

DEVELOPMENTAL CHALLENGES AND COPING STRATEGIES IN RELATION TO ACADEMIC PERFORMANCE AMONG JUNIOR HIGH SCHOOL STUDENTS DURING PANDEMIC IN THE PHILIPPINES

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Abstract

The study aimed to determine the developmental challenges encountered and coping strategies amidst COVID-19 Pandemic in relation to academic performance in Social Studies among junior high school students in the Philippines. The study utilized the descriptive-correlation method of research with questionnaires as main instrument in gathering data and information from the three hundred sixty-one (361) respondents who were randomly selected.

The study revealed that the junior high school student-respondents were male, relatively young in his early adolescence period, Grade 9 whose family income is below poverty level. The respondents “Agreed” that physical, emotional, mental, socio-cultural, and spiritual development are the challenges they face during pandemic. As to coping strategies, the respondents indicated that they “Sometimes” employed physical activities, enjoy nature, play board and digital games, maintain peer interactions, and connection to God. The students were “Good” in their academic performance. There is significant difference when grouped according to age, grade level, and family income towards mental, socio-cultural, and spiritual development, significant on grade level towards emotional development. There is significant difference when grouped according to family income towards physical abilities and enjoying nature while significant on age and grade level towards playing board and digital games. There are significant differences on the dimensions towards level of developmental challenges and coping strategies. There is negligible relationship between the level of developmental challenges and the level of coping strategies. There is slight or weak relationship between the level of developmental challenges and the academic performance and negligible relationship between the level of coping strategies and the academic performance. The researcher recommends that teachers and parent could help one another to assist, nurture, and motivate students to develop coping strategies to alleviate developmental challenges and should motivate students to finish and accomplished all the modules distributed by teachers.

Keywords: Coping Strategies, COVID, Emotional, Physical

INTRODUCTION

We are living amidst what is potentially one of the greatest threats in our lifetime to global education, a gigantic educational crisis. As of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students. We were already experiencing a global learning crisis, as many students were in school, but were not learning the fundamental skills needed for life. The World Bank's "Learning Poverty" indicator – the % of children who cannot read and understand at age 10 – stood at 53% of children in low- and middle-income countries – before the outbreak started (Saavedra, 2020).

Fortunately, we are seeing a lot of creativity in our country. Rightly so, many educational institutions are worried that relying exclusively on online strategies will imply reaching only children from better-off families. The appropriate strategy in most schools is to use all possible delivery modes with the infrastructure that exists today. Use online tools to assure that lesson plans, videos, tutorials, and other resources are available for some students and probably, most teachers. But also, educational applications and other resources that require less data usage.

Radio and TV are also very powerful tools. The advantage we have today, is that through social networks, Facebook Messenger, Google Meet and Zoom, Department of Education can communicate effectively with parents and teachers and provide guidelines, instructions, and structure to the learning process, using content delivered by radio or TV. Remote learning is not only about online learning, but about mixed media learning, with the objective of reaching as many students as possible, today.

Maintaining the engagement of children, particularly young secondary school students is critical. Dropout rates are still very high in many schools, and a long period of disengagement can result in a further increase. Going to school is not only about learning math and science, but also about social relationships and peer-to-peer interactions. It is about learning to be a citizen and developing social skills. Developmental challenges include Physical Development, Emotional Development, Mental Development, Socio-Cultural Development and Spiritual Development. That is why it is important to stay connected with the school by any means necessary. For all students, this is also a time to develop socio-emotional skills and learn more about how to contribute to society as a citizen. The role of parents and family, which has always been extremely important, is critical in that task. So, a lot of the help that ministries of education provide, working through mass media, should also go to parents. Radio, TV, Facebook and Messenger and SMS messages can all be used to provide tips and advice to them on how to better support their children (Saavedra, 2020).

The primary objective of Department of Education is to achieve education standards. However, research evidence reveals a significant relationship between academic achievement and the developmental status of students. Considering that developmental challenges have a significant influence on the overall performance of students, there is a need to look at the various developmental determinants and how they affect students. Identifying developmental factors that impact student performance is essential because of the relationship between developmental status and academic performance. The dimensions of development are so interlinked that one dimension often has a knock-on effect on others. Health is therefore holistic. There is also a need for coping strategies in order to overcome those developmental challenges.

The mission of Department of Education is to overcome the learning crisis we were already living and respond to the pandemic we are all facing. The challenge today is to reduce as much as possible the negative impact this pandemic will have on learning and schooling and build on this experience to get back on a path of faster improvement in learning. Coping strategies suggested are physical activities, enjoying nature, playing board and digital games, maintaining human connection and connection to God. As education systems cope with this crisis, thinking of how can recover stronger, with a renewed sense of responsibility of all and with a better understanding and sense of urgency of the need to close the gap in opportunities and assuring

that all children have the same chances for a quality education (Saavedra, 2020).

With this, the researcher found out the developmental challenges encountered and coping strategies among junior high school students in relation to academic performance during COVID-19 in selected public junior high schools in Sta. Cruz District, Schools Division Office of Zambales during the School Year 2020-2021.

DEVELOPMENTAL CHALLENGES

Matingwina (2018) revealed that there is a statistically significant relationship between health and academic achievement. Research evidence shows that children who are healthy are at a low risk for school problems than students who are unhealthy. Students with good health tend to perform better in school than those with poor health. Problems that emanate from poor health include a higher probability of school failure, poor levels of concentration, grade retention and dropout. However, health is a complex and elusive concept, and its definition is often shrouded by assumptions and limitations. Therefore, the relationship between health and student achievement is often complex. Schools have been challenged to promote student health by providing favourable environments, policies, support services and information-based interventions. Schools should develop integrated health interventions because of their proven effectiveness in promoting healthy lifestyles among students.

Physical Development

Activities such as marching, clapping, stomping, skipping rope, etc., help to fine tune a child's awareness of rhythm and cadence which is necessary for reading fluency. Dancing enables a child to give meaning to motion. This can be correlated with reading when children use their bodies to tell a story or express a mood or emotion through movement. Obstacle courses or physical activities with multiple steps to follow can teach directionality, sequencing, planning, predicting, and even problem solving. All of these traits are mimicked in reading. Imaginative play is also important as children learn to understand and represent what they hear (and eventually read) through play. Games involving fine motor skills set the stage for writing as an extension of reading (Goode, 2020).

Emotional Development

Children with greater self-control (an aspect of self-regulation) are more likely to grow into adults with better health (e.g., better physical health, less substance abuse), have higher incomes and fewer financial struggles, and fewer criminal convictions than those with weaker self-regulatory skills ([Moffitt, Arseneault, Belsky, Dickson, Hancox, Harrington and Caspi, 2011](#)).

Mental Development

Concerns regarding mental health especially amongst historically underserved and marginalized student groups were present for approximately half of students even while they reported high levels of awareness of how to be safe during the pandemic (Blankstein, Frederick and Wolff-Eisenberg, 2020).

The coronavirus disease 2019 (COVID-19) is profoundly affecting life around the globe. Isolation, contact restrictions and economic shutdown impose a complete change to the psychosocial environment in affected countries. These measures have the potential to threaten the mental health of children and adolescents significantly. Even though the current crisis can

bring with it, opportunities for personal growth and family cohesion, disadvantages may outweigh these benefits. Anxiety, lack of peer contact and reduced opportunities for stress regulation are main concerns (Fegert, Vitiello, Plener and Clemens, 2020).

Socio-Cultural Development

Students lacked a sense of belonging and connection to others at their institution. While they felt somewhat connected to their instructors, few reported feelings very connected to other students (Blankstein, Frederick and Wolff-Eisenberg, 2020).

Sami, Mahmoudi and Aghaei (2014) showed that the students that take part in physical activities have a higher social development than the students that play computer games. The exercise helps the increase of social skills and the prevention of social conflicts. In sport and group activities, people learn to help others, consistency with the group, cooperation, forgiveness, dedication, independence, self-confidence, respecting the law, and friendship with others. In general, individuals' social growth will be developed through group activities including team sports. Exercise by communicating, modelling, reinforcing feedback, social and communication skills, preparation and motivation, emotional development, enhancing adaptability, and self-esteem effect the reinforcement of social development.

Spiritual Development

One of the most important sources of human character and identity is religion, which has not been considered deeply. People believed that religions and spirituality could aid people to have mental relaxation in times of crisis and dangerous diseases during the COVID-19 pandemic and Muslims have done valuable protective activities to combat the spread of this disease, such as canceling the Friday prayer and congregational prayer (Fardin, 2020).

The COVID experience, within these challenges, teach us about quality of life, health and well-being and just as important, end of life. During this time, spiritual care is a vital component of holistic health management especially in terms of coping, coming to terms with illness, suffering and ultimately death. The relationship with the transcendent or sacred has a strong influence on a people's beliefs, attitudes, emotions, and behaviour. Populations, communities, families and individuals have always found solace through their religious or philosophical beliefs in times of personal adversity and widespread anxiety or disaster. Though spiritual care has always been located within the domain of religious beliefs, a more contemporary perspective is that spiritual care forms part of the human psyche and thus forms part of human care, health and wellbeing for families, patients and health care workers. Spiritual care is concerned with the provision of compassion and empathy during periods of heightened stress, distress and anxiety within care (Roman, 2020).

COPING STRATEGIES

Restrictive measures aimed at curbing the new coronavirus pandemic have changed the lives of people all over the world in drastic ways. Cohut (2020) discusses some of the coping strategies amidst COVID 19 pandemic. These are the following: physical activities, enjoying nature, playing board and digital games, maintaining human connection and connection to God.

PHYSICAL ACTIVITIES

Cohut (2020) revealed that many people exercising indoors or outdoors, as well as practicing

yoga, meditation, or forms of prayer have helped to keep them grounded and focused. Walking and running are great stress reducers after long days at work. It is not surprising that these activities have benefited the mental and physical well-being of people worldwide during the pandemic. Exercise could prevent depression, boost aspects of our memory, reduce inflammation, and even increase lifespan.

PLAYING BOARD AND DIGITAL GAMES

Cohut (2020) revealed that people who happen to be living with partners, family, or housemates, have also reported that playing board games helps them cope. Others play board games or computer games online with friends. Researchers have shown that playing and playfulness can help reduce stress levels in adults and increase their overall sense of well-being.

During pandemic, many folks in many different positions from a presidential transition team to kids in elementary schools have turned to games. They've turned to board games, video games and tabletop simulations to help make sense of the crisis, to entertain themselves, to gather together, to prepare, and to learn. Games in general and video games in particular can provide an escape from reality and, in these difficult times, that escape is welcome, but games can and have done so much more (Kapp, 2020).

MAINTAINING HUMAN CONNECTION

Perhaps one of the most challenging aspects of the current pandemic has been of the physical distancing measures adopted by many countries. Cohut (2020) revealed that almost all of the people have regular phone calls or video calls with friends and family. Some have found ways of replicating the interactions they would typically have with their loved ones over the internet. Studies suggest that long, deep conversations help people feel more connected and can enhance sense of well-being. Social interaction may also help protect memory, according to some researchers.

Today, we are faced with a community challenge in the form of the COVID-19 pandemic. This new threat challenges us to be creative in how we maintain our social connections and manage our mental and physical health. It is important to understand that social distancing does not mean withdrawing from society. It is an invitation to contribute and connect in another way to the communities we live in. We can think about maintaining connection in two ways: internally and externally (Wickham, 2020).

CONNECTION TO GOD

Cohut (2020) revealed that Yoga and meditation could have a direct impact on physiological drivers of stress and resilience to hardship, while the simple presence of religious faith in someone's life has ties to longevity.

Every part of the Community is now responding at some level to the COVID-19 (Coronavirus) pandemic. Some provinces have been dealing with the situation for longer and there are important lessons to learn from their pastoral and practical responses that promote public health, sustain a sense of community and build hope. Above all, it is time to recognise ourselves

as the Body of Christ, to support one another and to reflect God's concern for all people, especially the most vulnerable (Anglican Alliance, 2020).

ACADEMIC PERFORMANCE

The Department of Education (DepEd) on Thursday stressed the urgency of addressing the issues and gaps in attaining quality basic education after the Philippines's low ranking in the Programme for International Student Assessment (PISA) (Mocon-Ciriaco, 2019).

Released on December 3, 2019, the latest PISA results revealed that the Philippines scored 353 in mathematics, 357 in science, and 340 in reading, all below the average of participating Organization for Economic Co-operation and Development (OECD) countries.

Terada (2020) discusses that the coronavirus will undo months of academic gains, leaving many students behind. The study project that students will start the new school year with an average of 66 percent of the learning gains in reading and 44 percent of the learning gains in math, relative to the gains for a typical school year. But the situation is worse on the reading front, as the researchers also predict that the top third of students will make gains, possibly because they're likely to continue reading with their families while schools are closed, thus widening the achievement gap.

Soland (2020) estimates suggest students could begin fall 2020 with roughly 70% of the learning gains in reading from the prior year relative to a typical school year. In mathematics, students may show even smaller learning gains from the previous year, returning with less than 50% of the gains. In lower grades, students may be nearly a full year behind in math compared to what we would observe in normal conditions.

This result is important in the present study since Philippines are in below average in terms of ranking in PISA and the above estimations suggested that COVID 19 Pandemic may affects the academic performance of students.

Mahdy (2020) showed that COVID-19 pandemic lockdown affected the academic performance of most participants (96.7%) with varying degrees. The mean evaluation score for the online education in general was 5.1 ± 2.4 while that for the practical parts was 3.6 ± 2.6 . Although online education provides an opportunity for self-study, the main challenge that online education faces in veterinary medical science is how to give practical lessons. Since most of the subjects are practical; therefore, it is not easy to learn it online. Students think that it is difficult to fulfill the veterinary competencies only with online education system. Online education could be improved by making it more interactive, showing medical procedures in real situations, giving concise information, and providing 3D virtual tools to mimic the real situation.

Gonzales (2020) show that there is a significant positive effect of the COVID-19 confinement on students' performance. This effect is also significant in activities that did not change their format when performed after the confinement. This effect is significant both in subjects that increased the number of assessment activities and subjects that did not change the student workload. Additionally, an analysis of students' learning strategies before confinement shows that students did not study on a continuous basis. Based on these results, COVID-19 confinement changed students' learning strategies to a more continuous habit, improving their efficiency. For

these reasons, better scores in students' assessment are expected due to COVID-19 confinement that can be explained by an improvement in their learning performance.

Sintema (2020) revealed that there is likely to be a drop in the pass percentage of secondary school students in this year's national examinations if the COVID-19 epidemic is not contained in the shortest possible time considering that the school academic calendar was abruptly disturbed by the early untimely closure of all schools in the country.

STATEMENT OF THE PROBLEM

The study aimed to determine the developmental challenges encountered and coping strategies amidst COVID-19 Pandemic in relation to academic performance in Araling Panlipunan among junior high school students in Sta. Cruz District, Division of Zambales during SY 2020-2021.

Specifically, it sought to answer the following questions:

1. What is the profile of the junior high school student-respondents with regards to:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 year level; and
 - 1.4 family monthly income?
2. How is the level of developmental challenges encountered by junior high school student-respondents amidst COVID 19 pandemic be described in the following determinants:
 - 2.1 Physical Development;
 - 2.2 Emotional Development;
 - 2.3 Mental Development;
 - 2.4 Socio-Cultural Development; and
 - 2.5 Spiritual Development?
3. How is the coping strategies by junior high school student-respondents amidst COVID 19 pandemic be described in the following determinants:
 - 3.1. physical activities;
 - 3.2. enjoying nature;
 - 3.3. playing board and digital games;
 - 3.4. maintaining human connection; and
 - 3.5. connection to God?
4. How is the level of academic performance of the junior high school student-respondents be described as reflected in their grade during first quarter in Araling Panlipunan?
5. Is there significant difference on the assessment of the junior high school student-respondents towards level of developmental challenges encountered amidst COVID-19 pandemic as cited in problem number 2 when grouped according to profile variables?
6. Is there significant difference on the assessment of the junior high school student-respondents towards level of coping strategies amidst COVID-19 pandemic as cited in problem number 3 when grouped according to profile variables?
7. Is there significant difference on the assessment of the junior high school student-respondents towards level of developmental challenges encountered amidst COVID-19 pandemic as cited in problem number 2?
8. Is there significant difference on the assessment of the junior high school student-respondents towards level of coping strategies amidst COVID-19 pandemic as cited in problem number 3?

9. Is there significant relationship between the developmental challenges encountered and coping strategies by junior high student-respondents?
10. Is there significant relationship between the level of developmental challenges encountered by junior high student-respondents and the level of academic performance amidst COVID-19 Pandemic?
11. Is there significant relationship between the level of coping strategies by junior high school student-respondents and the level of academic performance amidst COVID-19 Pandemic?
12. What possible intervention program may be instituted in order to remove barriers of development challenges?

METHODOLOGY

In facilitating the gathering of data, methods were devised depending on the purpose and scope for which the study was undertaken.

The study used descriptive-correlational research design. Bueno and Matriano (2016) described descriptive-correlational method as a type of study in which information is collected without making any changes to the study subject and to see if two variables are related and to make predictions based on this relationship. Descriptive studies generally used surveys or other methods of data collection that rely on existing records.

In the present study, the researcher identified the developmental challenges encountered and coping strategies by the students amidst COVID 19 Pandemic and academic performance in Araling Panlipunan and its relationship.

By using this method, the researcher analyzed, interpreted and reported the developmental challenges encountered and coping strategies by the students amidst COVID 19 Pandemic and related it to academic performance in Araling Panlipunan. The data gathered was supported by questionnaires through to their respective teacher-advisers.

As reflected, the study was based on the concept that junior high school students encountered developmental challenges and coping strategies amidst COVID-19 Pandemic in relation to their academic performance in Araling Panlipunan.

The instrument will be administered to the students to identify the developmental challenges and coping strategies amidst COVID-19 Pandemic and their academic performance in Araling Panlipunan.

The Independent Variable-Dependent Variable (IV-DV) model provides a simple but effective framework for research design.

The independent variables in this study are the profile variables and coping strategies encountered by students. Profile variables are the following: age, sex, grade level and family monthly income. Developmental challenges are the following: Physical Development; Emotional Development; Mental Development; Socio-Cultural Development and Spiritual Development. The dependent variable is the developmental challenges encountered by students and academic performance in Araling Panlipunan during the first quarter. Coping strategies are the following:

physical activities; enjoying nature; playing board and digital games; maintaining human connection; and connection to God.

The research followed the following process of data presentation, interpretation and analysis: the used of survey questionnaires; interviews in Facebook Messenger, documentary analysis and statistical tools like percentage, weighted mean, mean, Pearson r, ANOVA and Likert Scaling Technique or using the scale of 1 – 4.

After the distribution and retrieval of the instrument, the researcher organized, collated, tabulated, and analyzed according to the following statistical tools using the software Statistical Package for Social Sciences (SPSS) version 20. The statistical tools used on the analysis and interpretation of gathered data are mentioned below. The inferential result was tested using 0.05 Alpha level of significance.

1. **Percentage** was used to determine what proportions of the respondents belongs to a specific category.
2. **Weighted Mean (WM)** was used to determine the assessment of developmental challenges and coping strategies encountered by students and academic performance amidst COVID 19 pandemic.
3. **Analysis of Variance (ANOVA)** was used to determine the differences in the assessment of respondents when grouped according to their profile variables.
4. **Pearson(r)** was used to test the significant relationship between the developmental challenges encountered and coping strategies by the students amidst COVID 19 pandemic and their academic performance.
5. **Likert Scale** in order to facilitate the interpretation of the ratings of the developmental challenges and coping strategies experienced by students amidst COVID 19 pandemic.

RESULTS AND DISCUSSION

TABLE 1: FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENT-RESPONDENTS PROFILE

Profile		Frequency (f)	Percentage (%)
Age Mean=14.03 years old	11-12	38	10.50
	13-14	189	52.40
	15-16	134	37.10
	Total	361	100.00
Sex	Female	180	49.90
	Male	181	50.10
	Total	361	100.00
Grade Level	7	91	25.20
	8	91	25.20
	9	92	25.50
	10	87	24.10
	Total	361	100.00
Family Income Mean=Php10,374.46	40001 and above	1	0.30
	30001 – 40000	4	1.10
	20001-30000	23	6.40
	10001-20000	132	36.60
	10000 and below	201	55.70
	Total	361	100.00

Age

Majority of the junior high school student-respondents are from age group of 13-14 years old with 189 or equivalent to 52.40%’ 134 or 37.10% from 15-16 years old and 38 or 10.50% from 11-12 years old. The computed mean age of the respondents was 14.03 years old. The data simply implies that the student respondents were relatively young adolescent. The finding of the present study is similar to the study of Pilocarpio (2020) wherein majority of the students are fifteen years old and below.

Sex

Majority of the respondents are males with 181 or equivalent to 50.10% while 180 or 49.90% are females. The data signifies on the superiority and activeness to participate in the study among male group of students. The finding of the present study is similar to the study of Baldovino (2020) wherein majority of the respondents are male.

Grade Level

There were 92 or 25.50% are from Grade 9; 91 or 25.20% are from Grades level 7 and 8 while 87 or 24.10% are from Grade 10.

Family Income

Majority of the junior high student-respondents have family income ranges from Php10,000 and below with 201 or 55.70%; 132 or 36.60% with income of Php10,001-20,000; 23 or 6.40%, Php20,001-30,000; 4 or 1.10%, Php30,001-40,000 and only 1 or 0.30% with income of Php 40,001 and above. The computed mean of family income was Php10,374.46 monthly. The data simply suggest that the income according to Molano (2010) is considered below poverty level. Palo (2019) revealed that majority of the student-respondents have an average family monthly income of 20,001 to 25,000 and Carbungco (2019) also revealed that majority of the student-respondents have an average family monthly income of 10,001 to 15,000.

TABLE 2: SUMMARY TABLE ON THE ASSESSMENT ON THE LEVEL OF DEVELOPMENTAL CHALLENGES ENCOUNTERED BY JUNIOR HIGH SCHOOL STUDENT-RESPONDENTS AMIDST COVID 19 PANDEMIC

Coping Strategies	Weighted Mean	Qualitative Interpretation	Rank
Physical Development	2.56	Agree	5
Emotional Development	2.74	Agree	1
Mental Development	2.69	Agree	3
Socio-Cultural Development	2.71	Agree	2
Spiritual Development	2.65	Agree	4
Grand Mean	2.67	Agree	

Majority of the students encountered high emotional developmental challenge with a mean of 2.74. However, it was found out that majority of the students encountered high physical developmental challenges with a mean of 2.56. Bontuyan (2017) revealed the result of the interview of the researchers to the learners regarding to their common challenges and opportunities of learning are the following: financial problem, distance between the house of the students to school, discrimination, time management, family problem, lack of equipment, attitude problem.

TABLE 3: SUMMARY TABLE ON THE ASSESSMENT OF THE JUNIOR HIGH SCHOOL STUDENT RESPONDENTS ON THE COPING STRATEGIES AMIDST COVID 19 PANDEMIC

Coping Strategies	Weighted Mean	Qualitative Interpretation	Rank
Physical Activities	3.14	Sometimes	2
Enjoying Nature	3.09	Sometimes	4
Playing Board and Digital Games	2.98	Sometimes	5
Maintaining Human Connection	3.10	Sometimes	3
Connection to God	3.23	Sometimes	1
Grand Mean	3.11	Sometimes	

Majority of the students were actively doing connections to God with a mean of 3.23. However, it was found out that majority of the students were actively playing board games and digital games with a mean of 2.98.

In summary, majority of the students assessed that they have active coping strategies with a mean of 3.11. Restrictive measures aimed at curbing the new coronavirus pandemic have changed the lives of people all over the world in drastic ways.

Medical New Today (2020) discussed some of the coping strategies amidst COVID 19 pandemic. These are the following: physical activities, enjoying nature, playing board and digital games, maintaining human connection and connection to God.

TABLE 4: LEVEL OF THE ACADEMIC PERFORMANCE OF THE JUNIOR HIGH SCHOOL STUDENT-RESPONDENTS DURING FIRST QUARTER IN ARLING PANLIPUNAN

Academic Performance	Frequency (f)	Percentage (%)
76-80 (Satisfactory)	16	4.40
81-85 (Good)	141	39.10
86-90 (Very Good)	162	44.90
91-95 (Excellent)	40	11.10
96 and above (Outstanding)	2	0.60
Total	361	100.00
Mean of Academic Performance=85.66 (Good)		

Most of the junior high school student-respondents obtained a grade ranges from 86-90 (Very Good) with 162 or equivalent to 44.90%; 141 or 39.10% with grade of 81-85 (Good); 40 or 11.10%, 91-95 (Excellent); 16 or 4.40%, from 76-80 (Satisfactory) and 2 or 0.60% with grade ranges from 96 and above (Outstanding). The computed mean of academic performance was 85.66 with qualitative interpretation of “Good”.

The finding is similar to the result of the study of Carbungco (2019) that students have an average performance as they get the mean grade of 86 percent. Gonzales (2020) show that there is a significant positive effect of the COVID-19 confinement on students’ performance. This effect is also significant in activities that did not change their format when performed after the confinement.

TABLE 5: ANALYSIS OF VARIANCE TO TEST SIGNIFICANT DIFFERENCE ON THE ASSESSMENT OF THE JUNIOR HIGH SCHOOL STUDENT-RESPONDENTS TOWARDS LEVEL OF DEVELOPMENTAL CHALLENGES ENCOUNTERED AMIDST COVID-19 PANDEMIC

Sources of Variations		SS	df	MS	F	Sig.	Decision
*Physical *Emotional *Mental *Socio-Cultural *Spiritual	Between Groups	7.511	4	1.878	11.067	0.000	Reject Ho Significant
	Within Groups	305.423	1800	0.170			
	Total	312.935	1804				

There is significant difference on the assessment of the junior high school student-respondents towards dimensions on the level of developmental challenges encountered amidst COVID-19 pandemic as to Physical, Emotional, Mental, Socio-Cultural, and Spiritual manifested on the computed Sig. Values of 0.000 which is lower than 5% significant level, therefore the null hypothesis is rejected.

Proposed Intervention program to Alleviate Developmental Challenges and Introduces Coping Strategies

The researcher designed an intervention program which she tagged as Project COSTRADEC (Coping Strategies to Alleviate Developmental Challenges).

Rationale of the Intervention Program

An intervention is a combination of program elements or strategies designed to produce behavior changes or improve developmental status among students. Interventions that include multiple strategies are typically the most effective in producing desired and lasting change.

Description of the Intervention

Project COSTRADEC (Coping Strategies to Alleviate Developmental Challenges) generally aims to alleviate and guide students as they encountered developmental challenges.

Content/ Activities

The intervention program contains sets of activities. The activities included are meetings, training and workshops, games and recreation, and mentoring sessions.

Procedures

The intervention program is divided into five core processes which include analysis, design, development, implementation, and evaluation.

Table 6: Project COSTRADEC as Intervention Program

Key Result Areas			
Activities	Objectives	Strategies	Timeline

➤ Meet and Greet with class advisers	<ul style="list-style-type: none"> ➤ Validate the current feelings of students ➤ Provide emotional support 	<ul style="list-style-type: none"> ➤ Dialogue for students during Homeroom Guidance Class to feel comfortable discussing their concerns and challenges. <ul style="list-style-type: none"> ➤ Listening and validating concerns 	Every Week
➤ Recognition for Students	<ul style="list-style-type: none"> ➤ Highlighting achievements of students 	<ul style="list-style-type: none"> ➤ Recognition student's performance. 	Every Quarter
➤ Mobile Legends Day	<ul style="list-style-type: none"> ➤ Connecting students and parents through games. 	<ul style="list-style-type: none"> ➤ Provide online gaming schedule participated by teachers, parents and students. Recognize parents' and students' participation. 	Every Quarter
➤ Dance Mania	<ul style="list-style-type: none"> ➤ Connecting students and parents through Online Dance presentations every week 	<ul style="list-style-type: none"> ➤ Online Dace Presentations very flag ceremony showcasing collaboration of dance talents of parents and students 	Every Week during Virtual Flag Ceremony
➤ COSTRADEC	<ul style="list-style-type: none"> ➤ Provide a Coping strategies for Students 	<ul style="list-style-type: none"> ➤ Download Videos of Different Coping Strategies and Play during Homeroom Guidance. 	Once a Week
➤ Guidance Program	<ul style="list-style-type: none"> ➤ Provide Guidance to students 	<ul style="list-style-type: none"> ➤ Scheduling an hour of a day to every student through video conference or call to identify their problems encountered during the during distance learning. 	Year-round

FUND/s. The funding of materials, supplies, and other expenses for the intervention program amounting to will be charged to school MOOE and financial support from NGOs and other stakeholders.

BUDGETARY REQUIREMENTS

Unit	Item Description	Quantity	Estimated Unit Cost	Estimated Total Cost
ream	Bond paper A4 80gsm	15	P 180.00	P 2,700.00
ream	Colored Papers	3	P 250.00	P 750.00
bottles	Epson ink	4	P 280.00	P 1,120.00
bottles	glue	5	P 45.00	P 225.00
TOTAL				P 4,795.00

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions and recommendations are drawn:

1. Majority of the junior high school student-respondents are from age group of thirteen to fourteen years old, males, from Grade 9 and have family income ranges from ten thousand pesos and below.
2. The respondents “Agreed” on physical, emotional, mental socio-cultural and spiritual development as dimensions on level of developmental challenges.

3. The respondents “Sometimes” on physical activities, enjoying nature, playing board and digital games, maintaining human connections, and connection to God as dimensions on the level of coping strategies.
4. The students were “Good” in their academic performance.
5. There is significant difference when grouped according to age, grade level, and family income towards mental, socio-cultural and spiritual development, significant on grade level towards emotional development.
6. There is significant difference when grouped according to family income towards physical abilities and enjoying nature while significant on age and grade level towards playing board and digital games.
7. There are significant differences on the dimensions towards level of developmental challenges as to physical, emotional, mental, socio-cultural and spiritual development respectively.
8. There are significant differences on the dimensions towards on the level of coping strategies as to physical activities, enjoying nature, playing board and digital games, maintaining human connections, and connection to God respectively.
9. There is negligible relationship between the level of developmental challenges and the level of coping strategies.
10. There is slight or weak relationship between the level of developmental challenges and the academic performance.
11. There is negligible relationship between the level of coping strategies and the academic performance.
12. The researcher designed an intervention program which she tagged as Project COSTRADEC (Coping Strategies to Alleviate Developmental Challenges) aims to alleviate and guide students as they encountered developmental challenges.
13. Teachers could always update student’s profile in order to understand their family situations.
14. Teachers and Parents could help one another to help, assist and nurture students on their developmental challenges.
15. Teachers and Parents could motivate students to develop coping strategies to alleviate developmental challenges.
16. Teachers and Parents should motivate students to finish and accomplished all the modules distributed by teachers. Teachers can also lessen some learning activities that will pressure students and will stress them.
17. Teachers may integrate developmental challenges in their lessons.
18. Teachers could create different learning activities that may include the cooperation of parents.
19. Class Advisers could integrate Developmental Challenges in the Homeroom Guidance to help them create their own coping strategies on the developmental challenge that they encountered that may result to high academic performance of Students.
20. Schools could adopt Project COSTRADEC (Coping Strategies to Alleviate Developmental Challenges).
21. Future researchers may replicate this study in other parts of the country to validate findings of the present research.

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