IMPACT OF COVID-19 PANDEMIC TO THE JUNIOR HIGH SCHOOL STUDENTS IN

UNIVERSITY OF BATANGAS

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Dedication

This humble work of ours will always be a reminder of a challenging phase in our lives. This research paper is wholeheartedly dedicated to our beloved parents, who willingly provided their moral, emotional, spiritual, and financial support, for without them, an achievement like this would not have been possible.

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ABSTRACT

The study entitled "Impact of Covid-19 Pandemic to The Junior High School Students in University of Batangas" aimed to know the experiences of junior high school students during the Covid-19 pandemic in terms of their mental health, physical health, and spirituality. The study used the descriptive method under the quantitative type of research to gather the necessary the researchers used a survey questionnaire as the research instrument. A total of 80 respondents from the University of Batangas Grade 10 Junior High School were chosen using the stratified sampling method. The research instrument was administered through Google forms, Data collected were statistically treated using frequency count, weighted mean, and ranking. The data from the respondents revealed that the experiences of the JHS students during the pandemic while at home and during online classes, it was found that students missed the atmosphere of traditional campus life, had a hard time doing school activities, they spend more time with family, losing motivation to study, save more money, and had difficulties to adjust in the new normal. The results also showed that due to the impact of Covid-19 pandemic caused students to experience health problems like difficulty concentrating, eyesight troubles, physical weakness, losses of confidence, provides reflection that strengthens spiritual and more. The researchers concluded that students missed the atmosphere of traditional campus life, and now they have the opportunity to work at their own pace. With this, it is recommended that the students should be monitored on how they Cope-up with the impact of the Covid-19 Pandemic.

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. It was first identified in the City of Wuhan, Hubei, China. Most people infected with the virus experience mild to moderate respiratory illness and recover without requiring special treatment (WHO, 2019). It is a common virus that causes an infection in your upper respiratory tract or lower respiratory tract. Also, it is a highly contagious respiratory disease. Anyone of any age can become ill or die as a result of Covid-19. In short, some will become dangerously ill and will require medical attention. Serious illness is more likely to affect the elderly and those suffering from serious medical diseases such as heart disease, severe lung disease, or cancer.

Globally, as of 27 October 2021, there have been 245,557,453 confirmed cases of COVID-19, including 4,983,764 deaths, and 222,553,782 recovered reported to WHO. The Covid-19 virus may infect individuals of all ages. Among the most frequent and less common symptoms of Covid-19 include fever, cough, headache, and itchy eyes. People who develop significant symptoms such as difficulty breathing, chest discomfort, or loss of cognition or speech should get medical assistance right away. The typical time for symptoms to appear after being infected with the virus is 5-6 days, but it can take up to 14 days.

A pandemic is a disease outbreak that spreads across countries or continents. It affects more people and takes more lives than an epidemic

(Robinson, 2020). It is a component of covid-19 that expresses segregating of their citizens and imposing rigorous quarantines. Each nation's restrictions are being obeyed, such as prohibiting all non-essential travel, limiting public meetings, and working from home.

Mental health includes emotional, psychological, and social well-being. It affects how a person thinks, feels, and acts. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities (WHO, 2018). Physical health, on the other hand, relates to a person's state of physical activity, food, nourishment, sleeping pattern, and amount of excessive alcohol usage. It symbolizes the condition of a person's physical body and how effectively it functions.

During the pandemic, there is a significant increase in monthly hotline calls regarding depression, with numbers rising from 80 calls pre-lockdown to nearly 400. Moreover, the pandemic has further impacted mental health in groups such as older adults, health care providers, and substance use disorders (NCMH,2020).

The country's first covid-19 case was reported in January 2020. The Philippines was hit hard by the present pandemic early on, and the country was placed under a severe communal quarantine by March. The Philippines, like China, conducted lockdowns in Manila. School and shopping closures were among the other precautions used. This epidemic is posing a serious threat to the Philippines. On 16 March, the President declared a state of calamity throughout the Philippines for six months and imposed an Enhanced Community Quarantine

(ECQ) throughout the island of Luzon, including Metro Manila. While originally set to last till 12 April 2020, the ECQ was later extended to 15 May 2020 (Simbulan,2020).

After the record-breaking surge in infections driven by the highly transmissible Delta variant, on October 25 the Philippines was now "low risk" for Covid-19 (Magsambol, 2021). Handling a pandemic was equally difficult. Lockdown is beneficial because it allows a country to enhance its healthcare systems. This appears to be the case for the Philippines, which garnered headlines across the world for instituting one of the world's longest lockdowns during the epidemic yet failed to flatten its Covid-19 curve.

Seeing as lockdown measures have been so strict in Batangas City, children have not been able to go to school. They were closed in March of last year. There has now been a school shutdown lasting over a year. The Covid-19 pandemic has produced a new world full of challenges, especially in education. Education in both public and private has also adjusted to the new situation where face-face interaction is prohibited. Online classes are any form of learning conducted partly or wholly over the Internet (Bates, 2016). It consists of pictures and video and live lectures, as well as reading and examinations. It is often carried out through the use of a virtual portal through which learners acquire reading materials and communicate with teachers and classmates.

A student is primarily a person enrolled in a school and who is studying with the goals of acquiring knowledge and achieving employment in the desired field.

(Enderson, 2021). Students can be children, teenagers, or adults who are attending classes. Some students at the University of Batangas don't have access to good internet. The University is still working to combat the Covid-19 pandemic. During the pandemic, they allowed departments to manage activities more safely and effectively. The University seeks to provide a healthy learning and working environment as well as safe campuses to its students, employees, and stakeholders constantly. In reaction to the suspension of classes following the imposition of a community quarantine across the country, academics have put in place all of the necessary guidelines to ensure that learning continues despite the crisis.

The researchers intend to know the impact of covid-19 on the Junior High School students at the University of Batangas in terms of mental, physical, and spiritual health. The researchers wanted to know how the junior high school students at the University of Batangas cop up with the impact of the covid-19 pandemic.

Theoretical Framework

To further develop the research objectives, the researchers included some theories to support the study.

The figure below shows the different substructures used by the researchers which were supported significantly in the development of the Impact of the Covid-19 Pandemic on the Junior High School Students at the University of Batangas.
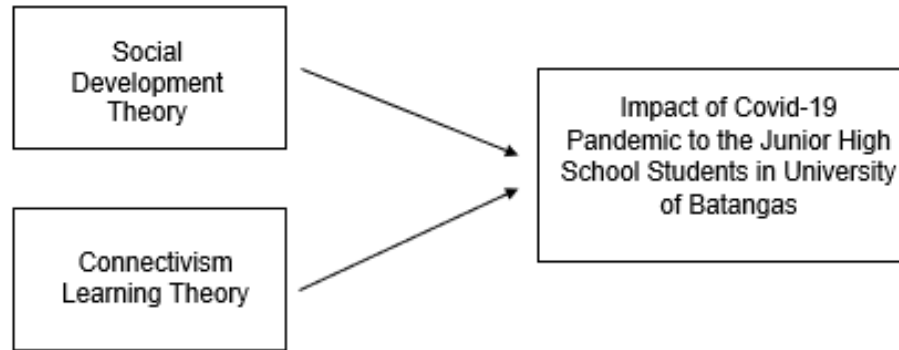
Figure 1
Theoretical Framework on the Impact of Covid-19 Pandemic on the Junior High School Students at the University of Batangas

The first Theory is Social Development Theory. The theory of Social Development Theory of Lev Vygotsky emphasizes the effect of culture and social factors in contributing to cognitive development. Vygotsky (2020) primarily explains that socialization affects the learning process in an individual. It tries to explain consciousness or awareness as the result of socialization. This means that when students talk to their peers or adults, they talk to them for the sake of communication. After they interact with other people, they tend to internalize what they say.

The second is Connectivism Learning Theory. The theory of Connectivism Learning Theory by Siemens and Downes (2005) provides learning that happens outside of an individual, such as through blogs, information databases, and social media online networks. Connectivism relies heavily on technology, so the first step in creating a connectivism classroom is to introduce more opportunities for digital learning, like online courses, webinars, social networks, and blogs.

In relation to the study, the researcher aims to know the impact of the covid 19 on the mental, physical, and spiritual health of the students and proposed activities to cope with the pandemic, religion, and mental health.

Conceptual Framework

This section presents an overview of the study to present a particular aspect of cope-up with the covid-19 pandemic. The figure below includes the overall input, processes, and output that were followed in attaining the goal of the study

INPUT	PROCESS	OUTPUT
Experiences of Junior high school during the covid-19 pandemic whole at home and in online classes. Impact of Covid-19 pandemic to the junior high school students in their mental, physical health and spiritual health. Cope up with the impact of the covid-19 pandemic while at home and while in online classes	Use of Questionnaire	Proposed activities to help JHS cope up with the Covid-19 pandemic

Figure 2
Conceptual Framework on Impact of Covid-19 Pandemic on the Junior High School Students at the University of Batangas

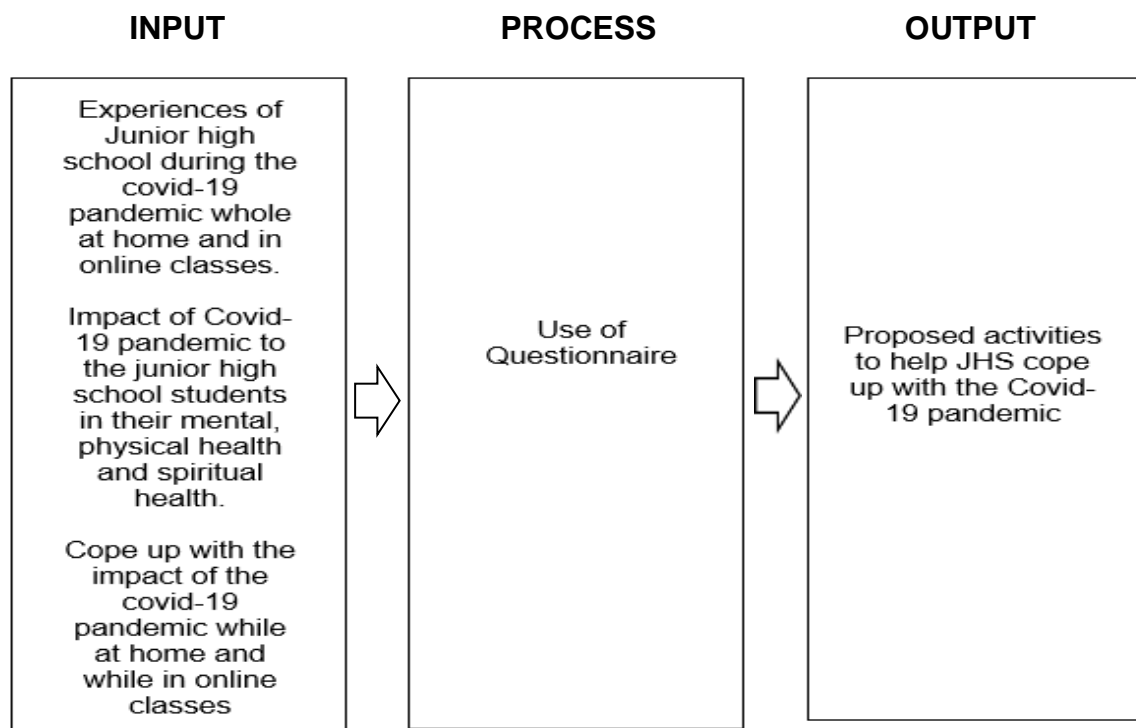The conceptual framework presents the Input-Process-Output or IPO model. The input box includes the general coverage of the study such as the experiences of the junior high school students during the Covid- 19 pandemic

while they are at home and during online classes. The researchers would find out the Impact of the Covid- 19 pandemic on junior high school students in mental health, physical health, and spiritual health. Lastly, the researchers would be able to cope with the impact of the Covid- 19 pandemic while at home and while in an online class.

The process box represents the methods that are needed for the study. To gather the data needed, the researchers would use a Data Gathering Instrument.

Lastly, the output box represents the proposed output of the study. The outcome of this study is the advocacy program for fitness and wellness, an interactive communication project, a webinar on promoting the importance of self-care to JHS students, and a wellness plan for adapting to the new way of learning to cope with the Covid-19 Pandemic.

Statement of the Problem

The main purpose of this study was to know the impact of the Covid-19 pandemic on Junior High School students at the University of Batangas. Specifically, it sought to answer the following question:

1. What are the experiences of junior high school students during the Covid-19 pandemic:

 1.1. while at home; and

 1.2. while in online classes?

2. What is the impact of the Covid-19 pandemic on junior high school students in terms of their:

      2.1 mental health;

      2.2 physical health; and

      2.3 spiritual health

   3. How do JHS students cope with the impact of the Covid-19 pandemic:

      3.1. while at home; and

      3.2. while in online classes?

   4. What activities can be proposed to help JHS cope with the Covid-19 pandemic?

Scope, Limitation of the study

This study focused on the experiences and the impact of the Covid-19 pandemic among students at home and during online classes. In addition, this also aimed to identify the effect of Covid 19 on students in terms of their mental, physical, and spiritual health.

However, this study is limited only to junior high school students at the University of Batangas. Furthermore, this research is delimited to studying the other impacts of covid 19 on students in Junior High School at the University of Batangas.

Significance of the study

This study about the impact of the COVID-19 pandemic among junior high school students at the University of Batangas is considered to be beneficial for the following:

To the Students. This research can help the students know the impacts, advantages, and disadvantages of COVID-19 in their studies. It would also serve as a guide for them to discover more about the study ethics that would greatly help them prepare for now and the future.

To the Teachers. It would be helpful to the teachers as they are the ones who are teaching the students before and during the pandemic. It can improve their work ethics, like how they give the students their tasks leveled with their knowledge and abilities, which gives them the power and capacity to work well as before. Lastly, it will be a life lesson for them as dedicated educators.

To the Parents. This research would benefit the parents because this can help them be aware of their children's abilities and weaknesses. It can also help the parents' guide and understand their children more when it comes to their education.

To the Future Researchers. The study will provide additional data and information, used as a future reference for those other studies. This material could also be used as a ground for new inquiries.

Definition of Terms

The following terms are defined lexically and operationally for the readers to gain comprehension of the unfamiliar words in this study.

Covid-19. It refers to the name of the illness caused by the coronavirus SARS-CoV-2. COVID-19 stands for coronavirus disease 2019, which refers to

the year of its initial detection (Becker, 2020). In this study, it will be the main focus to know its impact on the student's health and studies.

Depression. It is a common and serious medical illness that negatively affects how you feel, the way you think, and how you act (Dawi, 2020). In this study, it refers to one effect of Covid-19 on the mental health of students due to the sudden changes in their studies and overall lifestyle.

Effect. It means, as a result, consequence, or outcome of some action, event, agent, or cause (Tetzner, 2020). In this study, it refers to the impact of the Covid-19 on the overall health of the Junior High School students at the University of Batangas.

Lockdown. It can be defined as an emergency protocol implemented by the authorities that prevent people from leaving a given area (BI India Bureau, 2020). In this study, it is the reason why schools are unable to conduct face-to-face classes and have turned to online classes, which has had a beneficial and negative impact on students.

Mental Health. It refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave (Holmes, 2021). In this study, it will be used to measure the impact of the pandemic on the Junior High School Students of the University of Batangas.

Online Learning. This term refers to the acquisition of knowledge that takes place through electronic technologies and media (Tamm, 2020). In this study, it refers to the method of classroom instruction used during the pandemic period.

Pandemic. It becomes very widespread and affects a whole region, a

continent, or the world due to a susceptible population (Davis, 2021). In this study,

it will be referred to as the reason for shifting from face-to-face to online classes.

Physical health. It is the overall physical condition of a living organism at a

given time (Nishat, 2020). In this study, it refers to the ability to perform daily tasks

and it will be used as a factor to determine the impact of COVID-19 on the students.

Spirituality. It refers to the broad concept of a belief in something beyond

the self and it may involve religious traditions centering on the belief in a higher

power, but it can also involve a holistic belief in an individual connection to others

and the world (Scott, 2020). In this research, it refers to the ability of how Junior

High school students to cope with the challenges of the Covid-19 pandemic

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents an account of related literature, studies, and synthesis about the subject of the study gathered through textual means. This serves as a support for a better understanding of the research and the improvement of one's knowledge of what this study was all about.

Related Literature

The researchers reviewed the following literature which tackles several subjects and aspects that influence the efficiency of utilizing the Pomodoro technique during their online classes to successfully comprehend the concepts of this study.

Covid-19. COVID-19 is the greatest challenge that these expanded national education systems have ever faced. Many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education.

Chinazzi et al. (2020) stated that COVID-19 has affected the sources of supply and affects the global economy. There are restrictions on traveling from one country to another country. During travel, several cases are identified positive for the virus when tested, especially when they are taking international visits. All governments, health organizations, and other authorities are continuously focussing on identifying the cases affected by the COVID-19.

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

According to Mahase (2020), the widespread COVID-19 in many countries around the world was declared a public health emergency of global concern in January 2020 and troubled almost all areas of human life. Governments issued mandatory border lockdowns and health authorities imposed strict health protocols and regulations to help prevent the spread of the virus. Many businesses had to close and travel had been allowed for very essential transactions only. People from all walks of life had to deal with anxiety, stress, and uncertainty. Measures to contain the virus enforce shutting down of buildings including basic education, colleges and universities, and skills development establishments. As a response, learning institutions, particularly tertiary education, rapidly transition to remote classes.

Pragholapati (2020) also claimed that this virus spreads from individuals to other individuals (through touch, saliva, etc.), so many countries around the world simultaneously ask their people to apply social distance, even physical distance to inhibit the growth of COVID 19. This has also inhibited educational activities that

exist throughout the world. Not only were the activities of educational institutions even in the world of business, the world of tourism, and health affected. Most governments around the world have temporarily closed educational institutions to curb the spread of the COVID-19 pandemic.

De Guzman (2018) mentioned that the development of the Covid-19 epidemic caused unquestionably serious socio-economic issues throughout the world. Many governments have enacted restrictive measures to decrease social gatherings and create social separation in an attempt to contain the spread of the disease. This resulted in the closure of higher education institutions and a significant movement away from traditional classroom-based teaching and learning in favor of a virtual approach. While higher education may have changed and shifted to the internet because of Covid-19, it is unknown whether this change has resulted in improved teaching and learning.

Niranjan (2020) revealed that COVID-19 impacted not only the overall economy and our day-to-day life, but also emotional, mental, and physical health, also, as losses in national and international business, poor cash flow in the market, locked national and international traveling; moreover, disruption of the celebration of cultural, and festive events, stress among the population, the closures of hotels, restaurants, religious, and entertainment places.

According to Di Pietro et al. (2020), the pandemic of COVID-19 pandemic is affecting schools, students, teachers, and parents. The COVID-19 crisis increases social inequality in schools. Students from more advantaged parents attend schools with better digital infrastructure and teachers might have higher levels of digital

technology skills. Some schools can be well equipped with digital technology and educational resources.

Mental, Physical, and Spiritual Health of the Students. Poalses and Bezuidenhout (2018) said that the negative mental health consequences of online learning among students can include increased anxiety and absenteeism. These can stem from the increased demand for new technological skills, productivity, and information overload.

Baloran (2020) emphasized that this pandemic led to a strong reaction among students who experienced anxiety. Non-medical prevention measures were perceived as highly effective. Students were satisfied with the government's actions to mitigate problems. However, an unwillingness with the online-blended learning approach was observed. Students utilized various ways to cope with mental health challenges. It is necessary to address students' mental health during this COVID-19 pandemic.

According to Cleofas and Rocha (2021), while all students may be affected, students from lower socioeconomic localities have higher mental distress due to their limited financial capacity to obtain the necessary gadgets and internet connectivity. Given these, a digital divide stemming from socioeconomic inequalities can result in mental health disparities among students during the pandemic.

To the World Health Organization (2018), mental health is a state of well-being in which an individual realizes own abilities and can cope with the normal stresses of life. Mental health is fundamental to our collective and individual ability

as humans to think, emote, interact and communicate with each other, and enjoy life.

The coronavirus disease 2019 (COVID-19) pandemic led to increased negative emotional states among students. Physical activity is known to have positive impacts on mental health and well-being. However, due to the closure of gyms and other recreational facilities as a restrictive measure, students' physical activity levels may decrease. This cross-sectional study aimed to determine the prevalence of depression, anxiety, and stress symptoms and physical activity among health-related students during the second partial COVID-19 lockdown (Talapko et al., 2021).

As cited by Sahu (2020), the lockdown due to coronavirus many people are feeling stress, fear, and anxiety, such as a fright of dying, a fear of their relatives dying. This stress may affect the students, mental, and physical health of students. The study of Niranjan (2020) showed that the pandemic may have had a serious influence on the careers or may have not resulted in graduates of this year's higher education undergraduate students.

For Haleem et al. (2020), all students may not have good interaction with online learning applications and platforms because some of the students are active and some may take a longer time to familiarize themselves with the system.

According to Burtscher et al. (2020), students' Physical Activity (PA) levels were generally lower during the lockdowns. In this situation, efforts were made to raise PA levels for physical health and psychological well-being.

Furthermore, incentivizing a routine through daily at-home PA could help maintain a sense of practice and organization, aiding in maintaining mental health during the lockdown and facilitating the return to university routine.

For Amatriain-Fernández et al. (2020), physical activity and exercise may be essential factors in assisting the population in tolerating better pandemic periods on both the mental and physical levels. As a result, both should be considered influential factors in mitigating the effects of these periods and should be incorporated into general health care and prevention strategies.

Woods et al. (2020) stated that animal studies have shown that intense training or intense, prolonged single exercise bouts can reduce immune responses. It is not advisable to start an intense training regimen or perform a highly intense prolonged exercise if you are not used to such activities. It is best to begin exercising at lower intensities and durations and gradually increase. Walking, for example, is the most natural and practical form of exercise, and it benefits many organ systems.

Füzéki et al. (2020), regular moderate physical activity has far-reaching health benefits for people of all ages, sexes, races, health conditions, and shapes, as evidenced by lower morbidity and mortality rates, improved quality of life, and increased independence in old age. Physical fitness can also help reduce the likelihood of having an acute life-threatening event. Because sensitive benefits are transient and dissipate over time unless the physical activity stimulus is repeated, optimally, lifelong physical activity is required to sustain these effects.

According to Hutabarat & Hutabarat (2021), students as young and active person give their initial perception based on the factors of spiritual health at the higher education institution they studied in. Students' reflection on the research question shows that spiritual health can be gained when they are of developing worship of the Creator, developing oneness with God, developing peace with God, developing joy in life, developing a prayer life, developing inner peace, developing respect for others and developing kindness towards other people.

Online Learning. According to Basilaia & Kvavadze (2020) online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.

As cited by Singh & Thurman (2019), online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices with internet access. In these environments, students can be anywhere independent to learn and interact with instructors and other students. The synchronous learning environment is structured in the sense that students. Online learning can be termed as a tool that can make the teaching-learning process more student-centered, more innovative, and even more flexible.

Subedi, et al. (2020) revealed that e-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust,

whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning.

Sari (2015) stated that online learning is an alternative that can be applied in the era of technology and communication that is overgrowing now. Furthermore, the COVID-19 pandemic highlights the need to use gadgets and applications to achieve the learning goals for learning. Nowadays people have been using a new way of learning which is Online Distance Learning to learn accessible to the students despite the Covid-19 Pandemic going around.

Kapasia (2020) believed that online learning emerges to be discriminatory against poor students, who cannot afford the necessary gadgets and devices for online education. In underdeveloped and developing nations, many students cannot afford a reliable internet connection or the necessary gadgets needed for online connectivity and therefore are marginalized. The covid-19 lockdown has significantly hampered the teaching-learning process through the use of online modules. It is imperative to thoroughly understand the teaching-learning process, to take the necessary steps to smoothly run the two-way process.

OECD (2020), ensuring that students' social and emotional needs are being met and that the most vulnerable continue to receive extra services are challenges for governments and schools. During school closures, various countries have attempted to respond to the well-being needs of different vulnerable student groups. Students' sense of belonging to the school community may be lost unless they can keep in touch for learning, but also social activities, such as virtual games and reading buddies, via online resources like Zoom.

Xiaong et al. (2020), since the outbreak of the covid-19 pandemic, online courses, especially live-streaming classes, have been adopted by universities and colleges as the primary teaching and learning method, no matter whether students and instructors are ready or not. Even though the online element has been integrated into higher education teaching for some time, the major formats are asynchronous and static, such as the use of class arrangement platforms to share teaching material, discussions, and class recordings. The covid 19 pandemic has forced the live streaming of courses to the frontline of higher education teaching.

Recent studies have shown that this sudden transformation has brought with it confusion to students and instructors and questions around whether the effectiveness of online learning meets students' education. Moreover, those suspicious of online learning in the covid 19 pandemic have a had a chance to revisit some trendy topics in higher education, including the argument that online learning and teaching will soon replace the traditional face to face and online learning will be the remedy for some issues (like rising tuition costs) faced by current higher education.

According to Bates (2019) distance learning is a form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. Faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment.

Impact of Covid-19 on Students. Dhawan (2020), the impact is far-reaching and has affected learning during this academic year or even more in the

coming days. Several schools, colleges, and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.

Niemi and Kousa (2020) also found out that students in a Finish high school experienced increased amounts of technical problems during the examination period, which involved additional technical applications. These findings are concerning as young children and adolescents in primary and lower secondary school could be more vulnerable to these technical problems as they are less experienced with the technologies in online learning.

Petrie (2020), as schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers, and health officials are doing their best to slow down the outbreak, education systems are trying to continue imparting quality education to all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored.

The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged backgrounds are unable to access and afford online learning. The level of academic

performance of the students is likely to drop for the classes held for both year-end examination and internal examination due to reduced contact hours for learners and lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

Koolaee (2020), students' mental health is greatly affected when faced with a public health emergency, and they need attention, assistance, and support from the community, family, and tertiary institutions. It is recommended that the government and schools should collaborate to solve this problem to provide crisis-oriented psychological services that are of high quality and timely bad character to the student.

NCES (2019) said that to ensure the continuity of education despite the lockdown, higher education institutions have sought to use technology and offer online classes and learning experiences as a substitute for in-class time. However, many universities struggled and lacked the experience and time they needed to conceive new ways to deliver instruction and assignments. Examinations were also affected, disrupting students' learning trajectories and progression. Although many higher education institutions offered online courses before the pandemic, few students considered it as the sole alternative to physical in-person learning

The students from the less privileged backgrounds have experienced larger negative impacts due to the Covid-19 outbreak. Reduction in family income, limited access to digital resources, and the high cost of internet connectivity have disrupted the academic life of the students (Aucejo et al., 2020).

Reimers and Schleicher (2020) exclaimed that the current coronavirus (COVID-19) pandemic is having a profound impact, not only on people's health, but also on how they learn, work, and live. Among the most important challenges created by COVID-19 is how to adapt a system of education built around physical schools. At its peak, more than 188 countries, encompassing around 91% of enrolled learners worldwide, closed their schools to try to contain the spread of the virus.

Related Studies

The following studies which are related to the present study.

Dhawan (2020) studied that online learning's technical issues could be resolved by pre-recording learning material, testing the content, and always having a Plan B ready if the teaching-learning process is hindered. Dynamic, engaging, and interactive online classes should already form. Teachers should give students time limits and reminders to keep them alert and attentive. Efforts are a need to unify the learning process as much as possible. Students need to receive personal attention so that they can change and adapt to this learning environment.

In the study of Talevi et al. (2020), the information obtained so far confirms that the ongoing Covid-19 pandemic is playing a strong psychological impact on people. During the beginning phases of the Covid-19 outbreak, people experienced severe psychological distress in anxiety, depression, and posttraumatic symptoms. The findings were relatively reliable in terms of severity: most individuals who suffered from Subjects reporting mild-moderate symptoms were in the majority, while those reporting severe symptoms were in the minority.

In addition, according to Ali et al. (2020), combating the sedentarism implemented by the Covid-19 pandemic by engaging in healthy indoor activities and living a healthy lifestyle is likely to protect against or overturn physiological impairments that may affect people retreating to their homes during the current crisis, eventually restoring physical and mental health. It includes engaging in organized physical activity, which reduces anxiety, restlessness, irritability, and aggression in people with health problems.

Barrot (2021) found out that given the current state of affairs, it's important to acquire a more detailed knowledge of students' online learning experiences during the COVID-19 pandemic. As a result, this research aims to fill in the gaps. The findings, which were based on a mixed-methods approach, demonstrated that college students' online learning problems varied in terms of type and extent. The studies also suggested that the COVID-19 epidemic had the largest impact on students' mental health and the quality of their learning experience. Students also use strategies, the most frequently used were resource management and utilization, help-seeking, technical aptitude enhancement, time management, and learning environment control.

The study of Paul and Jefferson (2019) showed that a growing number of students are now opting for online classes. The regular classroom setting is restricted, inflexible, and unworkable for them. Moreover, schools may now give effective classroom teaching over the Internet in this age of technological development. Academic institutions are being forced to reconsider how they wish to provide course content as a result of this shift in pedagogical medium. However,

researchers looked at score differences between genders and classifications to see if teaching modality had a bigger impact on specific groups, in addition to the broader goal. There was no significant difference in student performance between online and face-to-face (F2F) learners in terms of overall performance, gender, or class rank.

Kar et al. (2021) claimed that effective coping strategies for stressful situations are vital since they can help prevent stress-related psychiatric disorders—individual vulnerability from stressing and specific situations play a role, but coping strategies help. As found in this study, people use a diverse range of coping methods in crisis or disaster situations.

Due to the COVID-19 pandemic, governments around the world have closed all educational institutions to prevent the disease from spreading, affecting students, educators, and institutions directly. The sudden transition from a physical classroom to a virtual environment is causing confusion among pupils. The goal of this study was to look into students' perceptions of academic stress during modern online education, as well as their coping techniques based on emotional intelligence. Students attempted to cope with the negative effects of the present pandemic crisis by employing emotional intelligence and removing themselves from boredom and sad thoughts (Chandra, 2021).

A study by Yan and Chen (2021), educational institutions throughout the world are using online learning to give students continued education during the COVID-19 pandemic. Even though online learning research has progressed in discovering student experiences in a variety of situations. First and foremost,

policy implications were developed to advise government agencies and schools on how to improve the delivery of online learning, and future research directions for K-12 online learning were suggested.

Patel (2021) stated that during the COVID-19 epidemic, online learning impacted student learning, although it did not affect certain demographic groups more than others. Students were more engaged and learning outcomes increased when the lecturer employed active learning strategies, they discovered. The authors of the study are optimistic about future student learning results although many students and teachers are still undergoing extensive online training for three reasons, according to the study's authors.

According to Alawamleh (2020), to determine whether online learning has a negative impact on instructor-student communication and students' productivity levels, and to evaluate and offer solutions to improve successful online communication between instructors and students. The majority of people agree with the study's questions, according to the results. Students still prefer classroom classes over online classes due to a variety of issues they encounter when taking online classes, including a lack of motivation, a lack of understanding of the material, a decrease in communication between students and instructors, and a sense of isolation brought on by online classes.

According to Wang, Gobbo & Lane (2010), in distributed environments, time is one of the most significant aspects influencing agile software development processes. Agile teams may plan and monitor their work with excellent time management, as well as build and maintain a fast but sustainable pace. The one

promising time management strategy is the Pomodoro Technique. Its use and customization by the Source sense Milan Team revealed several advantages, problems, and consequences for distributed agile software development. They said that the lessons learned from the Source sense Milan Team's experiences can help other remote agile teams turn time into an ally.

Time management is crucial, and it can have a significant impact on an individual's overall performance and achievements. "Today's students frequently complain that they don't have enough time to finish all of the chores that have been allow.

Synthesis

This part presents and emphasizes the similarities and differences between the collated literature and studies to the study being conducted. The related literature and studies are used by the researchers for the study to be conducted.

The study conducted by Mahase (2020) is similar to the study of Niranjan (2020) indicating that the Covid-19 had a significant impact on human health and businesses. Traveling around the world is only permitted for necessary transactions. Daniel, Di Pietro, and Baloran's (2020) study is also parallel because it was focused on educational materials. Based on their research, students were also required to switch from face-to-face to online learning.

The difference between the World Health Organization's (2018) study and Subedi, et al. (2020) study is that the World Health Organization's study was focused on an individual's mental health, whereas Subedi's study focused on adaptation to new changes and adjusting to the new learning environment.

The study of Haleem, et al (2020) differs from the study of Qazi et al. seeing that Haleem's study was focused on the interaction of the students in the different learning platforms and on the time that the students familiarize themselves with the new system, meanwhile Qazi's study was focused on students who can't afford the necessary needs for online education such as gadgets and wifi access.

The study conducted by Mahase (2020) is similar to the study of Qazi (2020) because both studies indicated that the Covid-19 had a significant impact on human health and education. Ali et al. (2020) and De Guzman (2018) relate to each other as they conducted the study of not having outdoor activities and just indoors. It also says that it can cause fear, anxiety, irritability, and more as it forms when not having interactions with people.

According to Sintema (2020), Covid-19 has spread worldwide from Wuhan, China, and there are different ways to protect ourselves from the virus, like wearing face masks, washing hands, and physical distancing. Fang et al. (2020) is similar as it says the beginning of the virus, December 2019 in Wuhan, China, and that the world has got into isolation and delay.

The study of Paul and Jefferson (2019) differs from our study. Paul and Jefferson (2019) found that growing number of students are now opting for online classes because the regular classroom setting is restricted and unworkable for them, while our study found that most students miss the atmosphere of traditional campus life and set-up.

The study of Chandra (2021) is similar to our study. Students attempted to cope with the negative effects of the present pandemic crisis by employing

emotional intelligence and removing themselves from boredom and sad thoughts[29]

(Chandra, 2021). While at home, students have been coping with the impact of the

Covid-19 Pandemic by online shopping and using online learning platforms on

their own is one of the coping mechanisms of the students.

CHAPTER III

METHODOLOGY

This chapter deals with the research methods used in the study. It included discussion on research design, respondents of the study, data gathering instrument, data gathering procedure, and statistical statement of the data.

Research Design

The researchers used a descriptive method of research design. This design was used to determine the impact of the covid-19 pandemic on the Junior High School students at the University of Batangas.

According to McCombes (2019), descriptive research designs were usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. This research design was carefully developed to ensure that the results are valid and reliable. This design is also more suitable for the real-world natural setting than true experimental research designs.

Subject of the Study

The researchers conducted this study in the junior high school department at the University of Batangas. The breakdown of the number of respondents is shown below.

Table 1
Distribution of Respondents

Grade Level	Number of Students
Grade 7	20
Grade 8	20
Grade 9	20
Grade 10	20
Total:	**80**

Moreover, purposive sampling was used in this study. This type of sampling is useful to the researchers to have eligible participants who are fit for their survey. The respondents from Junior High School were chosen according to the necessity of the subject. This type of subjective or selective sampling relies on the researchers' judgment in choosing participants in the population to take part in their surveys and to arrive at a more precise and valuable outcome.

Data Gathering Instrument

For this research, questionnaires were used as the main instrument of data-gathering. This survey questionnaire was composed of the issues concerning the impact of the COVID-19 pandemic on junior high school students of the University of Batangas. The use of questionnaires an effective means of measuring the respondents' behavior, point of view, and intentions.

Construction of Questionnaire. The questionnaire was made by the researchers to collect the required information. It is composed of three parts. The first part discussed the experiences of junior high school students during the

pandemic. On the other hand, the other parts were the concerns about the impact of the covid-19 pandemic on junior high school students in terms of their mental health, physical health, and spirituality. The last part was all about the coping mechanism of students during the covid-19 pandemic.

Validation of Questionnaire. The questionnaire underwent validation from the experts. The researchers presented their questionnaire to their research adviser for checking and revision and to experts for their approval. They examined it to assist in the accuracy of the proper wording and grammar. This was to make sure that the content and other things that must be considered will be checked and indicated. after the checking of the research adviser, the questionnaire was sent to the other experts in the field for more content and face validation. All the comments and suggestions given by the research adviser and set of validators were considered appropriate for the improvement of the research study.

Administration of Questionnaire. Before the researchers opt to distribute the questionnaires online to collect information from the respondents, the researchers sought the permission of the Principal of the University of Batangas JHS. The researchers created a google form that was distributed online to the respondents.

Scoring Responses. The scoring of responses was based on the 4 - point Likert scale wherein the respondents chose what option was most appealing to them. Values ranged from 1 to 4, 1 being the lowest value and 4 being the highest. This was used to give numerical values and quantities of responses. The equivalent verbal description was utilized for each numerical value

Options	Scale/Range	Verbal Interpretation
4	3.50-4.00	Strongly Agree (SA)
3	2.50-3.49	Agree (A)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

Data Gathering Procedure

The researchers carried out the following steps to obtain the information. First, the researchers wrote a letter to the principal of the University of Batangas Junior High School Department requesting permission to carry out this study and distribute the structured questionnaire through a google form.

Next, researchers created a questionnaire survey for the respondents. Researchers gathered the questionnaires from the respondents after they had assessed them. Lastly, they were used to gather the results needed for the research's data ultimately.

Statistical Treatment of Data

The data gathered by the researchers through the questionnaire were analyzed, tabulated, and interpreted. The following tools were used.

Frequency Count. This tool was used to provide a tabular representation of the actual distribution of respondents' responses.

Weighted Mean. It's the total of all the respondents' responses to the provided questionnaire. The formula was used to compute the weighted mean and composite.

$$\bar{x} = \frac{\sum fx}{n}$$

Wherein: = mean

f = frequency

x = magnitude

n = number of respondents

Composite mean. A composite variable is made up of two or more variables or measures that are conceptually or statistically related to one another (Ley, 1972). Scales, single or global ratings, or categorical variables can all be used to make up a composite variable.

Ranking. It is the data transformation of numerical or ordinal values which were replaced by their rank when the data is sorted. It is the descriptive statistics that show relative position. It was used to determine the order of decreasing or increasing. The researchers used the numbers 1, 2, 3, and 4 to show the rank of an item enumerated in table.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the gathered data through a survey questionnaire along with their analysis and interpretation. For easier comprehension and better organization, the data were presented and tabulated in the sequence of the research question.

1. Experiences of JHS Students during the Covid-19 Pandemic

There were many experiences that students experience during the covid-19 pandemic specifically while at home and during online classes.

1.1. While at Home.

The table below shows the gathered data from the respondents regarding the experiences of the Junior High School students during the covid-19 pandemic while at home.

Table 1
Experiences of JHS Students during the Covid-19 Pandemic while at home

STATEMENTS	WM	VI	R
1. Experiencing family problems	2.50	D	5
2. Had difficulties to adjust in the new normal	2.80	A	4
3. Spending more time with family	3.24	A	2
4. Save more money	2.94	A	3
5. Missed the atmosphere of traditional campus life	3.43	A	1
COMPOSITE MEAN	2.98	A	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in Table 1, the statement "Missed the atmosphere of traditional campus life" ranked first with a weighted mean of 3.43 and a verbal interpretation of agree. The researchers observed that most of the students missed the atmosphere of traditional campus life. The result can be supported by the study of Sethughes (2020), when students are required to interact with classmates and professors, they gain confidence in their ability to speak to and collaborate. This grants them the opportunity to learn how to carry themselves professionally. Because online learning doesn't provide practical experience working and communicating with others, its value to students is significantly lower. The in-person assessments used in traditional classrooms incentivize students to retain the information they are learning rather than simply reference it for assignments.

On the other hand, the statement "Spending more time with family" ranked second with a weighted mean of 3.24 and a verbal interpretation of agree. This explained that the respondents agreed that they have spent most of their time with their families during this time of the pandemic. This is supported by the study by Fareed (2020), that before the COVID-19 crisis, many people were busy with packed-to-the-brim schedules, juggling work, family, activities for children, and more. And since most of our lives were structured around work schedules, it was difficult to slow down and spend quality time with those who matter most. With schools and many businesses closing their doors or going online, families are finally able to slow down and connect. Whether it be by cooking together, on family game nights, or even just spending more time with children, having this extra time to genuinely connect is invaluable and crucial for mental health.

Meanwhile, the statement "Save more money" ranked third with a weighted mean of 2.94 and a verbal interpretation of agree. This means that the respondents agreed that they would save more money during a pandemic. In support of this, according to Fareed (2020), spending more time at home is allowing many to save money. During lockdowns, and even now, people are spending less money on gas, childcare, and activities, like eating out at restaurants, traveling, or going to concerts. And due to the uncertainty of the situation, many are looking at their budgets and reconsidering their spending habits.

Moreover, the statement "Had difficulties to adjust in the new normal" ranked fourth with a weighted mean of 2.80 and a verbal interpretation of agree. This means that students had difficulties adjusting to the new normal. In support of this, Dhawan (2020) stated that the impact is far-reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges, and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.

However, the statement "Experiencing family problems" ranked fifth with a weighted mean of 2.50 and a verbal interpretation of disagree. This explains that most of the students don't experience family problems. This is related to the studof Penney (2022), families benefit from time together and time apart. There are many ways to connect, such as making meals together, playing games, or watching movies. However, it's also important to create space for each family member to

recharge.

In conclusion, the composite mean of 2.98 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the experience of the JHS students during covid-19 the pandemic while at home is seen and acknowledged.

1.2. Studying. The table below shows the gathered data from the respondents regarding the effect of using the Pomodoro Technique among students in online classes.

Table 2
Experiences of JHS Students during the Covid-19 Pandemic during online class

STATEMENTS	WM	VI	R
1. Giving the opportunity to work at own pace	3.14	A	1
2. Had a hard time in doing school actitvities	3.00	A	2
3. Makes learning comfortable	2.83	A	3
4. Losing motivation to study	2.56	A	4
5. Struggling in catching up with the lessons	2.46	D	5
COMPOSITE MEAN	**2.78**	**A**	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in the table above, the statement "Giving the opportunity to work at own pace" garners a weighted mean of 3.14 and is verbally interpreted as Agree. This explained that students are most likely to study at their own pace. This is supported by the study of the International Career Institute Blog (2017), learning at your own pace can mean a lot more than just being able to study at night after work. By going through your coursework at your own pace, you can fly through it at the bare minimum for the required time if you have a free period, to quickly and

efficiently achieve the goals that you'd like in a short timeframe.

Conversely, if you have a couple of weeks here and there, you'll be able to shelve and re-apply yourself every so often to stop the constant stress buildup from managing so much at the same time.

On the other hand, the statement "Had a hard time in doing school activities" ranked second with a weighted mean of 3.00 and a verbal interpretation of agree. This explained that some of the students had a hard time doing their school activities during this time of the pandemic. According to Morin (2020), most kids struggle with homework from time to time. But some kids struggle more than others. Understanding the challenges kids face can help you defuse homework battles before they start. All kids rush through homework sometimes. They may want to get it over with so they can do something more fun. But for some kids, rushing can be an ongoing challenge.

Moreover, the statement "Makes learning comfortable" ranked third with a weighted mean of 2.83 and a verbal interpretation of agree. This is a fact that the students find that an online class in this time of pandemic makes learning more comfortable. It is related to Broderick (2019) who stated that with the ability to study anywhere, online learners can complete coursework at home, in a coffee shop, or a library. This advantage of online learning allows students to work in the environment that best suits them. As new online degree- and certificate-seekers research different places, they should focus on those that offer a reliable internet connection and few distractions.

Further, the statement "Losing motivation to study" ranked fourth with a weighted mean of 2.56 and a verbal interpretation of agree. This explained that few students are losing motivation to study while in online classes. In support of this, Alawamleh (2020) stated that to determine whether online learning has a negative impact on instructor-student communication and students' productivity levels, and to evaluate and offer solutions to improve successful online communication between instructors and students. The majority of people agree with the study's questions, according to the results. Students still prefer classroom classes over online classes due to a variety of issues they encounter when taking online classes, including a lack of motivation, a lack of understanding of the material, a decrease in communication between students and instructors, and a sense of isolation brought by online classes.

However, the statement "Struggling in catching up with lessons" ranked fifth with a weighted mean of 2.46 and a verbal interpretation of disagree. In support of this, Folk (2021) stated that you have difficulty learning, remembering, and recalling new information. It seems like you now struggle with learning new things. You may also block information that you think you should know. When the body experiences too frequent stress responses and the body becomes overly stressed, the brain can experience problems with rationalizing, remembering, and recalling information. The learning impairment symptom is an example of this.

In conclusion, the composite mean of 2.78 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the

experience of the JHS students during the covid-19 pandemic during online class is seem and acknowledged.

2. Impact of Covid-19 on Junior High School Students

This presents the result of the survey conducted on the impact of covid-19 on JHS students in terms of their mental health, physical health, and spiritual health.

2.1. Mental Health.

The table below illustrates the gathered data from the respondents regarding the impact of the covid-19 on JHS students in terms of mental health.

Table 3
Impact of the Covid-19 on JHS students in terms of Mental Health

STATEMENTS	WM	VI	R
1. Offers an escape from depression and anxiety caused by the fear of being bullied	2.60	A	5
2. Offers feelings of safety and reassurance	2.90	A	1
3. Increases Sadness	2.65	A	4
4. Has difficulty concentrating	2.81	A	2
5. Losses of Confidence	2.70	A	3
COMPOSITE MEAN	2.73	A	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

First in the rank with the highest weighted mean is the statement "Offers and escape from depression and anxiety caused by the fear of being bullied" with a weighted mean of 3.00 and a verbal interpretation of Strongly agree. This means that some students agreed that they escape from depression and anxiety by the fear of being bullied during the pandemic. According to Subaramaniam et al.

(2022), almost 43% of children have been bullied through the web. Based on data, 1 in 4 children has had it happen more than once. This shows that cyberbullying is rampant in our society and more and more young adults are affected by its catastrophic effects.

Rank second is the statement "Offers feelings of safety and assurance" with the weighted mean of 2.90 and a verbal interpretation of agree. This explained that the pandemic on some students offers feelings of safety and assurance to them. According to the World Health Organization (2018), mental health is a state of well-being in which an individual realizes own abilities and can cope with the normal stresses of life. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact, communicate with each other, and enjoy life.

In addition, the statement "Has difficulty in concentrating" ranked third with a weighted mean of 2.81 and a verbal interpretation of agree. This means that students have difficulty concentrating in their online classes during the pandemic. In relation to this, Talapko et al. (2021) stated that the coronavirus disease 2019 (COVID-19) pandemic led to increased negative emotional states among students. Physical activity is known to have positive impacts on mental health and well-being. However, due to the closure of gyms and other recreational facilities as a restrictive measure, students' physical activity levels may decrease. This cross-sectional study aimed to determine the prevalence of depression, anxiety, and stress symptoms and physical activity among health-related students during the second partial COVID-19 lockdown.

While the statement, "Losses confidence" placed fourth in the rank,

accumulating a weighted mean of 2.70 and a verbal interpretation of agree. This explained that there are students who lose their confidence because of the pandemic. This is related to the study of Baloran (2020), who emphasized that this pandemic led to a strong reaction among students who experienced anxiety. Non-medical prevention measures were perceived as highly effective. Students were satisfied with the government's actions to mitigate problems. However, an unwillingness with the online-blended learning approach was observed. Students utilized various ways to cope with mental health challenges. It is necessary to address students' mental health during this COVID-19 pandemic.

Lastly, with the least weighted mean is the statement, "Increases sadness" with a weighted mean of 2.65 and a verbal interpretation of agree. This explained that some students have impacted their mental health by increasing their sadness during this time of the pandemic. As cited by Sahu (2020), the lockdown due to coronavirus many people are feeling stress, fear, and anxiety, such as a fright of dying, a fear of their relatives dying. This stress may affect the students, mental, and physical health of students. A composite mean of 2.73 and a verbal interpretation of agree.

In conclusion, the composite mean of 2.73 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the impact of the covid-19 on JHS students in terms of mental health is seen and acknowledged.

2.2. Physical Health.

The table below explains the gathered data from the respondents regarding

the impact of the covid-19 on JHS students in terms of physical health.

Table 4
Impact of the Covid-19 on JHS students in terms of Physical Health

STATEMENTS	WM	VI	R
1. Eyesight Trouble	2.66	A	3
2. Reduce exposure to other communicable diseases	2.95	A	1
3. Helps you develop and stick to health habits	2.80	A	2
4. Weight Loss	2.43	D	5
5. Physical Weakness	2.50	A	4
COMPOSITE MEAN	2.67	A	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in Table 4, the statement "Reduce exposure to other communicable diseases" ranked first with a weighted mean of 2.95 and a verbal interpretation of agree. The exposure to other communicable diseases was reduced after the pandemic, specifically the quarantine, was announced as the authorities have taken precautions and measures. This is related to the study of Mahase (2020), which stated that governments issued mandatory border lockdowns and health authorities imposed strict health protocols and regulations to help prevent the spread of the virus.

The statement "Helps you develop and stick to healthy habits" ranked second with a weighted mean of 2.8 and a verbal interpretation of agree. This explained that COVID-19 has helped the chosen respondents get used to their healthy habits eventually resulting in a positive outcome. Ali et al. (2020) affirmed that engaging in healthy indoor activities and living a healthy lifestyle is likely to protect against or overturn physiological impairments that may affect people

retreating to their homes during the current crisis, eventually restoring physical and mental health.

In addition, "Eyesight Trouble" ranked third with a weighted mean of 2.66 and a verbal interpretation of agree. Students' eyesight has been a problem ever since the start of online classes as they have been using it from morning until evening to catch up with their lessons as well as their non-academic activities such as gaming or browsing the internet. In support of this, Song et al., (2021) concluded that the reason for the opposition is that their children do not have enough self-control, the online learning effect is more difficult to ensure, eyesight loss is faster, and so on.

"Physical weakness" ranked fourth in the table which garnered a weighted mean of 2.5 and a verbal interpretation of agree. COVID-19 greatly affects students in their physical weakness like how they are worn out because of the pandemic, particularly in online classes, to even exercise or take care of their physical appearance. In the support of (Wu et al., 2016) Major negative impacts are not inevitable as a consequence of a decrease in primary care utilization. For minor illnesses, people might seek alternative solutions, or the problem might be resolved without medical intervention.

Lastly, "Weight Loss" ranked fifth in the table which garnered a weighted mean of 2.43 and a verbal interpretation of disagree. This COVID-19, the majority of the students have maintained or gained weight due to the limited activities that they could always do before the pandemic like jogging or exercising. Gallo et al. (2018) carried out a survey on US students comparing data from 2018 to 2019 to

data collected during the 2020 lockdown. Although vigorous exercise levels remained the same, students reported a decrease in walking during 2020, which may be related to no longer commuting to campus or walking between classes.

In conclusion, the composite mean of 2.67 has a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the Impact of the COVID-19 on JHS students in terms of Physical Health is seen and acknowledged.

2.3. Spiritual Health

Given in the table the gathered data from the respondents regarding the impact of the covid-19 on JHS students in terms of spiritual health.

Table 5
Impact of the Covid-19 on JHS students in terms of Spiritual Health

STATEMENTS	WM	VI	R
1. Doubting religious belief	2.11	D	5
2. Causes fear in students when it comes to spiritually connecting to teachers and school matters	2.30	D	4
3. Giving time to students to have a break and spiritually manage themselves and build more love and confidence	2.93	A	2
4. Distancing from people has spiritually helped	2.50	A	3
5. Provides reflection that strengthens spiritual	3.08	A	1
COMPOSITE MEAN	2.58	A	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in Table 5, the statement "Provides reflection that strengthens spirituality" ranked first with a weighted mean of 3.08 and a verbal interpretation of agree. This means that students provide a reflection that can strengthen their spirit. This is supported by Delagran (2016), many spiritual traditions encourage participation in a community. Spiritual fellowship, such as attending church or a

meditation group, can be sources of social support that may provide a sense of belonging, security, and community. Strong relationships have been proven to increase well-being and bolster life expectancy, which is perhaps why one study found a strong association between church attendance and improved health, mood, and wellbeing.

On the other hand, the statement "Giving time to students to have a break and spiritually manage themselves and build more love and confidence" ranked second with a weighted mean of 2.93 and a verbal interpretation of agree. This explained that students agreed that giving them a break helps them build more love and confidence. According to Terada (2018), particularly for younger students, regular breaks throughout the school day can be an effective way to reduce disruptive behavior. In a series of recent studies, short physical activity breaks in the classroom improved students' behavior, increasing the effort they put into their activities as well as their ability to stay on task.

However, the statement "Distancing from people has spiritually helped" ranked third with a weighted mean of 2.50 and a verbal interpretation of agree. This means that some students agreed that distancing from people has spiritually helped them. According to Preech (2020), now is the time to stay focused on the spiritual disciplines in our lives, such as prayer and meditation, because these disciplines apply to many faiths. Prayer is the way to connect to the deity, and this time of distancing oneself from people and events allows you to focus more on the spiritual deity that may be the most important aspect of your life.

Likewise, the statement "Causes fear to students when it comes to

spiritually connecting to teachers and school matters" ranked fourth with a weighted mean of 2.30 and a verbal interpretation of disagree. This means that the impact of covid 19 caused fear in students to spiritually connect to teachers and school matters.

This is related to the study of Psy and Baskin (2015), humans normally experience fear starting at an early age, and as we grow older, we develop resources to manage and overcome this feeling. Those who believe they are physically inadequate, for example, may work hard to excel in sports and other socially sanctioned activities. After many years of schooling, however, some develop ongoing or chronic feelings of worry and apprehension, and this constant fear can hinder learners' attempts tounderstand the information that is required for academic success.

Further, the statement "Doubting Religious Belief" ranked fifth garnering a composite mean of 2.11 and is verbally interpreted as disagree. This explained that even with the pandemic students did not doubt their religion. This is supported by the study of Jarrette (2020), doubt is natural. But what do you do when questions creep into your faith? All too often we think of this as a bad thing for a Christian. People think of doubt as the enemy of faith and try to suppress or hide any certainty that we might have.

In conclusion, the composite mean of 2.58 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the impact of the covid-19 on JHS students in terms of spiritual health is seen and acknowledged.

3. **Ways of Coping Up with the Impact of the Covid-19 Pandemic**

Shown in the table are the gathered data from the respondents regarding the Ways of Coping Up with the Impact of the Covid-19 Pandemic.

3.1 While at Home.

The table below illustrates the gathered data from the respondents regarding the ways of coping with the impact of the covid-19 pandemic while at home

Table 6
Ways of Coping Up with the Impact of the Covid-19 Pandemic while at home

STATEMENTS	WM	VI	R
1. Playing an instrument	2.36	D	5
2. Meditating	2.58	A	3.5
3. Online Shopping	3.13	A	2
4. Working Out	2.58	A	3.5
5. Reading Books	2.91	A	2
COMPOSITE MEAN	2.71	A	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in the table, the statement "Online Shopping" ranked first with a weighted mean of 3.13 and a verbal interpretation of agree. This explained that online shopping became a way of coping with the impact of the Covid-19 pandemic while at home. According to Nielsen Global Media, (2020), people are now spending even more time with technology while consuming news media, watching television, using social media to connect with others, engaging in workouts at home, and utilizing lifestyle apps to shop for groceries and other consumer goods,

so as more consumers opted to stay home, online—and online shopping—activities skyrocketed.

On the other hand, reading books ranked second with a weighted mean of 2.91 and a verbal interpretation of agree. This explained that reading books can be a way of coping with the impact of the covid-19 pandemic while at home. According to the Integris (2017), Many people working to improve their mental health are looking for ways to create a life with reduced stress. Keeping your brain active later in life with activities like reading can also help slow memory decline. Finding books that will draw you in and keep you intrigued, no matter the subject material, can help mitigate the effects of stressful situations.

Meanwhile meditating and working out ranked 3.5 with a weighted mean of 2.58 and a verbal interpretation of agree. This explained that Meditation and Working out is also an effective way that has the same results in the ways of coping with the impact of the covid-19 pandemic while at home. The result can be supported by the study of Gauvin et al. (2020), the majority of research on the exercise–effect relationship has examined the impact of exercise on negative psychological states. and the vast majority of them have found that exercise reduces self-reported anxiety and depression. In addition, studies show that people who report higher well-being, exercise more compared to those reporting lower well-being.

And yet playing an instrument ranked 5 with the weighted mean of 2.36 and a verbal interpretation of disagree. However, this also explains that playing an instrument doesn't help in ways of coping with the impact of the covid-19 pandemic

while at home and some students do not find it a coping mechanism. The result[1] can be supported by Ryback (2016), who used the discharge method of listening to music and had greater levels of anxiety and neuroticism than the other participants. In other words, venting negative emotions through music doesn't help alleviate those negative emotions, it may even make them worse.

In conclusion, the composite mean of 2.71 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the ways of coping with the impact of the covid-19 pandemic while at home are seen and acknowledged.

3.2. During Online Class

Listed in the table below shows the gathered data from the respondents regarding the ways of coping with the impact of the covid-19 pandemic during online classes.

Table 7
Ways of Coping Up with the Impact of the Covid-19 Pandemic during online class

STATEMENTS	WM	VI	R
1. Using online learning platforms on my own	3.36	A	1
2. Seeking support from family members who know how to use online platforms	2.69	A	5
3. Managing time effectively to avoid loads of work	3.13	A	3
4. Adjusting to the new normal mode of learning	3.16	A	2
5. Avoiding any distractions	2.96	A	4
COMPOSITE MEAN	**3.06**	**A**	

Legend: WM - Weighted Mean; VI - Verbal Interpretation; R- Ranks

As shown in the table, "Using online learning platforms on my own" ranked no. 1, garnering a weighted mean of 3.36 and is verbally interpreted as agree. This

indicates that most of the respondents use online learning platforms on their own.

This is supported by the study of Subedi, et al. (2020), that learners with a growth

mindset quickly adapt to a new learning environment.

"Seeking support from family members who know how to use online

platforms" ranked last in the table. It garnered a weighted mean of 2.69 and It is

verbally interpreted as agree. This shows that out of all the respondents, most

needed support from family members who know how to use online platforms. This

is supported by the study of Haleem et al. (2020), all students may not have good

interaction with online learning platforms because some of the students are active

and some may take a longer time to familiarize themselves with the system.

Additionally, "Managing time effectively to avoid loads of work" ranked no.

3 in the table. It garnered a weighted mean of 3.13 and is verbally interpreted as

agree. This explained that most of the respondents manage their time to avoid

workloads. This is supported by the study of Kojic (2022), considering that proper

time management helps you finish your work faster, you'll find that you now have

more free time. When you properly manage time, you'll enjoy the feeling of

success a completed to-do list brings.

As shown in the table, the statement "Adjusting with the new normal mode

of learning" ranked second and it has a weighted mean of 3.16 and it is verbally

interpreted as agree. This shows that most students were able to adjust to the new

normal. This is supported by the study of Subedi, et al. (2020), which revealed that

e-learning tools have played a crucial role during this pandemic, helping schools

and universities facilitate student learning during the closure of universities

schools. While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning.

The statement "Avoiding any distractions" was ranked fourth in the table with a weighted mean of 2.96 and a verbal interpretation of agree. It proves that most of the students (41) can avoid any distractions easily. This is supported by Guijosa (2019), students who take online courses are exposed to more distractions than in face-to-face classes, a situation that affects their academic performance, according to a study. The low percentages of completion of this type of educational program seem to confirm this thesis. In the comfort of home, cafeteria or library, online students are more likely to send text messages, answer emails, chat on Facebook or WhatsApp, watch videos on YouTube, surf on Google, play video games or listen to music while taking an online course, compared to a teacher-supervised class.

In conclusion, the composite mean of 3.06 and a verbal interpretation of agree. The majority of the students have experienced it, thus proving how the ways of coping with the impact of the covid-19 pandemic during online class are seen and acknowledged.

4. Proposed Plan of Action to Help JHS Cope up with the Covid-19 Pandemic

The researchers provided several plans and activities included in the action

plan. This action plan was composed of activities, objectives, materials, persons involved, and success indicators. Students can use the activities created by the researchers to help them with the Impact of Covid-19 Pandemic.

Table 8
Activities to Cope with the Covid-19 Activities

Activities	Objectives	Materials	Persons Involved	Indicators
1. Advocacy program for fitness and Physical, Mental, Spiritual wellness	1. Discuss the ways how to be fit. 2. Understand the significance of wellness of students for them to have peace of mind and satisfaction in life. 3. Give students knowledge about fitness to improve their physical health now that we are limited in going outside.	Live on social media and social media pages	Teachers and Students	The students and teachers will be able to help themselves to be healthy, physically and mentally.
2. Interactive Communication Project	1. Staying in touch with other students to help them feel more comfortable	PowerPoint and video presentations, an app for communicating	Teachers, Speaker and Students	The students and teachers can feel better and connected.

		(Gmeet, Zoom)		
	in socializing using Google meet. 2. Interact with them by using the chat box to help them improve their spiritual health. 3. Engage other people to maintain a sense of belonging.			
3. Webinar on Promoting the importance of self-care to JHS students	1. Help and provide knowledge to students about how important it is to care for yourself, including physical and mental health. 2. Recommend them some tips and activities related to self-care that can help their studies.	PowerPoint and video presentations, an app for communicating and presenting (Gmeet, Zoom)	Teachers, Speaker and Students	The students will be able to take proper care of themselves.
4. Join a club program in focusing the	1. Join a certain club that has their		Students and Teachers	

wellness of being of the students	interests to help them focus on their wellness to improve their mental, physical and spiritual health. 2. Have proper knowledge about focusing on the wellness of the students on how they'll be able to have a sense of purpose and ability to manage stress. 3. Have social media posts about joining a certain club to motivate them to participate and have a wider audience.	Social media posts and Flyers		The students will be able to improve their mental, physical and spiritual health by joining clubs.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary, findings resulting from the analyzed data, conclusions drawn from the findings, and the researchers' recommendations. The summary showed a glimpse of the whole study, while the findings discuss the statistical results. In addition, conclusions were based on the objectives of the study as well as on the results of the study. Lastly, the recommendations include suggestions for the significant people in the study.

Summary

This research study entitled "Impact of Covid-19 Pandemic on the Junior High School Students in the University of Batangas" aimed to determine the impact of the Covid-19 pandemic on the health condition and studies of the students.

Specifically, it sought to answer the following questions:

1. What are the experiences of junior high school students during the Covid-19 pandemic while:

    1.1. at home; and

    1.2. in online classes?

2. What is the impact of the Covid-19 pandemic on junior high school students in terms of their:

    2.1 mental health:

    2.2 physical health and;

    2.3 spiritual health?

3. How do JHS students cope with the impact of the Covid-19 pandemic:

3.1. at home; and

3.2. in online classes?

4. What activities can be proposed to help JHS cope with the Covid-19 pandemic?

The study utilized the descriptive research design to gather the necessary data. The researchers also made use of a self-made questionnaire as a data-gathering instrument. With the utilization of questionnaires as the main data gathering instrument, the researchers were able to derive the needed data and information for the study.

Meanwhile, the respondents of the study were one-twenty (120) purposively selected students at the University of Batangas through the use of purposive sampling. To interpret the data collected, frequency count, weighted mean, and ranking were the statistical tools used.

Findings

Based on the collected and analyzed data that the researchers gathered, the following were derived as findings of the study.

1. **Experiences of JHS students during the Covid-19 Pandemic**

1.1 While at Home. Based on the results from the gathered data, it was found that students missed the atmosphere of traditional campus life, which ranked first with a weighted mean of 3.43 and a verbal interpretation of agree. The last in the rank is family problems with a weighted mean of 2.50 and a verbal interpretation of disagree. Having a composite mean of 2.98 and a verbal interpretation of agree.

1.2. During Online Class. Based on the result from the data, first in rank is allowing working at your own pace with a weighted mean of 3.14 and a verbal interpretation of agree. Last in the rank is struggling in catching up with the lessons with a weighted mean of 2.46 and a verbal interpretation of disagree. It has a composite mean of 2.78 resulting in a verbal interpretation of agree.

2. **Impact of Covid-19 on Junior High School Students**

2.1. Mental Health. Based on the data acquired, the researchers found out that "feelings of safety and reassurance" got the highest weighted mean 2.90. Meanwhile, most respondents have difficulty concentrating, lose confidence, increase sadness; and try to escape from depression and anxiety caused by the fear of being bullied which has got the lowest weighted mean of 2.60. The composite mean is 2.73 with a verbal interpretation of Agree.

2.2. Physical Health. Based on the result from the data, the researchers found out that the "reduces the exposure to other communicable diseases", with a weighted mean of 2.95 and a verbal interpretation of agree. Last in the rank is weight loss with a weighted mean of 2.43 and a verbal interpretation of disagree. It has resulted in a composite mean of 2.67 resulting in a verbal interpretation of agree.

2.3. Spiritual Health. Based on the results, "doubting religious beliefs" is one of the impacts of the covid-19 pandemic which ranked first with a weighted mean of 2.11 and a verbal interpretation of disagree. On the other hand, "it

provides reflection that strengthens spirituality with a weighted mean of 3.08 and a verbal interpretation of agree.

3. Ways of Coping Up with the Impact of the Covid-19 Pandemic

3.1. While at Home. The results of the study revealed that among the ways of coping with the impact of the Covid-19 pandemic while at home is online Shopping, which ranked first with a weighted mean of 3.13 and a verbal interpretation of agree. Meanwhile, "reading books", "meditating", and "working out" are effective ways while at home, and "playing an instrument' ranked last with a weighted mean of 2.36 and a verbal interpretation of disagree.

3.2. During Online Class. Based on the result, using online learning platforms on my own is one of the coping mechanisms of the students. It has a weighted mean of 3.36 and a verbal interpretation of agree. The lowest in the rank is seeking support from family members who know how to use online learning platforms with a weighted mean of 2.69 and a verbal interpretation of agree.

4. Proposed activities

After analyzing the results of the study, the researchers came up with a proposed activities to help students cope up with the challenges of the Covid 19 pandemic. The proposed activities consists of activities such as Advocacy program for fitness and Physical, Mental and Spiritual wellness, which can help students and teachers to be healthy and fit; Interactive communication project, to help students and teachers feel better and connected; a webinar on promoting the importance of self-care to JHS students to help and provide students with knowledge on how important it is to care for one's self, including physical and mental health and lastly, joining a Club Program focused on the wellness of the students, in order to help them have a sense of purpose and ability to manage stress.

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. Students may learn more about how they will adapt, manage, and be motivated with the pandemic by using what they have experienced.

2. Due to pandemic, students encountered health problems such as mental health problems like difficulty in concentrating, losses confidence and physical health problems like eyesight trouble, weight loss and physical weakness.

3. The Ways of Coping Up with the Impact of the Covid-19 Pandemic. With this, the students today can widen their perspective in coping up with the pandemic.

4. By participating in programs for students, they can have the opportunity to cope up with the challenges of pandemic, allowing them to be more active and educated through the impact of covid-19 pandemic.

Recommendations

Based upon the findings and conclusions of the study, which was previously presented, the following recommendations are offered:

1. The researchers recommend that parents should provide the students with comfort and support.

2. Due to the impact of the Covid-19 Pandemic, the students should validate their own mental health, physical health and spiritual health.

3. The parents should be monitoring how will their children Cope-up with the impact of Covid-19 Pandemic.

4. Doing the provided activities would make sure that the students are better and connected to each other.

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Appendix A

March 1, 2022

DR. HILARIA A. GUICO
JHS Principal
University of Batangas

Dear Dr, Guico:

Good day!

We, the student-researchers, of G10-Franklin are currently writing a research paper entitled "Impact of Covid 19 Pandemic to the Junior High School students in University of Batangas". This study aims to determine the impact of Covid-19 pandemic on the students of University of Batangas. The result of the study will be used as a basis for activities to cope up with Covid-19 Pandemic.

In connection with this, may we humbly ask your good office to allow us to distribute our survey questionnaire with the students of the junior high school department as our target respondents. The data that will be gathered are useful in this research endeavor.

Your favorable response to this request is highly appreciated.

Thank you and God bless!

Respectfully yours,

John Retzelle Bautista   John Michael Fran
Cerien Ann Balmes   Leana Marie Geron
Joyce Ann De Castro   Kristel Anne Laydia
Martin Theo De Guzman   Francis Miguel Nival
Shamira Jasha Del Prado   Jamillah Aisha Quilates

Noted by:

Mr. Jeryll Nicko L. Mercado
Research Adviser

Appendix B
LETTER FOR RESPONDENTS

Dear Respondents,
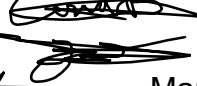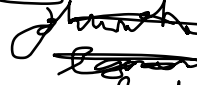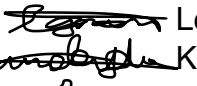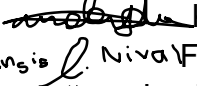
Greetings of Peace!

May we humbly request for a couple of minutes for 10 students to answer this survey questionnaire about the "Impact of Covid-19 Pandemic to the Junior High School Students in University of Batangas". Your participation is highly encouraged and will be of great help in accomplishing this study.

In relation to this, we are humbly asking for your help to answer this Survey Questionnaire. We assure you that all the information that will be gathered will be treated with our utmost confidentiality and would not be disclosed and reported to any person involved. The research procedure will strictly follow the highest standards of ethical research and the Data Privacy Act of 2012.

Thank you and God Bless!

Sincerely yours,

John Retzelle Baustista
Cerien Ann Balmes
Joyce Ann De Castro
Martin Theo De Guzman
Shamira Jasha Del Prado
John Michael Fran
Leana Marie Geron
Kristel Anne Laydia
Francis Miguel Nival
Jamillah Aisha Quilates

QUESTIONNAIRE

GENERAL DIRECTIONS: This questionnaire is intended to collect data necessarily for the study. Kindly check (/) the appropriate column that corresponds to your response. Please be guided by the rating scale below.

Options	Verbal Interpretations
4	Strongly Agree (SA)
3	Agree (A)
2	Disagree (D)
1	Strongly Disagree (SD)

I. Experiences of JHS Students during Covid-19 Pandemic

A. AT HOME	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Experiencing family problems				
2. Had difficulties to adjust in the new normal				
3. Spending more time with family				
4. Save more money				
5. Missed the atmosphere of traditional campus life				

B. DURING ONLINE CLASSES	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Gives the opportunity to work at own pace				
2. Had a hard time in doing school activities				
3. Makes learning comfortable				
4. Losing motivation to study				
5. Struggling in catching up with the lessons				

II. Impact of the Covid-19 Pandemic on JHS Students

A. MENTAL HEALTH	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Offers and escape from depression and anxiety caused by the fear of being bullied				
2. Offers feelings of safety and reassurance				
3. Increases sadness				
4. Has difficulty in concentrating				
5. Losses Confidence				

B. PHYSICAL HEALTH	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Eyesight Trouble				
2. Reduce exposure to other communicable disease				
3. Helps you develop and stick to healthy habits				
4. Weight Loss				
5. Physical weakness				

C. SPIRITUAL HEALTH	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Doubting religious beliefs				
2. Causes fear to students when it comes to spiritually connecting to teachers and school matters.				
3. Giving time to students to have a break and spiritually manage themselves and build more love and confidence.				
4. Distancing from people has spiritually helped				
5. Provides reflection that strengthens spiritual				

III. Ways of Coping Up with the Impact of the Covid-19 Pandemic

A. AT HOME	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Playing an instrument				
2. Meditating				
3. Online Shopping				
4. Working out				
5. Reading books				

B. DURING ONLINE CLASSES	4 (SA)	3 (A)	2 (D)	1 (SD)
1. Using online learning platforms on my own				
2. Seeking support from family members who know how to use online platforms				
3. Managing time effectively to avoid loads of work				
4. Adjusting with the new normal mode of learning				
5. Avoiding any distractions				

CURRICULUM VITAE

Name: John Retzelle B. Bautista

Address: Cuta Central, Batangas city

Email-ad: JohnRetzelle.Bautista@gmail.com

Contact Number: 09611400765

PERSONAL

Age: 16 years old

Birthday: September 20, 2005

Birthplace: Batangas City

Gender: Male

Nationality: Filipino

Mother: Ruth Joy B. Bautista

Father: Lester De Castro Bautista

EDUCATION

Primary

> **School:** University of Batangas Elementary Department

> **S.Y.:** 2012- 2017

Secondary

> **School:** University of Batangas

> **S.Y.:** 2018- 2022

CURRICULUM VITAE

Name: Cerien Ann R. Balmes

Address: #679, Abacan Subdivision,Calicanto, Bats. City

Email-ad: balmescerienannr@gmail.com

Contact Number: 0995619478

PERSONAL

Age: 15

Birthday: October 14, 2006

Birthplace: Batangas City

Gender: Female

Nationality: Filipino

Mother: Gloria R. Balmes

Father: Fernando C. Balmes

EDUCATION

Primary

> **School:** University of Batangas

> **S.Y.:** 2012 - 2018

Secondary

> **School:** University of Batangas

> **S.Y.:** 2018 - 2022

CURRICULUM VITAE

Name: Joyce Ann B. De Castro

Address: Calicanto, Batangas City

Email-ad: 1110127@ub.edu.ph

Contact Number: 09672487910

PERSONAL

Age: 16 years old

Birthday: November 23, 2005

Birthplace: Batangas City

Gender: Female

Nationality: Filipino

Mother: Jovita B. De Castro

Father: Librado E. De Castro Jr.

EDUCATION

Primary

   School: University of Batangas Elementary Department

   S.Y.: 2011 - 2017

Secondary

   School: University of Batangas

   S.Y.: 2018- 2022

CURRICULUM VITAE

Name: Martin Theo P. De Guzman

Address: Sta. Rita Karsada, Batangas City

Email-ad: 1800519@ub.edu.ph

Contact Number: 09198195307

PERSONAL

Age: 16 years old

Birthday: November 28, 2005

Birthplace: Batangas City

Gender: Male

Nationality: Filipino

Mother: Thelma P. De Guzman

Father: Magdaleno S. De Guzman

EDUCATION

Primary

   School: Sta Rita Karsada Elementary School

   S.Y.: 2011 - 2017

Secondary

   School: University of Batangas

   S.Y.: 2018- 2022

University of Batangas
HIGH SCHOOL DEPARTMENT

CURRICULUM VITAE

Name: Shamira Jasha B. Del Prado

Address: Villa Precy Subd., Kumintang Ilaya Bats. City

Email-ad: shamiradelprado28@gmail.com

Contact Number: 09992865284

PERSONAL

Age: 15 years old

Birthday: June 28, 2006

Birthplace: Batangas City

Gender: Female

Nationality: Filipino

Mother: Analyn B. Del Prado

Father: Julian I. Del Prado

EDUCATION

Primary

    School: University of Batangas Elementary Department

    S.Y.: 2012-2017

Secondary

    School: University of Batangas

    S.Y.: 2018- 2022

CURRICULUM VITAE

Name: John Michael Fran

Address: Wawa Batangas City

Email-ad: jmfran01@gmail.com

Contact Number: 09954294460

PERSONAL

Age: 16 years old

Birthday: November 21,2005

Birthplace: Batangas

Gender: Male

Nationality: Filipino

Mother: Miriam A. Fran

Father: Rommel B. Fran

EDUCATION

Primary

    School: Batangas State University

    S.Y.: 2012-2017

Secondary

    School: University of Batangas

    S.Y.: 2018- 2022

CURRICULUM VITAE

Name: Leana Marie C. Geron

Address: D. Silang St. Batangas City

Email-ad: leanageron24@gmail.com

Contact Number: 09458518190

PERSONAL

Age: 15 years old

Birthday: July 24, 2006

Birthplace: Abra De Ilog Occidental Mindoro

Gender: Female

Nationality: Filipino

Mother: Marilou Geron

Father: Arnel Alejandro G. Geron

EDUCATION

Primary

    School: University of Batangas Elementary Department

    S.Y.: 2012-2017

Secondary

    School: University of Batangas

    S.Y.: 2018- 2022

CURRICULUM VITAE

Name: Kristel Anne L. Laydia

Address: Soro-Soro Mercedes Ilaya Batangas City

Email-ad: laydiakristel05@gmail.com

Contact Number: 09397172087

PERSONAL

Age: 16 years old

Birthday: September 05, 2005

Birthplace: Lipa City

Gender: Female

Nationality: Filipino

Mother: Agnes L. Laydia

Father: Robert B. Laydia

EDUCATION

Primary

    School: University of Batangas Elementary Department

    S.Y.: 2012-2017

Secondary

    School: University of Batangas

    S.Y.: 2018- 2022

CURRICULUM VITAE

Name: Francis Miguel Nival

Address: Sorosoro Karsada, Batangas City

Email-ad: francisnival36@gmail.com

Contact Number: 09611192823

PERSONAL

Age: 15 years old

Birthday: November 18, 2006

Birthplace: Manila

Gender: Male

Nationality: Filipino

Mother: Marisse Ciela L. Nival

Father: Edsil D. Nival

EDUCATION

Primary

> **School**: Gasang Elementary School
>
> **S.Y.:** 2012-2016

Secondary

> **School:** University of Batangas
>
> **S.Y.:** 2016- 2022

University of Batangas
HIGH SCHOOL DEPARTMENT

CURRICULUM VITAE

Name: Jamillah Aisha L. Quilates

Address: Gulod Labac Batangas City

Email-ad: 1800529@ub.edu.ph

Contact Number: 09472441311

PERSONAL

Age: 16 years old

Birthday: December 16, 2005

Birthplace: Batangas City

Gender: Female

Nationality: Filipino

Mother: Dinna Quilates

Father: Manuel Quilates

EDUCATION

Primary

　　School: Batangas City East Elementary School (B.C.E.E.S)

　　S.Y.: 2018

Secondary

　　School: University of Batangas

　　S.Y.: 2018- 2022