
63 clogit SCP AGE...
64 tab FamilySizeNu...
65 FamilySizeNumb...
66 tab FamilySizeNu...
67 tab OLAO Appro...
68 tab FamilySizeNu...
69 ttest FamilySize...
70 ttest Approximat...
71 test Approximate...
71 test Approximate...
111

```

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Filename

Label

Notes

Variables: 15

Observations: 362

Size: 13.79K

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command .rc

```

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro...
49 tab Approximate...
50 tab Approximate...
51 summarize Type...
52 tab AGE Gender ...
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C...
63 clogit SCP AGE...
64 tab FamilySizeNu...
65 FamilySizeNumb...
66 tab FamilySizeNu...
67 tab OLAO Appro...
68 tab FamilySizeNu...
69 ttest FamilySize...
70 ttest Approximat...
71 test Approximate...
71 test Approximate...
111

```

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	

Data

Filename

Label

Notes

Variables: 15

Observations: 362

Size: 13.79K

118 pm 04/12/2022

The screenshot displays two instances of the Stata/IC 13.0 software interface. The top window shows a command history with various statistical tests and tabulations for variables like FamilySizeN, Gender, Religion, and TypeofFamily. The bottom window shows a similar command history with a focus on the 'ologit' command for estimating ordered logistic regression models. Both windows include a 'Variables' list on the right side, which lists variables such as AGE, Gender, Religion, and TypeofFamily along with their labels and formats.

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```
> e Parentsarelivingtogether
too many variables specified
r(103);
```

. tab AGE

AGE	Freq.	Percent	Cum.
0	60	16.62	16.62
1	140	38.78	55.40
2	147	40.72	96.12
3	7	1.94	98.06
4	7	1.94	100.00
Total	361	100.00	

. tab Gender

Gender:	Freq.	Percent	Cum.
1	186	51.52	51.52
2	175	48.48	100.00
Total	361	100.00	

. tab Religion

Religion	Freq.	Percent	Cum.
0	75	20.78	20.78
1	286	79.22	100.00
Total	361	100.00	

. tab ApproximateMonthlyHouseholdInc

Command

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparents...	Both pare
Parentsareliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

- Variables

Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
- Data
- Filename

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```
. tab ApproximateMonthlyHouseholdInc
```

Approximate Monthly Household Income

Approximate Monthly Household Income	Freq.	Percent	Cum.
0	22	6.09	6.09
100	2	0.55	6.65
1000	11	3.05	9.70
10000	69	19.11	28.81
100000	1	0.28	29.09
105000	1	0.28	29.36
110000	2	0.55	29.92
120000	6	1.66	31.58
125000	5	1.39	32.96
13 000	1	0.28	33.44
14 000	2	0.55	33.80
15 000	2	0.55	34.35
15000	2	0.55	34.90
150000	39	10.80	45.71
175000	3	0.83	46.54
180000	2	0.55	47.09
190000	1	0.28	47.37
20 000	1	0.28	47.65
20000	4	1.11	48.75
200000	23	6.37	55.12
240000	2	0.55	55.68
25000	1	0.28	55.96
250000	13	3.60	59.56
275000	3	0.83	60.39
300	1	0.28	60.66
3000	11	3.05	63.71
30000	11	3.05	66.76

Command

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparents...	Both pare
Parentsareliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

- Variables

Name	FamilySizeN
Label	Family Size
Type	byte
Format	%10.0g
Value Label	
Notes	
- Data
- Filename

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command .rc

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximat... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySizez...
70 test Approximat... 103
71 test Approximate... 111

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command .rc

43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Appro... 134
49 tab Approximat... 103
50 tab Approximat... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Appro... 134
68 tab FamilySizeNu... 134
69 test FamilySizez...
70 test Approximat... 103
71 test Approximate... 111

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Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyordera...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables

Name	Label
FamilySizeN	Family Size
Label	Notes
Type	Format
Value Label	%10.0g
Notes	

Data

Filename

Label	Notes
Variables	15
Observations	362
Size	13.79K

Properties

Variables

Name	Label
FamilySizeN	Family Size
Label	Notes
Type	Format
Value Label	%10.0g
Notes	

Data

Filename

Label	Notes
Variables	15
Observations	362
Size	13.79K

11:18 pm 04/12/2022 CAP NUM OVR

11:18 pm 04/12/2022 CAP NUM OVR

The figure shows two side-by-side screenshots of the Stata/IC 13.0 software interface. Both windows have a top menu bar with File, Edit, Data, Graphics, Statistics, User, Window, and Help.

Left Window (Stata/IC 13.0 - [Results]):

- Review:** Shows the command history:

```
. tab ApproximateMonthlyHouseholdInc ( OLAO CAC CWS SLOSF SCP)
too many variables specified
r(103);

. tab ApproximateMonthlyHouseholdInc+ OLAO CAC CWS SLOSF SCP
+ invalid name
r(198);

. summarize TypeofFamily FamilySizeNumberofpresentme Bothparentsarealive Parentsarelivingtogether
```
- Variables:** List of variables:

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparents...	Both pare
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLA0	OLA0
CAC	CAC
CWS	CWS
- Properties:** Properties of selected variable:

Name	FamilySizeNu...
Label	Family Size I
Type	byte
Format	%10.0g
Value Label	
Notes	
- Data:** Summary statistics:

Variable	Obs	Mean	Std. Dev.	Min	Max
TypeofFamily	361	1.490075	1.01137	1	5
FamilySize-e	358	6.234637	2.188774	2	14
Bothparent-e	361	1.121884	.3276055	1	2
Parentsare-r	361	1.279778	.4495133	1	2
- Output:** Tabulation results for OLA0, CAC, and CWS.

Right Window (Stata/IC 13.0 - [Results]):

- Review:** Shows the command history:

```
. tab OLA0
Freq. Percent Cum.
2 4 1.10 1.10
3 69 19.06 20.17
4 188 51.93 72.10
5 101 27.90 100.00

Total 362 100.00

. tab CAC
Freq. Percent Cum.
1 1 0.28 0.28
2 6 1.66 1.93
3 89 24.59 26.52
4 202 55.80 82.32
5 64 17.68 100.00

Total 362 100.00

. tab CWS
Freq. Percent Cum.
3 24 6.63 6.63
4 206 56.91 63.54
5 132 36.46 100.00

Total 362 100.00
```
- Variables:** List of variables (same as left window).
- Properties:** Properties of selected variable (same as left window).
- Data:** Summary statistics (same as left window).
- Output:** Tabulation results for OLA0, CAC, and CWS.

Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyorder...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Approx... 134
49 tab Approximate... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Approx... 134
68 tab FamilySizeNu... 134
69 ttest FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

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Stata/IC 13.0 - [Results]

File Edit Data Graphics Statistics User Window Help

Review # Command _rc

```

43 tab FamilySizeNu...
44 tab Familyorder...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Approx... 134
49 tab Approximate... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Approx... 134
68 tab FamilySizeNu... 134
69 ttest FamilySize...
70 test Approximat... 103
71 test Approximate... 111

```

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29°C Rain coming

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	FamilySizeN	Family Size
FamilySizeN	FamilySizeN	Family Size
Familyorder...	Familyorder...	Family or
Bothparents...	Bothparents...	Both par
Parentsreliv...	Parentsreliv...	Parents ai
HomeLocation	HomeLocation	Home Lo
OLAO	OLAO	OLAO
CAC	CAC	CAC
CWS	CWS	CWS

Data

Variables

Name	Label
FamilySizeN	Family Size
Familyorder...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Filename

Notes

Variables: 15

Observations: 362

Size: 13.79K

11:19 pm 04/12/2022

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeNu...	Family Si
Familyorder...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	FamilySizeN	Family Size
FamilySizeN	FamilySizeN	Family Size
Familyorder...	Familyorder...	Family or
Bothparents...	Bothparents...	Both par
Parentsreliv...	Parentsreliv...	Parents ai
HomeLocation	HomeLocation	Home Lo
OLAO	OLAO	OLAO
CAC	CAC	CAC
CWS	CWS	CWS

Data

Variables

Name	Label
FamilySizeN	Family Size
Familyorder...	Family or
Bothparents...	Both par
Parentsreliv...	Parents ai
HomeLocation	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Filename

Notes

Variables: 15

Observations: 362

Size: 13.79K

11:19 pm 04/12/2022

Stata/IC 13.0 - [Results]

```

File Edit Data Graphics Statistics User Window Help
Review # Command _rc
# | Command
43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Approx... 134
49 tab Approximate... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Approx... 134
68 tab FamilySizeNu... 134
69 ttest FamilySizez...
70 ttest Approximat... 103
71 test Approximate... 111
C:\Users\Hubert\Documents
29°C Rain coming

```

Stata/IC 13.0 - [Results]

```

File Edit Data Graphics Statistics User Window Help
Review # Command _rc
# | Command
43 tab FamilySizeNu...
44 tab Familyordera...
45 tab Bothparents...
46 tab Parentsreliv...
47 clogit OLAO AGE...
48 tab OLAO Approx... 134
49 tab Approximate... 103
50 tab Approximate... 198
51 summarize Type...
52 tab AGE Gender ... 103
53 tab OLAO
54 tab CAC
55 tab CWS
56 tab CWS
57 CAC 199
58 tab CAC
59 tab OLAO
60 tab SLOSF
61 tab SCP
62 tab OLAO CAC C... 103
63 clogit SCP AGE G...
64 tab FamilySizeNu... 134
65 FamilySizeNumb... 199
66 tab FamilySizeNu...
67 tab OLAO Approx... 134
68 tab FamilySizeNu... 134
69 ttest FamilySizez...
70 ttest Approximat... 103
71 test Approximate... 111
C:\Users\Hubert\Documents
29°C Rain coming

```

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents ai
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	Family Size	
Label	Family Size	
Type	byte	
Format	%10.0g	
Value Label		
Notes		

Data

Variables	Label
Name	FamilySizeN
Label	Family Size
Notes	
Variables	15
Observations	362
Size	13.79K

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents ai
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	Family Size	
Label	Family Size	
Type	byte	
Format	%10.0g	
Value Label		
Notes		

Data

Variables	Label
Name	FamilySizeN
Label	Family Size
Notes	
Variables	15
Observations	362
Size	13.79K

Variables

Variable	Label
AGE	AGE
Gender	Gender
Religion	Religion
Approximate...	Approxir
TypeofFamily	Type of F
FamilySizeN...	Family Si
Familyordera...	Family or
Bothparenta...	Both par
Parentsreliv...	Parents ai
HomeLocatio...	Home Lo
OLAO	OLAO
CAC	CAC
CWS	CWS

Properties

Variables	Name	Label
FamilySizeN	Family Size	
Label	Family Size	
Type	byte	
Format	%10.0g	
Value Label		
Notes		

Data

Variables	Label
Name	FamilySizeN
Label	Family Size
Notes	
Variables	15
Observations	362
Size	13.79K

Data run through Gretl

FOR GRETL.1lx

ID #	Variable name	Descriptive label
0	const	
1	AGE	
2	Gender	
3	Religion	
4	ApproximateMonthlyHousehold	
5	TypeofFamily	
6	FamilySizeNumberofpresent	
7	Familyorderamongsiblings	
8	Bothparentsarealive	
9	Parentsarelivingtogether	
10	OLAO	
11	CAC	
12	CWS	
13	SLOSF	
14	SCP	

gretl: model 8

File Edit Tests Save Graphs Analysis LaTeX

Model 8: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: CAC
yhat = - E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-3.25215	0.0723651	-44.94	5.45e-142 ***
AGE	-0.0219582	0.0134320	-1.635	0.1031
Gender	0.0100977	0.0225247	0.4483	0.6542
Religion	0.00330636	0.0274953	0.1203	0.9044
ApproximateMonth-	-2.22968e-06	8.77906e-07	-2.540	0.0115 **
Typeoffamily	0.0014956	0.0139029	0.1069	0.9150
FamilySizeNumber-	0.00545968	0.00873717	0.6516	0.3420
Familyorderamong-	0.00806943	0.00652659	1.236	0.2172
Bothparentsareal-	0.0568333	0.0412470	1.378	0.1692
Parentsareliving-	-0.0460964	0.0354953	-1.299	0.1950

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	n
R-squared	0.050737	Adjusted R-squared	0.024610
F(9, 327)	1.941955	P-value(F)	0.045564
Log-likelihood	61.41635	Akaike criterion	-102.8327
Schwarz criterion	-64.63187	Hannan-Quinn	-87.60641

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	n
Sum squared resid	3.889197	S.E. of regression	0.710180
Log-likelihood	-420.2176	Akaike criterion	772.1051

Undated: Full range 1-361

gretl

File Tools Data View Add Sample Variable Model Help

FOR GRETL.1lx

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5	TypeofFamily	
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gretl: model 15

File Edit Tests Save Graphs Analysis LaTeX

Model 15: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: SLOSF
yhat = - E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-4.12079	0.121425	-33.94	1.55e-108 ***
OLAO	0.0651789	0.0170655	3.819	0.0002 ***
CAC	-0.0452256	0.0185576	-2.907	0.0039 ***
CWS	0.0195472	0.0207906	0.9406	0.3476
SCP	0.164358	0.0192422	8.542	5.30e-016 ***
AGE	-0.0128223	0.0126207	-1.016	0.3104
Gender	0.0499828	0.0220860	2.263	0.0243 **
Religion	0.0407807	0.0258075	1.580	0.1150
ApproximateMonth-	-1.67533e-06	8.35340e-07	-2.006	0.0457 **
Typeoffamily	-0.0027825	0.0130221	-0.2137	0.8309
FamilySizeNumber-	0.00247279	0.00538916	0.4588	0.6467
Familyorderamong-	0.00759867	0.00610195	1.245	0.2139
Bothparentsareal-	-0.0561928	0.0387019	-1.452	0.1475
Parentsareliving-	0.0160494	0.0332307	0.4830	0.6294

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	n
R-squared	11.75232	Adjusted R-squared	0.190748
F(13, 323)	15.76464	P-value(F)	1.08e-27
Log-likelihood	87.30918	Akaike criterion	-146.6184
Schwarz criterion	-93.13720	Hannan-Quinn	-125.3016

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	n
Sum squared resid	3.620499	S.E. of regression	0.754631
Log-likelihood	377.0937	Akaike criterion	1.080497

Excluding the constant, p-value was highest for variable 5 (TypeofFamily)

Undated: Full range 1-361

gretl

File Tools Data View Add Sample Variable Model Help

FOR GRETL.1lx

ID #	Variable name	Descriptive label
0	const	
1	AGE	
2	Gender	
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4	ApproximateMonthlyHousehold	
5	TypeofFamily	
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14	SCP	

gretl: model 15

File Edit Tests Save Graphs Analysis LaTeX

Model 15: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: SLOSF
yhat = - E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-4.12079	0.121425	-33.94	1.55e-108 ***
OLAO	0.0651789	0.0170655	3.819	0.0002 ***
CAC	-0.0452256	0.0185576	-2.907	0.0039 ***
CWS	0.0195472	0.0207906	0.9406	0.3476
SCP	0.164358	0.0192422	8.542	5.30e-016 ***
AGE	-0.0128223	0.0126207	-1.016	0.3104
Gender	0.0499828	0.0220860	2.263	0.0243 **
Religion	0.0407807	0.0258075	1.580	0.1150
ApproximateMonth-	-1.67533e-06	8.35340e-07	-2.006	0.0457 **
Typeoffamily	-0.0027825	0.0130221	-0.2137	0.8309
FamilySizeNumber-	0.00247279	0.00538916	0.4588	0.6467
Familyorderamong-	0.00759867	0.00610195	1.245	0.2139
Bothparentsareal-	-0.0561928	0.0387019	-1.452	0.1475
Parentsareliving-	0.0160494	0.0332307	0.4830	0.6294

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	n
R-squared	11.75232	Adjusted R-squared	0.190748
F(13, 323)	15.76464	P-value(F)	1.08e-27
Log-likelihood	87.30918	Akaike criterion	-146.6184
Schwarz criterion	-93.13720	Hannan-Quinn	-125.3016

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	n
Sum squared resid	3.620499	S.E. of regression	0.754631
Log-likelihood	377.0937	Akaike criterion	1.080497

Excluding the constant, p-value was highest for variable 5 (TypeofFamily)

Undated: Full range 1-361

gretl

File Tools Data View Add Sample Variable Model Help

FOR GRELIX

ID #	Variable name	Descriptive label
0	const	
1	AGE	
2	Gender	
3	Religion	
4	ApproximateMonthlyHousehold	
5	TypeofFamily	
6	FamilySizeNumberpresent	
7	Familyorderamongsiblings	
8	Bothparentsarealive	
9	Parentsarelivingtogether	
10	OLAO	
11	CAC	
12	CWS	
13	SLOSF	
14	SCP	

gretl: model 13

File Edit Tests Save Graphs Analysis LaTeX

Model 13: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: OLAO
yhat == E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-3.11169	0.0696480	-44.68	2.85e-141 ***
ApproximateMonth-	-1.00596e-06	8.44947e-07	-1.191	0.2346
FamilySizeNumber-	-0.00687513	0.00552176	-1.245	0.2140
AGE	0.00758032	0.0129277	0.5864	0.5580
Gender	0.0230276	0.0216790	1.062	0.2889
Religion	0.00492481	0.0264630	0.1823	0.8554
TypeofFamily	0.00820763	0.0133809	0.6134	0.5400
Familyorderamong-	0.000517695	0.00628154	0.08242	0.9344
Bothparentsareal-	-0.0356045	0.0396983	-0.8969	0.3704
Parentsareliving-	-0.0270467	0.0341626	-0.7917	0.4291

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	t-ratio	p-value
Sum squared resid	12.69461	0.197032		
R-squared	0.021560	Adjusted R-squared	-0.005370	
F(9, 327)	0.800602	P-value(F)	0.615982	
Log-likelihood	74.31322	Akaike criterion	-128.6264	
Schwarz criterion	-90.42561	Hannan-Quinn	-113.4001	

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	t-ratio	p-value
Mean dependent var	4.066482	0.715706		
Sum squared resid	428.2758	S.E. of regression	1.44427	
R-squared	0.021560	Adjusted R-squared	-0.005370	

Undated: Full range 1-361

gretl

File Tools Data View Add Sample Variable Model Help

FOR GRELIX

ID #	Variable name	Descriptive label
0	const	
1	AGE	
2	Gender	
3	Religion	
4	ApproximateMonthlyHousehold	
5	TypeofFamily	
6	FamilySizeNumberpresent	
7	Familyorderamongsiblings	
8	Bothparentsarealive	
9	Parentsarelivingtogether	
10	OLAO	
11	CAC	
12	CWS	
13	SLOSF	
14	SCP	

gretl: model 11

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Model 11: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: SCP
yhat == E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-3.46945	0.0640983	-54.11	3.1le-165 ***
ApproximateMonth-	-1.19971e-06	7.77528e-07	-1.543	0.1238
FamilySizeNumber-	0.00110128	0.00508177	0.2167	0.8286
AGE	0.0102959	0.0118976	0.8657	0.3873
Gender	0.106730	0.0199515	5.349	1.66e-07 ***
Religion	0.00549849	0.0243543	0.2254	0.8218
TypeofFamily	-0.0169132	0.0123146	-1.373	0.1706
Familyorderamong-	0.00115961	0.00578101	0.2006	0.8411
Bothparentsareal-	-0.0310938	0.0365350	-0.8511	0.3954
Parentsareliving-	0.0179121	0.0314404	0.5697	0.5693

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	t-ratio	p-value
Sum squared resid	10.75214	0.181332		
R-squared	0.099662	Adjusted R-squared	0.075190	
F(9, 327)	4.035334	P-value(F)	0.000065	
Log-likelihood	102.2966	Akaike criterion	-184.5932	
Schwarz criterion	-146.3924	Hannan-Quinn	-169.3669	

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	t-ratio	p-value
Mean dependent var	3.520776	0.645700		
Sum squared resid	400.2967	S.E. of regression	1.106413	
R-squared	0.099662	Adjusted R-squared	0.075190	

Undated: Full range 1-361

gretl

File Tools Data View Add Sample Variable Model Help

FOR GRELIX.lsx

ID #	Variable name	Descriptive label
0	const	
1	AGE	
2	Gender	
3	Religion	
4	ApproximateMonthlyHousehold	
5	TypeofFamily	
6	FamilySizeNumberofpresent	
7	Familyorderamongsiblings	
8	Bothparentsarealive	
9	Parentsarelivingtogether	
10	OLA0	
11	CAC	
12	CWS	
13	SLOSF	
14	SCP	

gretl: model6

File Edit Tests Save Graphs Analysis LaTeX

Model 6: Logistic, using observations 1-361 (n = 337)
Missing or incomplete observations dropped: 24
Dependent variable: CWS
ynat == E(100 / (1 + exp(-X*b)))

	coefficient	std. error	t-ratio	p-value
const	-2.99371	0.0514162	-59.22	1.16e-174 ***
AGE	-0.00771809	0.00954359	-0.8087	0.4193
Gender	-0.000115163	0.0160040	-0.007196	0.9943
Religion	-0.0347454	0.0195358	-1.779	0.0762 *
ApproximateMonth-	-1.89836e-06	6.23691e-07	-3.044	0.0025 ***
TypeofFamily	0.00456004	0.00987814	0.4624	0.6441
FamilySizeNumber-	-0.00395549	0.00407633	-0.9704	0.3326
Familyorderamong-	-0.00347071	0.00463722	-0.7494	0.4547
Bothparentsareal-	-0.0214326	0.0293065	-0.7313	0.4651
Parentsareliving-	-0.00290812	0.0252198	-0.1153	0.9083

Statistics based on the transformed data:

	Sum squared resid	S.E. of regression	R-squared	Adjusted R-squared
F(9, 327)	6.918348	0.145455	0.046354	0.020107
Log-likelihood	176.5929	Akaike criterion	-327.327	0.073748
Schwarz criterion	-294.9849	Hannan-Quinn	-317.9595	

Statistics based on the original data:

	Mean dependent var	S.D. dependent var	Sum squared resid	S.E. of regression
Log-likelihood	4.299169	0.586159	363.8036	1.054774
Schwarz criterion	-297.9143	Akaike criterion	-314.6286	

Undated: Full range 1-361

29°C Rain coming

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