**Abstract**

Students’ Attitude and Social Support Toward Home-Based Education

by

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This study examined the extent of Social Support (SS) relative to Students’ Attitude (SA) towards Home-Based Education (HBE) amidst the Covid-19 pandemic. A descriptive - survey approach was used employing a Slovin’s formula and stratified random sampling to determine and select samples from a total population of 75,542 junior high school students enrolled in 42 public secondary schools in Zamboanga City Division for SY 2020-2021. The stratification was carried out according to schools as strata across gender and grade level. DVs Age & SES were post-stratified since data were available only after gathering the data. The study was conducted from August to September 2021 amidst lockdown thus, a combined data collection - Online & Offline was conducted using adopted validated instruments. Out of 398 samples considered, only 383 eligible consenting JHS students completed the survey with a response rate of 96.23% to include 274 (71.54%) Online & 109 (28.46%) Offline. There were six problems investigated in the study to include determining the extent of social support received by JHS students in terms ofEmotional, Informational, Instrumental, & Appraisal Support; level of students’ attitude towards HBE measured in terms of Nature, Anxiety, Expectations, & Openness to Learning; the relationship between the two constructs of social support - Parents & Teachers and students’ attitude towards HBE; influence of social support on students’ attitude; and how the four IVs gender, grade level, age and SES affect social support dimensions as well as students’ attitude.

Descriptive & Parametric statistics such as Pearson, Multiple Linear Regression and MANOVA were used to analyze the data. Data assumptions were checked before using parametric tools. Based on the results obtained, teachers provide the most Emotional, Informational & Appraisal Support while parents provide the most Instrumental Support; the overall students’ attitude towards HBE is High; SS has a significant moderate relationship with students’ attitude; and SS varies significantly across grade level, age, & SES, while students’ attitude varies significantly across grade level and age.

*Keywords: home-based education, homeschool learning, social support, students’ attitude*

**CHAPTER I**

INTRODUCTION

**Background of the Study**

The public health emergency crisis brought about by the Covid-19 pandemic in March 2020 has caused all schools worldwide to close to contain the spread of the virus. With the sudden closure, schools in basic and higher education worldwide, including the Philippines, shifted from classroom to home-based education to ensure unhampered delivery of education services to its learners and the community (Tan, 2020). This, however, has led to many changes in how teachers work, how parents are involved in schooling, and how students learn (Fahey & Joseph, 2020).

As of April 8, 2020, schools have been suspended nationwide in 188 countries including the Philippines (UNESCO, 2020). School closures have affected over 90% of enrolled learners or roughly 1.5 billion young people worldwide (Lee, 2020), 94% of the world’s student population, and up to 99% in low and lower-middle-income countries (UN, 2020). The Philippines, one of the less economically developed countries with limited resources to combat Covid-19 has been severely affected by the crisis (UNICEF, 2020) with 28,451,212 students affected by the pandemic (Pitagan, 2021). With the current state of the Philippine government, a notable impact on the economy and education has been observed.

The crisis brought upon by Covid-19 has exacerbated pre-existing education disparities by further reducing the opportunities for many of the most vulnerable adults and most especially, the youth. The suspension of face-to-face instruction in schools during the COVID-19 pandemic has led to concerns about consequences for students’ learning as well as emotional health (Engzell, Frey, & Verhagen, 2021). UNESCO (2021) cited interrupted learning, poor nutrition, confusion and stress, gaps in childcare which can lead to risky behavior, increased exposure to violence and exploitation which increases early marriage and teenage pregnancy cases, and school isolation as among the adverse effects of school closure on students.

With the sudden shift to Home-Based Education (HBE), concerns were raised about students’ learning as well as mental health, with fears that HBE would widen the attainment gap between children from poor homes and those from more affluent backgrounds; and that students may be deprived of social interaction which is vital for better learning and grooming. These negative notions against HBE or homeschooling are often due to perceptions that homeschooled children will be negatively affected both academically and socially (Knowles, 1989 in Adams & Purdy, 1996).

The report in the Zamboanga Peninsula Covid-19 Regional Recovery Program 2020-2022 by RDCRDRRC IX dated June 15, 2020, states that HBE has been considered as an alternative educational system in response to the Covid-19 pandemic however, it stated that the majority of the students are not ready to use home learning programs due to lack of preparation, facilities, and infrastructure, especially those in less fortunate conditions who lacked the devices and internet access to participate in online learning platforms. Further, the report cautioned that home-learning programs, although beneficial as an alternative to in-school classes, cannot replace the learning experiences from day-to-day work.

The Covid-19 pandemic will likely have long-term effects on education, so it is necessary to rethink the curriculum, teaching-learning assessment processes, and the development of students' competencies while strengthening their learning skills and sustaining their motivation with the adoption of HBE. Moreover, the after-crisis period must be already previewed for the curriculum and learning continuity to be preserved (Daniel, 2020; UNESCO, 2020 in Apperibai, Cortabarria, Aguirre, Verche, & Borges, 2020).

According to Adams & Purdy (1996), providing accurate, empirically-based information to school administrators about the benefits of homeschooling and their children’s social and academic experiences may eliminate some of these negative perceptions. Accurate information, gained through empirical studies, may therefore create more positive, cooperative relationships between public schools and homeschooling families. It is this positive relationship between homeschooling families and the public schools which John Holt (1983) described more than a decade ago as a symbiotic relationship that has great potential for improving the educational opportunities of both home-schooled and public-schooled students (Adams & Purdy, 1996). Moreover, it allows educators to rethink education and focus on the ‘*what, how, and where of learning’* (Zhao, 2020), to include the relationship between teachers and parents (Wrigley, 2020) as cited by Bubb and Jones (2020). It is a time for the countries to learn from and help each other; to see what was achieved during home-based learning and listen to pupils and parents/guardians to improve school achievement (Bubb & Jones, 2020).

On the other hand, the need for social connection is fundamental for humans. In times of stress, individuals need support and interaction with friends and family (Child & Adolescent, 2021). Social support is particularly important during times of Covid-19 crisis especially to the children as the measures being implemented such as staying at home, observing basic health safety protocols as a result of this serious situation are experienced as being overwhelming. Likewise, the everyday lives of families with children and young people who are “locked-in” at home can be very difficult, creating huge challenges associated with combining childcare, homeschooling, and working from home, all of which can cause any conflicts to escalate. No one knows how long this situation will last therefore, it is extremely important for our physical and mental health that we find alternative ways of supporting each other and being together (Hauken, 2020).

Research about HBE is necessary to help ensure that every student is getting a developmentally appropriate quality education. Murphy (2014) in Kerns (2016) noted that there has been a marked lack of consistent and reliable data studying HBE setup since the outbreak of this pandemic. Moreover, there has been no study yet examining the attitude of students towards HBE relative to the social support they received from parents and teachers, thus this study aimed to address this gap in the research.

**Statement of the Problem**

The study aimed to answer the following research questions:

1. **What is the extent of social support received by high school students during Home-Based Education when the variable is measured in terms of:**

1.1. Emotional

1.2. Informational

1.3. Instrumental

1.4. Appraisal

1. **What is the level of attitude of high school students towards Home-Based Education when the variable is measured in terms of:**
   1. Nature of Learning
   2. Anxiety of Learning
   3. Expectations of Learning
   4. Openness to Learning
2. **Is there a significant relationship between the extent of social support and the level of attitude of high school students toward Home-Based Education?**
3. **Does the extent of social support significantly influence the level of attitude of high school students toward Home-Based Education?**
4. **Is there a significant difference in the extent of social support received by high school students measured in terms of Emotional, Informational, Instrumental, and Appraisal Support when the variable is categorized according to:**
   1. Gender
   2. Grade Level
   3. Age
   4. Socio-Economic Status
5. **Is there a significant difference in the level of attitude of high school students measured in terms of Nature of Learning, Anxiety, Expectation, & Openness to Learning when the variable is categorized according to:**
   1. Gender
   2. Grade Level
   3. Age
   4. Socio-Economic Status

**Significance of the Study**

This study on **Social Support and Students’ Attitude Toward Home-Based Education amidst the Covid-19 Pandemic** is necessary to help ensure that every high school student is getting a quality education that is developmentally appropriate given the current reality and trends of the Philippine education system. As discussed in the preceding pages, researchers have noted a marked lack of consistent and reliable data on the attitude of students towards Home-Based Education setup since the outbreak of the Covid-19 pandemic particularly in terms of social, emotional, and cognitive development (Murphy, 2014 as cited in Kerns, 2016), as well as the social support they receive from parents and teachers, thus, the birth of this study.

The **Department of Education** can utilize the findings obtained from this study as a guide in designing, developing, or enhancing existing educational programs that aim to promote students’ academic and psychosocial well-being during Home-Based Education; as well as use as evidence-based information that will allow for an opportunity to evaluate the viability of **Home-Based Education** as a learning modality in the new normal, so that students who cannot afford to avail of formal schooling due to work, health, and safety reasons can be provided with an alternative learning delivery that is inclusive, relevant and responsive to the current needs of high school students; thereby allowing for a sound opportunity to revisit and revise **Policy Guidelines on the K to 12 Basic Education Program, Order 021, s. 2019 pg. 96.**

In addition, findings obtained from the study can be used by **School Administrators** to acquire a better understanding of Home-Based Education to help them execute wise decisions about the design of school programs, strategies, activities, or in-school policies that aim to promote, sustain, or enhance students’ well-being during Home-Based Education.

Moreover, with the findings obtained from the study, **Teachers** can be allowed to upskill their teaching competencies, assessment techniques, and mentoring skills for diverse learners through capacity-building seminars or trainings centering on Home-Based instruction.

Further, through this research, **Parents** who have taken the role of teachers during Home-Based Education can be provided with the necessary assistance to help them cope with the sudden shift of education, through the provision of trainings or seminars that equip them with skills on parenting, positive discipline, child development, and child-mentoring.

Furthermore, by investigating the attitude and the social support that high school students received during Home-Based Education including the anxiety they experience, **Students,** being the focus of this research, can be provided with the necessary social support coming from various sources to sustain or improve their academic well-being towards Home-Based Education.

Lastly, the findings obtained from this study can be used as a reference by **future researchers** who will be conducting research related to social support, students’ attitude, Home-Based Education, and the relationship between Social Support and Students’ attitude.

**Scope and Limitations of the Study**

This study in general focused on determining the attitude of high school students towards Home-Based Education relative to the kind and extent of social support that students received during the Covid-19 pandemic.

The **Extent of Social Support** was delimited to measuring the types of support as perceived by junior high school students to include ***Emotional Support*** which refers to measuring the extent of care, fair treatment, or comfort; ***Instrumental Support*** is defined as the provision of tangible support to include material goods such as basic needs and learning materials needed by high school students, as well as intangible support such as time spent with for improvement ; ***Informational Support*** refers to the kind of support provided by parent/teacher in the form of knowledge or information; and ***Appraisal Support*** is described as the support in the form of recognition, praises, or commendation of good work.

The **Level of Attitude** of high school students was delimited to measuring the four dimensions to include ***Nature of Learning*** which refers to measuring students’ perception of learning; ***Anxiety of Learning*** refers to the anxiety that high school students experienced towards HBE such as problems in concentrating, being fed up, forgetfulness, boredom, feeling of not learning, and the learning difficulties experienced during HBE; ***Expectations of Learning*** refers to what and how students expect to learn during HBE, and the impact of HBE to them during learning; and ***Openness to Learning*** refers to measuring high school students’ feeling of excitement, optimism, and the positive attitude towards HBE.

The respondents included in the study were delimited to Grades seven to 10 students who were enrolled in public secondary schools in Zamboanga City for SY 2020-2021. Schools were delimited to 42 main secondary schools excluding its annex or annexes.

Not considering ethnicity, the respondents selected were delimited to students who can read and write, can understand English, and whose parents or guardians can understand any of the local dialects delimited to Bisaya, Chavacano, or Tausug. Students who met the mentioned criteria but were enrolled in a different learning modality like Alternative Learning System (ALS) were excluded from the study. Moreover, students who were on quarantine or had any family member with recent direct exposure to Covid-19 as determined by their local health authority which, in the opinion of the researcher, would interfere with her ability to participate in the study or pose health risks to the researcher were also excluded from the study.

**CHAPTER II**

**REVIEW OF LITERATURE AND RELATED STUDIES**

This chapter presents the theoretical and conceptual paradigm of the current study which are anchored on related literature and studies about Home-Based Education, Social Support, and Students’ Attitude. The related literature encompassed the established facts, concepts, and information on Home-Based Education, Social Support, and Students’ Attitude both locally and abroad.

**Review of Literature**

**Home-Based Education (HBE)**

According to Ray (2017), Home-Based Education otherwise known as homeschooling is a form of private education that is home-based. It is designed to provide an alternative delivery system for educating children who for some reason or for other circumstances cannot avail of the formal system of instruction in a regular school (DepEd as cited in Llego 2021). The program aims to:

1. develop the child’s potential in all areas of growth and development outside the formal system;
2. recognize parents’ complementary/supplementary role in the education of children;
3. provide literacy, numeracy, and life-long skills through an alternative system of teaching and learning, and
4. promote the talents, interests, and skills of the child that he/she may become a self-propelling, fulfilled, and contributing member of a community.

The home education program is home-based education which relies on the active participation of the parent and teacher to the child. This is a one-on-one tutorial type of teaching. The parent is at the center of the educative process of the child/learner from which the home-educated child/leamer acquires the necessary skills to develop his full potential to become a self-propelling, fulfilled, and contributing member of the community. The program focuses on the development of practical knowledge and skills, functional literacy, economic productivity, and self-reliance. The curriculum areas covered are the same as those offered in the formal school system.

According to Petrie, Windrass, and Thomas (1999) in Rothermel (2002), Home -Based Education can be defined as the full-time education of children in and around the home by their parents or guardians or by tutors appointed by the parents or guardians.

*It provides learners with access to formal education while staying in and out-of-school environment. Authorized parents, guardians, or tutors take the place of the teacher as learning facilitators. While learners are expected to meet the learning standards of the K to 12 Basic Education Curriculum, the learning facilitators are given flexibility in learning delivery, scheduling, assessment, and curation of learning resources. The program aims to cater to learners who may require homeschooling because of their unique circumstances, such as illness, frequent traveling, special education needs, and other similar contexts. Moreover, the program allows parents and guardians to maximize their involvement in their children’s education as a matter of parenting philosophy (DO No. 21, 2019).*

Homeschooling creates an environment where customized and personalized learning can take place. This gives children the opportunity to excel academically and more importantly, the amount of time spent together as a family allows the parents to be the primary influence in the lives of their children. As a result, parents can more effectively pass on the values and character traits they want their children to learn. Furthermore, because homeschooled children socialize vertically, rather than horizontally, they become less peer-dependent. The flexibility of homeschooling also provides children with more time to play, to be outdoors, to pursue interests, hobbies, and sports which they can excel in (Mendoza & Mendoza, 2021).

Home-based learning is having lessons, classroom interaction, and lesson materials accessible from home (Tan, 2020).

According to the Ministry of Education as cited by Tan (2020), home-based learning is made up of three components:

1. **E-Learning**: Online live lessons, recorded lessons, videos, and the content will be shown through online learning platforms and online assignments
2. **Emails:**Distribution and submission of notes and worksheets
3. **Hardcopy Assignments**: Learning and doing exercises based around existing hardcopy assignments, such as textbook questions or worksheets.

**Benefits of Home-Based Education**

HBE or Homeschooling is a viable alternative to traditional education taking place in schools. Parents who homeschool their children feel that they can provide their children with the best foundation for their future. Although parents’ reasons vary for their decision to homeschool, their only desire is to provide their children with the best education for a better future (Saghir, 2008).

Some parents have chosen this alternative to be able to spend more time with their children. Saba and Gattis (2002) assert that many home-schooling families feel that this promotes a healthy, nurturing environment for their children. Saghir (2008) cited additional reasons for homeschooling from a broader perspective to include

1. Students have more flexibility in their schedules.
2. Students have more analytic skills.
3. The way students think and approach problems is different. They can think more outside the box.
4. Students gain an independent spirit.
5. Students are more creative and imaginative.
6. If students are good at something or with a certain subject, they can move up easily.
7. Students have a love of learning and are self-motivated and do not complain of boredom.
8. Students are exposed to a wide variety of experiences.
9. Students have a strong sense of self and community identity.
10. Students can travel to see relatives because they are not tied to a school schedule.
11. Students can spend more time with their fathers because their schedule is flexible.

Saghir (2008) reported that significantly 90% of the respondents indicated that negative peer pressure is alleviated as a direct result of homeschooling. This finding points to the efficacy of homeschooling because the values of high academic achievement maintained by the parents are internalized by the children without the interference of a peer group. These findings are also related to the reports of the respondents that 30% of the reasons for homeschooling are primarily religious.

## **Sound Vision (2021) cited the following additional reasons why some parents choose to teach children at home:**

## Public and/or private education is not as thorough as a parent wishes;

## They wish to remove children from an environment of drugs, alcohol, gender experimentation, gangs, and peer pressure, and to put them back in a healthy, safe, and secure environment, thus adding the benefit of directing them to healthy associations;

## Removing children from an environment unfriendly to religion, and unfriendly to difference.

However, Children’s Health (2021) reported that the decision to home-school is not based solely on conservative religious or political views. Although parents homeschool for a variety of reasons, the primary reason is dissatisfaction with public education. Other reasons stated by home-schooling parents include the following:

1. the opportunity to impart a certain set of beliefs and morals
2. higher academic performance through one-on-one instruction
3. the ability to develop stronger parent-child relationships
4. the lack of discipline in public schools
5. the opportunity to escape negative peer pressure through more controlled interactions with a student's peers
6. an inability to pay private school tuition
7. a physically safer environment in which to learn.

Thus, Calvert Education (2021) reported that parents often decide to homeschool because they do not want their child’s values to be defined by their peers or for their children to face social ridicule or bullying. In private or public schools, the pressure to fit or achieve a perceived level of social status among classmates can be quite great. In addition, homeschoolers do not have the same exposure to peer pressure and bullying, both of which are tied to poorer academic performance and lower self-esteem.

**Home-Based Education in the Philippines**

HSLDA (2019) estimated that in the Philippines, an estimated number of 12,000 Filipino families have home-schooled their children. These home study programs are implemented in consonance with Article XV of the 1987 constitution which states that quality education at all levels shall be made accessible to all Filipinos and that non-formal and indigenous learning systems, as well as self-learning and out-of-school study programs, particularly those that respond to community, need be developed.

According to Engle (2021), the goal of homeschool programs in the Philippines is different from those in the United States and other countries as DepEd needs to take into account children who have to work at a young age to help support their families or those who cannot attend school regularly due to health issues. These home study or homeschooling programs which have been offered by several schools in the Philippines for several years now have started gaining more attention from parents who want to ensure that their children are continuously getting a quality education while being at the comforts and safety of their homes (Behold Philippines, 2020).

In the Philippines, there are several public and private schools that offer home study or homeschool programs including the Southville International School and Colleges, Harvest Christian School International, UST Angelicum College, Colegio de San Juan de Letran, Treston International College, Homeschool of Asia Pacific, Homeschool Global, and Catholic Philippine Academy, and the Divisions of Quezon City and Rizal in the National Capital Region (NCR) respectively. According to HLSDA (2019), these divisions have provided home study programs that aim to provide affordable secondary education for all, and bring about an opportunity to enhance the quality of life of the citizenry; give opportunity for sickly and working students to finish their secondary schooling, and help solve the school problem of shortage of teachers and classrooms. Students in the program are issued the same textbooks in all subjects for the school year. They are given lessons and topics to study every week and are required to answer questions given by teachers at the end of each lesson or topic. Contact sessions of students and teachers are on Saturdays which are used for clarification of difficult topics encountered by students during the week. These programs address the educational needs of working students, such as factory workers, babysitters, vendors, canteen helpers, janitors, salesladies, laborers, the sickly, and street children who are willing to finish secondary education.

Moreover, as cited by the HLSDA (2019), the Local Government Code (LGC) provides the local government units (LGU) financial support for home study programs where the officials participate in the operation of the program through the Local School Board (LSB). The Home Study Program as implemented in some public schools is not in the organizational structure of the Department of Education, thus, the public authority regulating the program is the Division superintendent through the school principal. Regulation is in the form of management of resources appropriated for the program by the local government.

**Parental Involvement in Home-Based Education**

Results of the study conducted by Henderson & Mapp (2002) in Qurtuba & Mahnaz (2015) showed that there is a positive relationship between academic outcomes of child and parents’ involvement. This claim is supported by Kohl & McMahon (2001) as cited by Qurtuba & Mahnaz (2015), who stated that parents who took active participation in children education at home, showed better results. Thus, parents should provide a motivating home environment to increase the interest of their child in academic activities. They should create a competitive home environment to utilize the dormant faculties of children. All the family members should contribute to creating a conducive learning environment for children at home.

Collom (2005) in Leon (2013) concluded that students who are homeschooled by more educated parents have higher levels of academic achievement and students who are homeschooled by more conservative parents perform better on standardized tests.

Moreover, Kerns (2016) in his study entitled “Learning at Home: A Phenomenology Examining the Perceptions of Homeschooling Parents Regarding the Social, Emotional, and Cognitive Development of their Children”, found out that the respondents of the study affirmed that homeschooling is a valuable, effective educational method when conducted to meet the individual needs of the student.

The results of the study conducted by Ray (2017) entitled “A Review of Research on Homeschooling and What Might Educators Learn”, revealed that positive outcomes on a variety of variables are associated with homeschooling. The first special focus is one study on African American homeschooling families that explores the parents’ reasons for homeschooling and their Black children’s academic achievement. The second particular focus is the issue of whether compulsory school attendance laws are necessary in light of the findings of research on teacher preparation and certification in state/public schools and three decades of research on modern homeschooling.

**The Concept and Practice of Social Support**

Gottlieb (2000) as cited in China (2015) defines social support as the process of interaction that improves coping, esteem, belonging, and competence through actual or perceived exchanges of physical or psychosocial resources. It refers to the various types of support that people receive from others and is generally classified into emotional, instrumental, and informational support (Seeman, 2008). It is often used in a broad sense, usually referring to any process through which social relationships might enhance health and well-being (Leahy-Warren, 2004). It means having friends and other people, including family, to turn to in times of need or crisis to give an individual a broader focus and positive self-image. Social support enhances the quality of life and provides a buffer against adverse life events (PHC, 2017). It can take different forms such as Emotional, Instrumental, and Informational (PHC, 2017).

Social support is a broad construct that describes the network of social resources that an individual perceives. This social network is rooted in the concepts of mutual assistance, guidance, and validation about life experiences and decisions. This social system plays a role in providing several forms of support, including informational, instrumental, and emotional support (Zhou, 2014).

In times of distress following exposure to a life stressor, being able to access social support has frequently been associated with positive adjustment (Zhou, 2014). Research shows that social support provides important benefits to an individual’s physical and emotional health. It can help protect people from the harmful effects of stress. When dealing with a stressful situation, people are less likely to report stress-related health problems when they feel like they have support from others (CMHA BC and Anxiety Canada, 2016). Lack of social support and feelings of loneliness likely make people more vulnerable to mental health or substance use problems like depression (CMHA BC and Anxiety Canada, 2016). On the other hand, research shows that social contact and support may help to reduce stress, depression, anxiety, and isolation, as well as promote self-esteem, normality, well-being, and quality of life – while a lack of social support has the opposite effect (Hauken, 2020).

Albrecht and Adelman in Ko, Wang, & Xu (2012) also defined social support as verbal and nonverbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other, or the relationship, and functions to enhance the perception of personal control in one's experience.

According to Demir & Leyendecker (2018), school-related social support influences the perception of students’ lives directly as it was associated with students’ academic initiative (Danielsen, Wiium, Wilhemsen, & Wold, 2010), short- and long-term school satisfactions (Jiang, Huebner, & Siddall, 2013; Liu, Mei, Tian, & Huebner 2016), school-related subjective well-being (Tian, Tian, & Huebner 2016), and intrinsic valuation of school work, school adjustment, motivation, academic self-efficacy, as well as academic efforts for learning and mastery orientation (Vedder, Boekaerts, & Seegers 2005; Wentzel, Muenks, McNeish, and Russell, 2017) as cited by Demir & Leyendecker (2018). Perceived school-related social support can also influence the individual development and well-being of students. Demir & Leyendecker (2018) likewise found that school-related social support has a direct effect on school-related stress Demir & Leyendecker (2018).

**Functions Served by Social Support**

Many scholars differ concerning the definition and specific functions served by social support. However, there is agreement among scholars that functions served by social support include emotional sustenance, self-esteem building, provision of information and feedback, and tangible assistance (Cohen, 1988; Cohen, Mermelstein, & Hoberman, 1985 as cited by Sims, Hosey, Levy, Whitfield, Katzel, & Waldstein, 2014).

**Types of Social Support**

**Emotional Support**

Emotional support refers to the things that people do that make us feel loved and cared for, that bolster our sense of self-worth (e.g., talking over a problem, providing encouragement/positive feedback); such support frequently takes the form of non-tangible types of assistance (Seeman, 2008). It refers to the actions people take to make someone else feel cared for (PHC, 2017).

In addition, Ko, Wang, & Xu (2013) define emotional support as related to expressions that include caring, concern, empathy, and sympathy. It is described as messages or actions that assure an individual that he or she is cared for, loved, esteemed, and valued (Cobb, 1976 in Yoo, Namkoong, Choi, Shah, Tsang, Hong, Aguilar, & Gustafson, 2014).

Emotional Support is also considered as a critical form of social support because it facilitates coping strategies to sustain one’s well-being. It creates a sense of security and well-being, hence acts as a health promotion resource during stressful times (Drageset, 2021).

**Instrumental Support**

Instrumental support refers to the provision of needed goods and services to recipients (Ko, Wang, & Xu, 2013). It includes is the furnishing of financial, material, or physical assistance, such as the provision of money or labor (Kent de Grey, Uchino, Trettevik, Cronan, & Hogan, 2018).

In school settings, instrumental support is characterized by teachers’ provision of tangible resources that serve to facilitate students’ learning such as spending time to ensure learning, providing enrichment activities or opportunities for student collaboration (Perry, VandeKamp, Mercer & Nordby, 2002; Suldo, Friedrich, White, Farmer, Minch, Michalowski, 2009 in Wong, Tao, Konishi, 2018).

**Informational Support**

Informational Support refers to information, or messages that include knowledge or facts such as advice on actions (Ko, Wang, Xu, 2013, and Fleury, Keller, & Perez, 2009).

House (1981) argues that informational support means giving information or teaching a skill that can provide a solution to a problem. Informational support includes advice, factual input, feedback, and actions. Informational support gives useful information or details that assist an individual to make informed decisions or choices.

**Appraisal Support**

Malecki & Demaray (2003) as cited by Wong, Tao, Konishi (2018) defined appraisal support as the provision of evaluative feedback such as suggestions, constructive criticisms, or self-evaluations for improvements. It can be offered in the form of feedback, affirmation, and social comparison (House, 1981 in Wong, Tao, Konishi, 2018).

When providing appraisal support to the recipients, the provider can operationalize appraisal support through feedback using goals setting and self-monitoring activities (Fleury, Keller, & Perez, 2015).

I

**Students’ Attitude towards Learning**

Attitude is defined as a tendency that is attributed to individuals and creates ideas, feelings, and behaviors about a psychological object in an orderly manner (Çetin, 2006 in Sen, 2013).

Improving students’ attitudes towards learning is a major curricular goal for many countries (Mullis, Martin, Goh, & Cotter, 2016 as cited by Hooper, Mullis, Martin, Fishbein, 2019), and several researchers have documented the relationship between student achievement and student attitudes (Hooper, Mullis, Martin, Fishbein, 2019).

Attitudes toward learning are important factors on the learners’ levels of goal setting, problem-solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning, and all the academic performances they perform (Sen, 2013).

According to Sen (2013), teachers need to know the ways of learning, and how to develop expectations to ensure that students have no anxiety about learning to be successful. The effort of students made for learning is the most important way for them to reach knowledge because there is desire, openness, expectation, curiosity towards knowledge and meeting of needs in the nature of learners (Şimşek, 2007 in Sen, 2013).

According to Fink (2003) in Sen (2013), the learning needs and expectations of the learners can vary. Thus, the learners need to know what is necessary to learn and how they will make this process easier. In this context, it is one of the important roles of teachers as well as parents to support the learners in developing positive attitudes towards learning (Sen, 2013).

**Review of Related Studies**

The period of transition from face-to-face interaction to Home-Based Education have been both challenging and exciting. Some of these experiences may have made learning for students exciting, but other experiences may have caused cause anxiety among them.

**Social Support**

The study conducted by Awang, Kutty & Ahmad (2014) revealed that positive academic adjustment is linked with social and emotional adjustment. Their findings showed the need for considering the multidimensional nature of support for students in their academic, social and emotional adjustment processes. Students are confident when they have a good supporting environment, while assistance from peers emerged as strong support for academic, social, and emotional adjustment.

Using a sample of 120 undergraduate students, Yasin & Dzulkifli (2009) conducted a study to determine levels of social support for both low and high achievers in academic domains. Results indicated that students with high social support had higher academic performance than those with low social support. Likewise, Steinberg and Darling (2005) as cited in a similar study of Yasin and Dzulkifli (2011) reported that there was a significant relationship between social support and academic achievement among students. Social support from both family and friends influenced students’ educational achievement and their long-term educational plans. Other studies of social support and academic outcomes generally indicated that emotional support has positive associations with various academic constructs, including motivation and academic performance (Goodenow, 1993; Patrick, Ryan, and Kaplan, 2007).

Among high school students, Whitney (2000) found that family social support was associated with lower levels of depression while friend social support was associated with lower levels of anxiety.

Iglesia, Stover, & Liporace’s study (2014) entitled “Perceived Social Support and Academic Achievement in Argentinean College Students”, revealed that a higher perception of social support was associated with better academic achievement but only for females.

# Similarly, the study conducted by Demir & Leyendecker (2018) entitled “School-Related Social Support Is Associated With School Engagement, Self-Competence and Health-Related Quality of Life (HRQoL) in Turkish Immigrant Students”, showed that school-related social support had positive effects on all outcomes in 4th grade, while higher teacher support was associated with higher school engagement and self-competence.

Moreover, Gonzalez and Padilla (1997) also conducted a study to identify factors that contribute to academic success among Mexican-American high school students. Using three variables, namely: supportive academic environment, sense of belonging to the school, and cultural loyalty, the study revealed that a **supportive academic environment was the strongest of all predictors for academic success**, accounting for 19.78 percent of the variance.

**Attitude towards Learning**

According to Bofah & Ntow (2017), several studies have shown that students' social support such as parental and teacher support predict their academic self-beliefs and attitudes towards Mathematics (Stake, 2006; Strayhorn, 2010). Of particular interest to the present study are studies that dealt with the association between social support from parents and teachers, and self-beliefs. One of the most common and widely accepted ways to assess the learning of students and the effectiveness of their educational environments is via academic achievement as measured by standardized tests (Ray, 2017).

Kara’s (2009) study on “The Effect of a Learning Theories Unit on Students’ Attitudes toward Learning” revealed that individuals with a better understanding of the learning process are better at perceiving the nature of learning, more open to learning, have higher expectations, and exhibit less anxiety about learning. Moreover, Hamurcu (2018), found out that students had a positive attitude to learning in terms of the nature of learning, expectations from learning, openness to learning, and anxiety.

Burke & Williams (2008) as cited by Sen (2013), found out that the students who are much better motivated for learning both get more successful and tend towards the thinking skills. Further, Kara (2010) as cited by Sen (2013) added that it is also known that positive beliefs of students towards obtaining knowledge support their efforts to learn a subject. Learning is an individual performance. For that reason, positive attitudes towards learning are valuable for the success of learning (Sen, 2013).

**Relationship of Social Support & Attitude towards Learning**

China (2015) conducted a study investigating the relationship between social support, social adjustment, academic adjustment, and academic performance among college students in Tanzania. The study showed that social support and academic performance of college students were not significantly related to each other; however, there was a positive and significant relationship between social adjustment and academic performance among college students.

Yasin & Dzulkifli (2011) studied the relationship between social support and academic achievement of college students and concluded that there was a significant positive relationship between social support and academic achievement. Their findings indicated that the higher the social support, the higher the academic achievement of the students.

Kaur & Beri (2020) likewise conducted a study on Social Support and Academic Success: A Correlational Study. Results revealed a significant and moderate correlation among the two latent variables. Moreover, their findings revealed a significant difference in the perception of social support between gender, and based on the results, females had a better perception of the social support they receive from various sources.

Dzulkifli and Yasin (2011) examined the relationship between social support and academic achievement. Using a sample size of 120 undergraduate students of the International Islamic University Malaysia. Results from the study revealed that there was a significant positive relationship between social support and academic achievement: **the higher the social support, the higher the students’ academic achievement.**

Abdullah and Singh (2019) conducted a study on social support as a predictor of student engagement among secondary school students. Results revealed that there was a significant difference among gender with their social support. A significant difference was also found among types of schools. Findings also revealed that there exists a significant correlation in the social support and student engagement of secondary schools.

Meanwhile, Hombrados-Mendieta, Garcia-Martin, & Gomez-Jacinto (2013), conducted a study on the relationship between social support, loneliness, and subjective well-being in a Spanish Sample from a Multidimensional Perspective. Results revealed that family support, and support from friends, significantly decrease family loneliness and social loneliness, and that community support has little effect on reducing social loneliness.

The study of Moazzami & Afrasyabi (2016) on the relationship between social support and corporate identity in secondary schools, results revealed that the role of family support has the greatest impact on organizational identity compared to other components of social protection.

A positive relationship with the teacher has been found to have a positive influence on students’ self-beliefs and attitude (Ahmed & Minnaert, 2010; Covington & Dray, 2002; Marchis, 2011; Murdock & Miller, 2003; Wilkins & Ma, 2003 in Bofah & Ntow, 2017).

**Philippine Studies**

Anicete, Amora, Bugain, & Adriano (2012) of De La Salle-College of Saint Benilde, Philippines conducted a study on “The Role of Academic Challenge, Social Support, Psychological Satisfaction, and Institutional Support on Student Engagement”. Results revealed that family support significantly affects the self-management of students towards Learning.

Another study conducted by Ramos and Magallanes (2021) on “Social Support and Academic Motivation of Students at Risk of Dropping Out in the Philippines” found that social support and academic motivation correlated significantly.

**Social Support and Attitude across Gender, Grade Level, Age, and SES**

Malecki and Demaray (2006) as cited by Kaur & Beri (2020) investigated “The potential moderating effect of social support on academic performance of students living in poverty”. Results revealed that no significant associations between the students of high socioeconomic status and social support as measured by grade point average. Regression analysis provided the evidence that social support may moderate the relation between poverty and social support.

Bofah & Ntow’s (2017) study on “The Perceived social support from parents and teachers’ influence on students’ mathematics-related self-beliefs” revealed that students’ mathematics self-confidence play mediating role in students’ mathematics self-concept. In other words, the findings concluded that supportive social relationships influence students’ self-beliefs.

Hamurcu’s (2018) study, “Examination of Attitudes to Learning”, indicated that attitudes to learning and expectations from learning were in favor of the female students and that the female students got higher scores for pressure from study, self-expectation, and educational stress in general. Moreover, no significant difference was found between the third-year and the fourth-year students in terms of their attitudes to learning, but the fourth-year students had a higher self-expectation.

Further, according to Houtte (2004), Candejas & Rebelo (2010), & Kpolovie, Joe, & Okoto (2014) as cited by Mirahmadizadeh, Ranjbar, Shariarirad, Erfani, Ghaem, Jafari, & Rahimi (2020), sex differences exist in attitude towards school. Studies have reported that female students demonstrated a higher positive attitude toward school and were more eager to acquire education, contrary to male students who were less interested in school and had more negative emotions toward it.

Tayfur & Ulupinar (2014), found a significant difference between gender. However, in a study conducted by Blaze (2019), results revealed that there was no significant difference between the social support across gender (Blaze, 2019).

According to Boudreault-Bouchard, Hains, Vandermeerschen, Laberge, and Perron (2013) as cited by Hadidi & Khateeb (2014), previous studies have revealed that levels of parental emotional support vary depending on the age and gender of the adolescent (younger adolescent boys perceive more support from both parents than do girls) and parents’ gender (mothers are generally perceived as being more caring than fathers).

Social support has been found to vary positively with socio-economic status (Weyers, Dragano, Mobus, Beck, Stang, Mohlenkamp, Jockel, Erbel, & Siegrist, 2008; Melchiorre, Chiatti, Lamura, Torres-Gonzales, Stankunas, Lindert, Ionnidi-Kapolou, Barros, Macassa, & Soares (2013).

Rueger, Malecki, & Demaray (2008) in Kaur & Beri (2020) found that females perceive more support for all sources in comparison to males.

This finding is corroborated by Abdullah & Singh (2019), Demir & Leyendecker (2018), and Beri (2018) who concluded that female secondary school students receive higher social support than boys of secondary schools.

Tasgin & Coskun (2018) studied the “Relationship between Academic Motivations and University Students’ Attitudes Towards Learning” and results revealed that students’ attitudes and motivations for learning differ in favor of the females. There was a moderately positive relationship between attitude towards learning and academic motivations, and there is no significant difference in academic motivation as well as in attitudes towards learning of students according to school type.

**Students’ Attitude towards Learning in Home-Based Education**

According to Ray (2017), numerous studies conducted by many researchers have been completed during the past more than 30 years examining the academic achievement of the home-educated population, and results revealed that homeschooled students consistently scored well above the public school national average.

Snyder (2018) in Baig (2019) revealed that students who were educated from the homeschooling approach were academically prepared for college as the traditionally schooled students. Ray (2010) likewise revealed that the achievements in test scores are exceptionally high for the students who were educated through the homeschooling approach. The result shows that the mean scores in the achievement test of homeschooling students for every subtest (minimum of 80th percentile) are more than those of students from traditional schools.

According to Calvery (n.d.) in Rudner (1999), as cited by Baig (2019), Grades 4,7, and 10 students from Arkansas who were homeschooled had higher achievement than those who were public-schooled. The results show that students who were homeschooled scored better than the students from the public school for Grade 10 in Science, Social Science, Mathematics, and Reading. The study by Rudner (1999) in Baig (2019), showed that the parents of homeschool students have more formal education than the parents in the general population. The achievement test score among the homeschool is exceptionally higher than the scores of students from public schools. In homeschooling, student’s abilities in the study skills, critical thinking, self-reliance, and love for learning can develop (Baig, 2019).

According to Ray (2004), as cited in Watson (2019) in Baig (2019), in homeschooling, there is flexibility in events and studies like assisting in community work, internship, tour, excursions, household work, traveling, gardening, and competitive exams. Further, the study observed that home school education usually focuses on developing skills in reading, writing, mathematics, and science. As Moreau (2012) noted, when the scores of students from homeschooled, and the traditional schools in the Stanford Achievement Test were compared, the students who are homeschooled have scored above the median in the test areas of Math, Science, and Verbal Skills.

Moreover, Moreau (2012) cited that students who were homeschooled achieved 30-37 percent higher scores than their public-school peers in subjects such as Reading, Writing, Language, Fine Arts, Math, Science, and Social Sciences. According to him, homeschooled students were performing higher than the traditionally schooled children in every grade due to the flexibility in the content, methods, and place for education, In homeschool learning, students can access anytime and anywhere without any formality or rules and regulations. The success of homeschooling mostly depends on the factor that parents have a better emotional attachment and have a good understanding of their children.

Hill (2000) in Leon (2013) revealed that students who have been homeschooled their entire academic life before tertiary education have higher scholastic achievement test scores compared with those who have also attended other educational programs in regular academic institutions.

Rothermel’s study (2002) entitled “Home-Education: Aims, Practices, and Outcomes” reported that 64% of the home-educated children scored over 75% on their PIPS Baseline Assessments as opposed to 5.1% of children nationally. The National Literacy Project assessment results reveal that 80.4% of the home-educated children scored within the top 16% band (of a normal distribution bell curve), while 77.4% of the PIPS Year 2 home-educated cohort scored similarly. Results from the psychosocial instruments confirm the home-educated children were socially adept and without behavioral problems.

The home-educated children demonstrated high levels of attainment and good social skills. Common to all families involved was their flexible approach to education and the high level of parental attention received by the children. Children benefited from the freedom to develop their skills at their own pace. Home-educating parents fulfilled two separate 'professional' roles - as parents and educators.

In light of these results, the concept of 'taking responsibility' and home-educating, rather than accepting state provision challenges us to consider how far we should go in accepting the 'informed wisdom' of the school norm (Rothermel, 2002).

**Social Support and Students’ Performance**

The beneficial impact of social support has been associated with both physical and mental health outcomes. Hobfoll and Stephens (1990) as cited by Jang (2012) found positive correlation ties between social support and recovery from illness, adjustment, and ability to cope with extreme stress and loss. Steinhardt and Dolbier (2008) as cited by Wilks (2012) noted that social support is often agreed as a buffer against the negative effects of stress, including stress in an academic context. Wilcox, Winn, and Fyvie-Gauld (2005) in China (2015) reported that the social support network available to students is one of the most significant factors which affect students‟ academic success, and each source of social support behaves differently with other constructs, including student adjustment to learning. Social support leads to mutual assistance, feeling of self-worth, and helps in cognitive development by providing stimulus, leading to intellectual advances (Vaux, 1990 in China, 2015).

# Theoretical Framework

According to Zhou (2014), social support is described as the network of resources that an individual perceives is rooted in the concepts of guidance, mutual assistance, and validation about life experiences and decisions. It is claimed to be associated with students’ academic initiative, development, well-being, and adjustment in learning (Demir & Leyendecker, 2018, Zhou, 2014, & Danielsen, 2010).

In this research, the theory being considered for which the study was anchored upon was the **Social Cognitive Theory (SCT)**. It was used because of its appropriateness to the context of the study, as well as for its wide use in education especially on studies that focus on understandingstudents’ learning, student motivation, and academic achievement (Frey, 2018).

Another consideration taken on the use of SCT as a framework for this study is what Lazaro (2020) pointed out that SCT has three major constructs that interact to influence behavior such as personal factors (age, prior experiences, cognition), aspects of the behavior itself (outcomes achieved as a result of practicing the behavior, competence), and **environmental factors (access to resources, support from family/friends/teachers, and safety)**.

**Social Cognitive Theory**

Social Cognitive Theory (SCT) which started as the Social Learning Theory (SLT) in the 1960s is described as the influence of individual experiences, the actions of others, and environmental factors on individual health behaviors. It was developed by Albert Bandura based on the concept that learning is affected by cognitive, behavioral, and environmental factors (Bandura, 1991).

SCT provides opportunities for social support through instilling expectations, self-efficacy and using observational learning and other reinforcements to achieve behavior change. It also recognizes the fact that students’ actions, thoughts, and behaviors are influenced by a combination of observation and direct experience through modeling of both good and bad behavior and the social reinforcement offered for these behaviors (Dixon, 2012).

# According to Lazaro (2020) successful efforts to change behavior depend on the identification of the positive supports and the detractors in each of the three constructs such as personal factors (age, prior experiences, cognition), aspects of the behavior itself (outcomes achieved as a result of practicing the behavior, competence), and environmental factors (access to resources, support from family/friends/teachers, and safety).

# Social support as a useful construct in SCT involves identifying others who will provide encouragement in the form of moral support, participation in the behavior, and accountability. According to Dixon (2012), the following are key components of the SCT related to individual behavior change include:

* **Self-efficacy:** The belief that an individual has control over and can execute a behavior.
* **Behavioral capability:** Understanding and having the skill to perform a behavior.
* **Expectations:** Determining the outcomes of behavior change.
* **Expectancies:** Assigning a value to the outcomes of behavior change.
* **Self-control:** Regulating and monitoring individual behavior.
* **Observational learning:** Watching and observing outcomes of others performing or modeling the desired behavior.
* **Reinforcements:** Promoting incentives and rewards that encourage behavioral change.

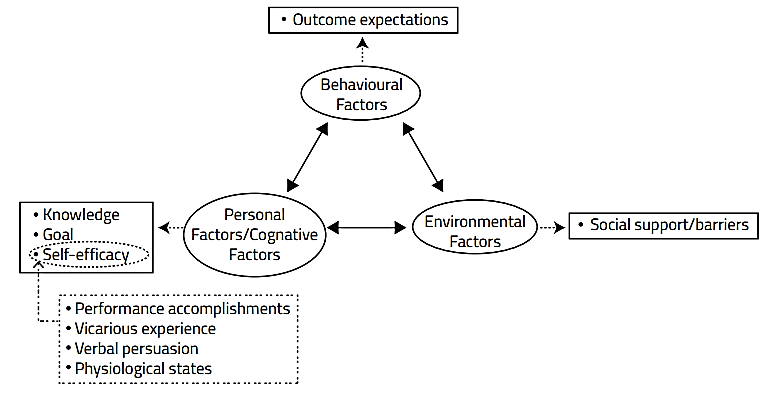


Figure 1. Social Cognitive Theory Diagram (Esourceresearch, 2021)

Bandura posited that virtually all learning phenomena can occur by observing other people’s behavior and the consequence of it (Bandura, 1986 in iSALT, 2014). Bandura posited that the process of observational learning was governed by four key aspects: attention, retention, reproduction, and motivation. Attention is a process in which people selectively observe and extract information from the ongoing modeled activities (Wood & Bandura, 1989 in iSALT, 2014); retention involves a process of “transforming and restructuring information in the form of rules and conceptions” and storing the information into memory; reproduction is the act of performing the actual behavior that was observed; and the fourth aspect concerns motivation which propels the learner to attention, practice, and retention (Bandura n.d. in iSALT, 2014).

**Conceptual Framework**

Based on the theories cited in the review of the literature and related studies, the conceptual framework of the study was formulated and anchored on the Social Cognitive Theory.

**EXTENT OF**

**SOCIAL SUPPORT**

* Emotional
* Instrument
* Informational
* Appraisal

**LEVEL OF**

**STUDENTS’ ATTITUDE**

* Nature of Learning
* Anxiety
* Expectations
* Openness

**RESPONDENT’S DEMOGRAPHIC**

**PROFILE**

Gender

Grade Level

Age

Socio-Economic Status

Figure 2. Conceptual Paradigm of the Study

**Figure 2** shows how the two latent variables **Social Support** and **Students’ Attitude,** and the four demographic variables to include gender, grade level, age, and socio-economic status (SES) were considered and measured in the study.

Based on **Figure 2**, it can be seen that the Social Support based on students’ self-reported extent of Emotional, Instrumental, Informational, and Appraisal Support provided for by parents and teachers, was investigated relative to Students’ level of Attitude towards HBE measured in terms of Nature, Anxiety, Expectations, and Openness to Learning. This systematic investigation considered the application of Social Cognitive Theory which posits that social support from parents and/or teachers influence Students’ Attitude. With this, hypotheses were formulated and tested to obtain evidence-based information that would verify SCT.

Moreover, it can be also observed from Figure 2 that there are four demographic variables to include gender, age, grade level, and Socio-Economic Status (SES) were considered in the study concerning the four dimensions of Social Support received by JHS from parents and teachers during HBE, as well as four dimensions of Students’ Attitude toward HBE. These four demographic variables were used to understand how Social Support and Students Attitude measured across gender, grade level, age, and SES vary significantly.

**Statement of the Hypotheses**

The following were the null hypotheses of the study:

**Hypothesis #1:** There is no significant relationship between Social Support and Students’ Attitude.

**Hypothesis #2:** There is no significant influence of Social Support on Students’ Attitude

**Hypothesis #3:** There is no significant difference between Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal when the variable is measured in terms of gender, grade level, age, and socio-economic status.

**Hypothesis #4:** There is no significant difference between the Students’ Attitudes measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to gender, grade level, age, and socioeconomic status.

**Definition of Terms**

The following terms are defined based on how they were operationally used in the study.

**Independent Variables**

**Gender –** is a self-report measure on gender orientation such as male or female

**Age -** is a self-report measure using two age groups Youth (≤14 years old), and Young Adult (15 years old – 24 years old) following the United Nations guideline (1982) in Caceres, Melo, Santos (2013)

**Grade Level –** is a self-report measure from Grades seven to ten

**Socio-Economic Status –** is a self-report measure of the income of parents/guardians measured based on two-income classifications Poor (monthly income <₱10,481) and Low Income to Rich (monthly income ≥ ₱10,481) following the SES classification by PSA (2020) as cited by Albert (2019). These figures were rounded off to ₱10,000 to give a better estimate.

**Dependent Variables**

**Students’ Attitude –** is measured using a 40-item adopted Students’ Attitude Questionnaire in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning and Openness to Learning, and rated by a five-point Likert scale 1-Strongly Disagree, 2-Disagree, 3-I have No Opinion, 4- Agree, and 5-Strongly Agree

**Social Support –** is the total frequency obtained from the four dimensions based on two constructs: Parents and Teachers and measured in terms of Emotional, Instrumental, Informational, and Appraisal Support using a five-point Likert-Scale Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Emotional Support –** is measured using items number one to three in the adopted Child and Adolescent Social Support Scale rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Instrumental Support –** is measured using items number four to six in the adopted Child and Adolescent Social Support Scale rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Informational Support –** is measured using items number seven to nine in the adopted Child and Adolescent Social Support Scale rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Appraisal Support –** is measured using items number 10 to 12 in the adopted Child and Adolescent Social Support Scale rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Nature of Learning -** is measured using items number one to seven in the adopted Students’ Attitude Survey Questionnaire rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Anxiety of Learning -** is measured using items number eight to 20 in the adopted Students’ Attitude Survey Questionnaire rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Expectations of Learning -** is measured using items number 21 to 29 in the adopted Students’ Attitude Survey Questionnaire rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Openness to Learning -** is measured using items number 30 to 40 in the adopted Students’ Attitude Survey Questionnaire rated by a five-point Likert Scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always.

**Other Terms**

**Home-Based Education –** or homeschool learning is a learning modality adopted during the Covid-19 pandemic where education takes place at home instead of in classrooms.

**CHAPTER III**

**METHODOLOGY**

This chapter presents the research design, research locale, the population and sampling, and the instruments used to collect data.

**Research Design**

The study employed a descriptive survey approach in answering the research questions. This approach was used as it is a means for gathering information about the characteristics, actions, or opinions of a large group of people (Glasow, 2005). In addition, descriptive-survey research is used to quantitatively describe specific aspects of a given population including examining the relationships among variables for which data required are collected from people; and uses a selected portion of the population from which the findings can later be generalized back to the population (Kraemer, 1991 in Glasow, 2005). Further, the survey is capable of obtaining information from large samples of the population, suited to gather demographic data that describes the composition of the sample, and most importantly it can elicit information about attitudes that are otherwise difficult to measure using observational techniques (McIntyre, 1999 in Glasow, 2005).

**Research Locale**

The study was conducted at the 42 public secondary schools in Zamboanga City, Philippines to include all main schools under Zamboanga City Division excluding its annex or annexes. Out of 42 secondary schools, 11 of these schools have annexed schools that were not covered by the study. Moreover, the study was conducted amidst lockdown placing the entire city of Zamboanga under general community quarantine status due to the rising cases of Covid -19 and Delta variants with total cases of 12,138, death toll at 599, and active cases at 129 including the five new cases of the highly contagious Delta variant (Climaco, 2021). During this period, face-to-face classes were suspended, individuals below 21 years old were not allowed to leave their residence, a skeleton workforce was imposed as well as the color-coding schemes to limit the movement of people (EO No. BC 572-2020).

**Samples and Sampling Procedure**

In this study, stratified random sampling was used to determine the samples. This method was used because the population considered in the study is known and has diverse subgroups which are all needed to be included in the study (Frost, 2022). In addition, according to Sekaran & Bougie (2016) in Zahari, Abdullah, & Azlan (2017), this sampling method gives benefits and helps the researcher save time, cost, and error in gathering data when involving a huge number of elements in this research.

In selecting samples, the following steps involving stratified sampling as cited by Gadekar (2012) were carried out: (1) defining the target population (2) determining the desired sample size, (3) identifying the stratification variables and subgroups (strata) and identifying the number of members per subgroup, (4) classifying samples using a sampling frame and (5) randomly selecting samples from the subgroups.

***Defining the target population***

The study covered the 42 main public secondary schools in Zamboanga City with a total population of N = 75,542. The target population was all junior high school (JHS) students who were officially enrolled for SY 2020 – 2021, could read and understand English; whose parents or guardians could understand at least any of the local dialects such as Tausug, Chavacano, and Visayan, and those without recent exposure to Covid – 19.

***Determining the sample size***

To determine the sample size, a Slovin’s Formula was used. For this study, the calculated sample size was n = 398 at 95% confidence interval and 5% margin of error following the guideline suggested by Research Advisor (2006).

***Identifying the stratification variables and subgroups***

To obtain a proportional sample for each stratum to the population size of each school, first, the 42 schools were considered as strata with four demographic variables such as gender, grade level, age, and socio-economic status. Each of these 42 schools with its respective population size was identified through the SY 2020 – 2021 JHS enrolment data provided by the planning section of DepEd Zamboanga City (ZC) Division to include data on all demographic variables that were needed in the study except for age and socio-economic status for which data were not available at hand.

Table 1 below presents the SY 2020 – 2021 junior high school enrolment data across 42 schools in ZC.

Table 1

SY 2020-2021 Junior High School Enrolment Data across 42 Schools

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | M | F | **Gr7** | M | F | **Gr8** | M | F | **Gr9** | M | F | **Gr10** | **Total** |
| **%** | **13.63** | **13.04** | **26.68** | **12.87** | **13.24** | **26.10** | **12.37** | **13.51** | **25.88** | **9.87** | **11.47** | **21.34** | **100** |
| **Schools** | **10,299** | **9,853** | **20,152** | **9,717** | **10,002** | **19,719** | **9,346** | **10,206** | **19,552** | **7,458** | **8,661** | **16,119** | **75,542** |
| S2 | 560 | 578 | **1138** | 596 | 606 | 1202 | 600 | 636 | **1236** | 520 | 592 | **1112** | **4,688** |
| S22 | 32 | 24 | **56** | 20 | 40 | **60** | 45 | 35 | **80** | 26 | 37 | **63** | **259** |
| S18 | 49 | 41 | **90** | 47 | 39 | **86** | 30 | 32 | **62** | 19 | 28 | **47** | **285** |
| S5 | 702 | 617 | **1319** | 691 | 681 | **1372** | 645 | 613 | **1258** | 568 | 604 | **1172** | **5,121** |
| S26 | 103 | 88 | **191** | 126 | 111 | **237** | 99 | 117 | **216** | 81 | 64 | **145** | **789** |
| S8 | 283 | 228 | **511** | 283 | 255 | **538** | 210 | 222 | **432** | 200 | 183 | **383** | **1,864** |
| S9 | 264 | 326 | **590** | 256 | 283 | **539** | 278 | 347 | **625** | 173 | 229 | **402** | **2,156** |
| S10 | 71 | 94 | **165** | 59 | 94 | **153** | 56 | 83 | **139** | 45 | 63 | **108** | **565** |
| S32 | 145 | 175 | **320** | 180 | 199 | **379** | 151 | 215 | **366** | 103 | 178 | **281** | **1,346** |
| S11 | 127 | 86 | **213** | 147 | 90 | **237** | 91 | 111 | **202** | 75 | 85 | **160** | **812** |
| S36 | 51 | 61 | **112** | 71 | 62 | **133** | 56 | 49 | **105** | 39 | 44 | **83** | **433** |
| S37 | 242 | 233 | **475** | 214 | 194 | **408** | 202 | 243 | **445** | 149 | 162 | **311** | **1,639** |
| S12 | 412 | 358 | **770** | 361 | 340 | **701** | 318 | 356 | **674** | 298 | 324 | **622** | **2,767** |
| S39 | 225 | 155 | **380** | 148 | 173 | **321** | 197 | 186 | **383** | 154 | 148 | **302** | **1,386** |
| S42 | 166 | 129 | **295** | 111 | 97 | **208** | 126 | 164 | **290** | 86 | 96 | **182** | **975** |
| S17 | 933 | 956 | **1889** | 825 | 1034 | **1859** | 970 | 1011 | **1981** | 836 | 982 | **1818** | **7,547** |
| S24 | 119 | 94 | **213** | 99 | 129 | **228** | 99 | 130 | **229** | 65 | 76 | **141** | **811** |
| S1 | 192 | 181 | **373** | 217 | 243 | **460** | 274 | 311 | **585** | 188 | 232 | **420** | **1,838** |
| S28 | 200 | 159 | **359** | 202 | 175 | **377** | 180 | 165 | **345** | 0 | 0 | **0** | **1,081** |
| S3 | 269 | 237 | **506** | 139 | 136 | **275** | 58 | 84 | **142** | 55 | 62 | **117** | **1,040** |
| S20 | 134 | 138 | **272** | 98 | 123 | **221** | 71 | 89 | **160** | 54 | 70 | **124** | **777** |
| S21 | 95 | 94 | **189** | 101 | 88 | **189** | 71 | 86 | **157** | 70 | 88 | **158** | **693** |
| S4 | 391 | 367 | **758** | 391 | 380 | **771** | 381 | 400 | **781** | 302 | 337 | **639** | **2,949** |
| S23 | 309 | 285 | **594** | 280 | 306 | **586** | 309 | 336 | **645** | 224 | 211 | **435** | **2,260** |
| S19 | 101 | 95 | **196** | 87 | 101 | **188** | 69 | 95 | **164** | 45 | 70 | **115** | **663** |
| S27 | 60 | 64 | **124** | 65 | 66 | **131** | 70 | 64 | **134** | 40 | 69 | **109** | **498** |
| S25 | 89 | 61 | **150** | 100 | 81 | **181** | 69 | 80 | **149** | 44 | 61 | **105** | **585** |
| S29 | 34 | 33 | **67** | 47 | 42 | **89** | 35 | 44 | **79** | 28 | 37 | **65** | **300** |
| S30 | 61 | 163 | **224** | 67 | 80 | **147** | 58 | 70 | **128** | 38 | 58 | **96** | **595** |
| S6 | 350 | 325 | **675** | 309 | 339 | **648** | 277 | 264 | **541** | 206 | 225 | **431** | **2,295** |
| S7 | 655 | 565 | **1220** | 684 | 631 | **1315** | 643 | 707 | **1350** | 580 | 620 | **1200** | **5,085** |
| S31 | 287 | 247 | **534** | 245 | 268 | **513** | 256 | 248 | **504** | 200 | 226 | **426** | **1,977** |
| S33 | 284 | 287 | **571** | 270 | 315 | **585** | 244 | 337 | **581** | 157 | 248 | **405** | **2,142** |
| S34 | 63 | 42 | **105** | 57 | 54 | **111** | 43 | 60 | **103** | 40 | 39 | **79** | **398** |
| S35 | 34 | 33 | **67** | 37 | 27 | **64** | 46 | 33 | **79** | 0 | 0 | **0** | **210** |
| S38 | 100 | 100 | **200** | 92 | 87 | **179** | 99 | 120 | **219** | 33 | 77 | **110** | **708** |
| S13 | 566 | 654 | **1220** | 620 | 603 | **1223** | 574 | 581 | **1155** | 537 | 667 | **1204** | **4,802** |
| S40 | 64 | 53 | **117** | 82 | 86 | **168** | 87 | 98 | **185** | 89 | 95 | **184** | **654** |
| S41 | 92 | 86 | **178** | 77 | 63 | **140** | 61 | 69 | **130** | 69 | 54 | **123** | **571** |
| S14 | 87 | 104 | **191** | 126 | 114 | **240** | 91 | 134 | **225** | 90 | 123 | **213** | **869** |
| S15 | 185 | 182 | **367** | 196 | 221 | **417** | 234 | 218 | **452** | 192 | 213 | **405** | **1,641** |
| S16 | 1113 | 1055 | **2168** | 894 | 946 | **1840** | 873 | 963 | **1836** | 740 | 884 | **1624** | **7,468** |

It can be seen in Table 1 that there is a total of 75,542 JHS students enrolled among public secondary schools in ZC for SY 2020 – 2021 to include 20,152 (26.68%) Grade seven with 10,299 (13.63%) Males and 9,853 (13.04%) Females; 19, 719 (26.10%) Grade eight with 9,717 (12.87%) Males and 10,002 (13.24%) Females; 19,552 (25.88%) Grade nine with 9,346 (12.37%) Males and 10,206 (13.51%) Females; and 16,119 (21.34%) Grade 10 with 7,458 (9.87%) Males and 8,661 (11.47%) Females.

Table 2 shows the summary of the proportional allocation of samples across gender and grade level.

**Table 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Population** | | | | |  |  | **Samples** | | | | |
| **Male** | **%** | **Female** | **%** | **T** | **%** | **Male** | **%** | **Female** | **%** | **T** | **%** |
| 7 | 10,299 | 13.63 | 9,853 | 13.04 | 20,152 | 27 | 54.26 | 13.63 | 51.91 | 13.04 | 106 | 27 |
| 8 | 9,717 | 12.87 | 10,002 | 13.24 | 19,719 | 26 | 51.19 | 12.87 | 52.70 | 13.24 | 104 | 26 |
| 9 | 9,346 | 12.37 | 10,206 | 13.51 | 19,552 | 26 | 49.24 | 12.37 | 53.77 | 13.51 | 103 | 26 |
| 10 | 7,458 | 9.87 | 8,661 | 11.47 | 16,119 | 21 | 39.29 | 9.87 | 45.63 | 11.47 | 85 | 21 |
| **Total** | **36,820** | **48.74** | **38,722** | **51.26** | **75,542** | **100** | **193.98** | **48.74** | **204.01** | **51.26** | **398** | **100** |

*Summary of the Proportional Allocation of Samples per Gender & Grade Level*

Looking at Table 2, it can be seen that the overall sample allocation of n = 398 across gender and grade level are proportional to the population N = 75, 542 after employing a proportional stratified sampling. The distribution of these samples per gender and grade level sums up the samples per stratum or school which is shown on Table 3.

**Table 3** presents the distribution of the respondents per stratum or school across gender and grade Level. Schools are coded from S1 – S42.

**Table 3**

*Samples Allocation Per School Across Gender and Grade Level*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOOLS** | **Population** | | **(n)** | | **Grade Level/Gender** | | | | | | | | | | | | **Total** | |
| **Grade 7** | | | **Grade 8** | | | **Grade 9** | | | **Grade 10** | | |
| **Freq.** | **%** | **Freq.** | **%** | **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** | **M** | **F** | **T** |  |
| S1 | 1,838 | 2.43 | 10 | 2.51 | 1 | 2 | 3 | 2 | 0 | 2 | 1 | 1 | 2 | 3 | 0 | 3 | **10** |
| S2 | 4,688 | 6.21 | 24 | 6.03 | 3 | 3 | 6 | 3 | 3 | 6 | 3 | 3 | 6 | 3 | 3 | 6 | **24** |
| S3 | 1040 | 1.38 | 6 | 1.51 | 2 | 0 | 2 | 0 | 2 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | **6** |
| S4 | 2949 | 3.90 | 16 | 4.02 | 1 | 0 | 1 | 4 | 0 | 4 | 0 | 3 | 3 | 4 | 4 | 8 | **16** |
| S5 | 5121 | 6.78 | 26 | 6.53 | 3 | 7 | 10 | 0 | 3 | 3 | 4 | 3 | 7 | 3 | 3 | 6 | **26** |
| S6 | 2295 | 3.04 | 13 | 3.27 | 3 | 1 | 4 | 0 | 1 | 1 | 2 | 0 | 2 | 4 | 2 | 6 | **13** |
| S7 | 5085 | 6.73 | 27 | 6.78 | 6 | 5 | 11 | 6 | 2 | 8 | 2 | 4 | 6 | 1 | 1 | 2 | **27** |
| S8 | 1864 | 2.47 | 10 | 2.51 | 1 | 2 | 3 | 1 | 0 | 1 | 3 | 3 | 6 | 0 | 0 | 0 | **10** |
| S9 | 2156 | 2.85 | 11 | 2.76 | 0 | 0 | 0 | 2 | 1 | 3 | 3 | 4 | 7 | 1 | 0 | 1 | **11** |
| S10 | 565 | 0.75 | 4 | 1.01 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | **4** |
| S11 | 812 | 1.07 | 5 | 1.26 | 2 | 2 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | **5** |
| S12 | 2767 | 3.66 | 14 | 3.52 | 2 | 2 | 4 | 2 | 2 | 4 | 0 | 2 | 2 | 1 | 3 | 4 | **14** |
| S13 | 4802 | 6.36 | 25 | 6.28 | 4 | 3 | 7 | 2 | 2 | 4 | 4 | 4 | 8 | 3 | 3 | 6 | **25** |
| S14 | 869 | 1.15 | 5 | 1.26 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 1 | 2 | **5** |
| S15 | 1641 | 2.17 | 9 | 2.26 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | **9** |
| S16 | 7468 | 9.89 | 39 | 9.8 | 6 | 6 | 12 | 7 | 5 | 12 | 4 | 6 | 10 | 3 | 3 | 6 | **40** |
| S17 | 7547 | 9.99 | 39 | 9.8 | 3 | 1 | 4 | 3 | 12 | 15 | 5 | 4 | 9 | 2 | 8 | 10 | **38** |
| S18 | 285 | 0.38 | 2 | 0.5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | **2** |
| S19 | 663 | 0.88 | 3 | 0.75 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | **3** |
| S20 | 777 | 1.03 | 5 | 1.26 | 1 | 2 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | **5** |
| S21 | 693 | 0.92 | 4 | 1.01 | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | **4** |
| S22 | 259 | 0.34 | 2 | 0.5 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **2** |
| S23 | 2260 | 2.99 | 12 | 3.02 | 2 | 3 | 5 | 1 | 1 | 2 | 1 | 1 | 2 | 0 | 2 | 2 | **11** |
| S24 | 811 | 1.07 | 4 | 1.01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | **2** |
| S25 | 585 | 0.77 | 2 | 0.5 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | **4** |
| S26 | 789 | 1.04 | 4 | 1.01 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | **3** |
| S27 | 498 | 0.66 | 3 | 0.75 | 2 | 1 | 3 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | **6** |
| S28 | 1081 | 1.43 | 6 | 1.51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | **2** |
| S29 | 300 | 0.40 | 2 | 0.5 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | **4** |
| S30 | 595 | 0.79 | 4 | 1.01 | 1 | 1 | 2 | 2 | 2 | 4 | 2 | 1 | 3 | 1 | 0 | 1 | **10** |
| S31 | 1977 | 2.62 | 10 | 2.51 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | **4** |
| S32 | 1346 | 1.78 | 7 | 1.76 | 2 | 1 | 3 | 1 | 0 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | **7** |
| S33 | 2142 | 2.84 | 10 | 2.51 | 0 | 1 | 1 | 2 | 2 | 4 | 1 | 2 | 3 | 1 | 1 | 2 | **10** |
| S34 | 398 | 0.53 | 3 | 0.75 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | **3** |
| S35 | 210 | 0.28 | 1 | 0.25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| S36 | 433 | 0.57 | 2 | 0.5 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | **2** |
| S37 | 1639 | 2.17 | 8 | 2.01 | 2 | 1 | 3 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | **8** |
| S38 | 708 | 0.94 | 4 | 1.01 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | **4** |
| S39 | 1386 | 1.83 | 6 | 1.51 | 1 | 1 | 2 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | **6** |
| S40 | 654 | 0.87 | 3 | 0.75 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 0 | 1 | 1 | **4** |
| S41 | 571 | 0.76 | 3 | 0.75 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | **3** |
| S42 | 975 | 1.29 | 5 | 1.26 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 2 | 0 | 1 | 1 | **5** |
| **TOTAL** | **75,542** | **100** | **398** | **100** | **54** | **52** | **106** | **52** | **52** | **104** | **49** | **54** | **103** | **39** | **46** | **85** | **398** |

It can be gleaned from **Table 3**, that schools coded as S2, S5, S7, S13, S16, and S17 suggest the highest sampling fraction that falls within 6% - 10% as compared with the other 36 schools which only suggest samples within 1% - 4% of the total sample size n = 398.

Also, it can be gleaned from Table 3 that the calculated samples per stratum are proportional to the population size of each stratum across gender and grade level. However, as observed, there are no sample allocations for the other two demographic variables considered in the study which are age and socio-economic status. This is because data for these two groups were not available for each of the strata until data collection was carried out.

***Classifying samples using a sampling frame***

In selecting the samples, Kish (1987) in Kalaycioglu (2020) stated that probability-based sampling is recommended since it enhances the representative capacity of the sample. However, this method usually requires a sample frame that may not be always possible in emergencies like the Covid-19 pandemic for the reason that it may be costly or take too much time to carry out.

Since the study was conducted amidst lockdown restricting individuals below 21 years old to leave their residence, suspending face-to-face or in-person meetings in school for high school students, and imposing color-coding schemes for the residents, a sampling frame created for this study was ensured to give all the students the equal chance of being selected in the study without however putting their health at risk for Covid-19 infections.

In designing a sampling frame for this study, all students who were consented by their parents to participate in the study and at the same time who met the criteria set by the researcher to include junior high school (JHS) students who were officially enrolled for SY 2020 – 2021, could read and understand English, (c) whose parents or guardians could understand at least any of the local dialects such as Tausug, Chavacano, and Visayan, and (d) those without recent exposure to Covid – 19, were included in the sampling frame. The names of the students were coded in Microsoft Excel.

***Randomly selecting samples from the subgroups***

All the names of the eligible consenting junior high school students were inputted into Microsoft Excel then a random formula was applied to generate unique codes for each participant in the list. The list was shuffled and filtered to pool the required number of samples for each school.

Although, this manner of creating the sampling frame for sample selection may be less stringent, however, this was deemed to be the optimal approach to achieve the well-representativeness of the samples to the population without putting the respondents at risk for Covid-19 infection.

With this, according to Kelly, Clark, Brown, Sitzia (2003) as cited by AlQotba, Al Nuaimi, Al Mujalli, Zaine, Khudadad, Marji, Veetil, & Syed (2021), a pandemic like Covid-19 may serve as an excuse for using less stringent criteria in choosing samples without assessing the extent of bias introduced during the survey process.

**Demographic Information of the Respondents**

Out of 398 students who participated in the study, 15 students failed to complete the survey due to incomplete and/or non-provision of the data needed for the study. Thus, these students were not included in the data analysis.

On the other hand, a total of 383 students completed the survey making the response rate at 96.23% to include 274 (71.54%) students who participated online and 109 (28.46%) students who participated offline. According to Fincham (2008), response rates approximating 60% for most research should be achieved, and for survey research intended to represent all schools, a response rate of ≥80% is expected and must be achieved as the standard for evaluation for the journal.

**Table 4** shows the summary statistics of the 383 respondents who completed the online and offline surveys.

**Table 4**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Online Survey | | Offline Survey | | TOTAL | | |
| **Variables** | | **Frequency** | **%** | **Frequency** | **%** | **Frequency** | | **%** |
| Gender | Male | 135 | 35.25 | 52 | 13.58 | | 187 | 48.83 |
| Female | 139 | 36.29 | 57 | 14.88 | | 196 | 51.17 |
|  | Total | 274 | 71.54 | 109 | 28.46 | | 383 | 100.00 |
| Grade  Level | Grade 7 | 70 | 18.28 | 32 | 8.36 | | 102 | 26.63 |
| Grade 8 | 73 | 19.06 | 28 | 7.31 | | 101 | 26.37 |
| Grade 9 | 69 | 18.02 | 30 | 7.83 | | 99 | 25.85 |
| Grade 10 | 62 | 16.19 | 19 | 4.96 | | 81 | 21.15 |
|  | Total | 274 | 71.54 | 109 | 28.46 | | 383 | 100.00 |
| Age | ≤14 y/o | 140 | 36.55 | 53 | 13.84 | | 193 | 50.39 |
|  | 15 y/o - 24 | 134 | 34.99 | 56 | 14.62 | | 190 | 49.61 |
|  | Total | 274 | 71.54 | 109 | 28.46 | | 383 | 100.00 |
| SES | < ₱10,000 | 189 | 49.35 | 96 | 25.07 | | 285 | 74.41 |
| ≥ ₱10,000 | 85 | 22.19 | 13 | 3.39 | | 98 | 25.59 |
|  | Total | 274 | 71.54 | 109 | 28.46 | | 383 | 100.00 |

*Summary Statistics of the Respondents in Online and Offline Survey*

*Legend: Age:* ≤14 y/o (Youth), 15-24 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (Low Income to Rich)

Based on **Table 4,** out of **274** respondents who participated online, **135 (35.29%)** were males, **139 (36.29%)** were females. Also **70 (18.28%)** were grade seven, **73 (19.06%)** grade eight, **69 (18.02%)** grade nine, and **62 (16.19%)** grade 10. Further, **140 (36.55%)** were students 14 years old and below which are categorized as Youth while **134 (34.99%)** were students 15 – 24 years old or those classified as Young adults. Furthermore, data also reveal that **189 (49.35%)** were students coming from poor families with a monthly income of less than ₱10,000 and **85 (22.19%)** were students coming from families with Low Income to Rich with monthly income ₱10,000 and above.

Moreover, it can also be seen in **Table 4** that out of 109 students who participated survey in offline mode, **52 (13.58%)** were males, **57 (14.88%)** were females. Also **32 (8.36%)** were grade seven, **28 (7.31%)** grade eight, **30 (7.83%)** grade nine, and **19 (4.96%)** grade 10. Further, **53 (13.84%)** were students 14 years old and below which are categorized as Youth while **56** **(14.62%)** were students 15 - 24 years old or those classified as Young adults. Furthermore, data also reveal that **96 (25.07%)** were students coming from poor families with a monthly income of less than ₱10,000 and **13 (3.39%)** were students coming from families with Low Income to Rich with monthly income ₱10,000 and above.

**Table 5** shows the cross-tabulation of the demographic profile of the respondents across the four demographic variables.

**Table 5**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VARIABLES** | | | **Grade Levels** | | | | TOTAL |  |
| G7 | G8 | G9 | G10 | % |
| Gender | SES | Age |
| Male | ₱10,000 | 14 y/o | 34 | 21 | 11 | 1 | 67 | 17.49 |
| 15 – 24 y/o) | 17 | 15 | 26 | 26 | 84 | 21.93 |
| ₱10,000 | 14 y/o | 1 | 14 | 3 | 0 | 18 | 4.70 |
| 15 – 24 y/o | 0 | 0 | 7 | 11 | 18 | 4.70 |
| Female | ₱10,000 | 14 y/o | 35 | 27 | 10 | 0 | 72 | 18.80 |
| 15 – 24 y/o | 3 | 10 | 30 | 35 | 78 | 20.37 |
| ₱10,000 | 14 y/o | 12 | 11 | 2 | 0 | 25 | 6.53 |
| 15 – 24 y/o | 0 | 3 | 10 | 8 | 21 | 5.48 |
| **Total** | | | 102 | 101 | 99 | 81 | 383 | 100 |
| **%** | | | 26.6 | 26.4 | 25.8 | 21.1 | 100 |  |

*Demographic Profile of the Respondents*

*Legend: Age:* ≤14 y/o (Youth), 15-24 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (Low Income to Rich)

It can be seen in Table 5 that 102 (26.6%) of the respondents came from Grade seven, 101 (26.4%) from Grade eight, 99 (25.8%) from Grade nine, and 81 students came from Grade 10 (21.1%).

Out of 383, 187 (48.83%) of the respondents were Males to include 67 (17.49%) were Youth and 84 (21.93%) were Young Adults who belong to the Low Income to Rich classification, while 18 (4.70%) were Youth and 18 (4.70%) were Young Adults who belonged to Low Income to Rich SES classification.

Further, out of 383 students who completed the survey, 196 (51.17%) were Female students to include 72 (18.80%) were Youth and 78 (20.37%) were Young Adults who belonged to the Poor SES classification, while 25 (6.53%) and 21 (5.48%) were Young Adults who belonged to the Low Income to Rich SES classification.

Moreover, Table 6 presents the breakdown of the 383 students who participated in the online and offline survey per stratum (school) across the four demographic variables considered in the study to include gender, grade level, age, and Socio-Economic Status.

Schools coded as S1 – S17 represent the secondary schools that participated in the online survey, while S18 – S42 represent the schools that participated offline.

**Table 6**

Distribution of Respondents per School

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SCHOOLS** | **Actual Respondents**  **(n = 383)** | | **Grade Level** | | | | **Gender** | | **Age** | | **SES** | |
| **≤14 y/o** | **≥15 y/o** | **<₽10,000** | **≥₽10,000** |
| **Freq.** | **%** | **7** | **8** | **9** | **10** | **M** | **F** |  |  |  |
| S1 | 9 | 2.35 | 3 | 2 | 1 | 3 | 6 | 3 | 4 | 5 | 7 | 2 |
| S2 | 24 | 6.27 | 7 | 6 | 6 | 5 | 12 | 12 | 14 | 10 | 16 | 8 |
| S3 | 6 | 1.57 | 2 | 3 | 1 | 1 | 3 | 3 | 2 | 4 | 2 | 4 |
| S4 | 16 | 4.18 | 1 | 4 | 3 | 8 | 9 | 7 | 6 | 10 | 11 | 5 |
| S5 | 26 | 6.79 | 10 | 3 | 7 | 6 | 10 | 16 | 13 | 13 | 19 | 7 |
| S6 | 13 | 3.39 | 4 | 1 | 2 | 6 | 9 | 4 | 5 | 8 | 9 | 4 |
| S7 | 26 | 6.79 | 11 | 8 | 6 | 1 | 15 | 11 | 16 | 10 | 22 | 4 |
| S8 | 10 | 2.61 | 3 | 1 | 6 | 0 | 5 | 5 | 9 | 1 | 7 | 3 |
| S9 | 11 | 2.87 | 0 | 3 | 7 | 1 | 6 | 5 | 8 | 3 | 10 | 1 |
| S10 | 4 | 1.04 | 0 | 4 | 0 | 0 | 2 | 2 | 3 | 1 | 1 | 3 |
| S11 | 5 | 1.31 | 4 | 1 | 0 | 0 | 3 | 2 | 5 | 0 | 3 | 2 |
| S12 | 14 | 3.66 | 4 | 4 | 2 | 4 | 5 | 9 | 7 | 7 | 7 | 7 |
| S13 | 25 | 6.53 | 7 | 4 | 8 | 6 | 13 | 12 | 10 | 15 | 15 | 10 |
| S14 | 4 | 1.04 | 0 | 1 | 0 | 3 | 2 | 2 | 0 | 4 | 4 | 0 |
| S15 | 8 | 2.09 | 2 | 2 | 2 | 2 | 4 | 4 | 2 | 6 | 8 | 0 |
| S16 | 39 | 10.2 | 11 | 12 | 10 | 6 | 20 | 19 | 23 | 16 | 27 | 12 |
| S17 | 34 | 8.88 | 1 | 15 | 8 | 10 | 10 | 24 | 13 | 21 | 21 | 13 |
| S18 | 2 | 0.52 | 1 | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 2 | 0 |
| S19 | 3 | 0.78 | 0 | 1 | 0 | 2 | 2 | 1 | 1 | 2 | 3 | 0 |
| S20 | 5 | 1.31 | 3 | 1 | 1 | 0 | 3 | 2 | 4 | 1 | 5 | 0 |
| S21 | 4 | 1.04 | 0 | 4 | 0 | 0 | 2 | 2 | 1 | 3 | 3 | 1 |
| S22 | 2 | 0.52 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 2 | 0 |
| S23 | 10 | 2.61 | 5 | 1 | 2 | 2 | 3 | 7 | 5 | 5 | 10 | 0 |
| S24 | 4 | 1.04 | 1 | 1 | 2 | 0 | 2 | 2 | 2 | 2 | 4 | 0 |
| S25 | 2 | 0.52 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 2 | 2 | 0 |
| S26 | 4 | 1.04 | 2 | 1 | 1 | 0 | 0 | 4 | 3 | 1 | 3 | 1 |
| S27 | 3 | 0.78 | 1 | 0 | 2 | 0 | 3 | 0 | 1 | 2 | 2 | 1 |
| S28 | 5 | 1.31 | 2 | 1 | 2 | 0 | 2 | 3 | 3 | 2 | 5 | 0 |
| S29 | 2 | 0.52 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 0 |
| S30 | 4 | 1.04 | 2 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 3 | 1 |
| S31 | 10 | 2.61 | 2 | 4 | 3 | 1 | 6 | 4 | 4 | 6 | 10 | 0 |
| S32 | 7 | 1.83 | 3 | 1 | 3 | 0 | 4 | 3 | 5 | 2 | 5 | 2 |
| S33 | 10 | 2.61 | 1 | 4 | 3 | 2 | 4 | 6 | 3 | 7 | 9 | 1 |
| S34 | 3 | 0.78 | 1 | 1 | 1 | 0 | 1 | 2 | 2 | 1 | 1 | 2 |
| S35 | 1 | 0.26 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| S36 | 2 | 0.52 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 2 | 1 | 1 |
| S37 | 6 | 1.57 | 3 | 1 | 1 | 1 | 5 | 1 | 4 | 2 | 3 | 3 |
| S38 | 3 | 0.78 | 1 | 0 | 0 | 2 | 1 | 2 | 1 | 2 | 3 | 0 |
| S39 | 6 | 1.57 | 2 | 4 | 0 | 0 | 1 | 5 | 6 | 0 | 6 | 0 |
| S40 | 3 | 0.78 | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 3 | 3 | 0 |
| S41 | 3 | 0.78 | 1 | 0 | 2 | 0 | 3 | 0 | 1 | 2 | 3 | 0 |
| S42 | 5 | 1.31 | 0 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 5 | 0 |
| **TOTAL** | **383** | 100 | **102** | **101** | **99** | **81** | **187** | **196** | **193** | **190** | **285** | **98** |

*Legend: Age:* ≤14 y/o (Youth), ≥15 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (Low Income to Rich)

Looking at Table 6, out of 398 students who participated in the survey, only a total of 383 students were included in the data analysis due to nonresponse and incomplete data provided by other participants.

Moreover, it can be seen that the distribution of respondents across gender and grade level is proportional as compared with the distribution of respondents across age and socio-economic status since the allocation of samples for these two variables was only determined after collecting data from students.

With this, according to Commandeur (2012), proportions of respondents in the 42 strata made up by the demographic variables age and SES in the sample may not be the same as those in the population. Therefore, these two variables may or may not be completely representative of the population which may introduce biases. This conjecture is supported by Royal (2019) who stated that nonrepresentative data is one of the greatest validity threats in survey research as samples that are underrepresented and/or overrepresented based on demographic subgroups can introduce bias that can affect the accuracy and the inferences made in the results.

**Post-Stratification of Age and Socio-Economic Status**

To correct sample distribution for Age and SES, a post-stratification weight was applied for these two variables. This robust technique according to Royal (2019) involves taking sample data and aligning representation of various subpopulation groups to match that of the population.

According to Cervantes & Brick (2009), a post-stratification or stratification after sampling is used for the classification of the sampling units that are not available before data collection or is very expensive to use when creating sampling strata. Its benefits are similar to those from stratification and proportional allocation for a design when these sampling methods are not initially used to select the sample (Cervantes & Brick, 2009; Breid & Opsomer, 2008). It relies on the data obtained in the survey itself that are not available before sampling and adjusts the weights so that the totals in each group are equal to the known population totals (Kolenikov, 2016).

Post-stratification weight is frequently used to improve the precision of survey estimators when categorical auxiliary information is available from sources outside the survey (Breidt & Opsomer, 2008). It is used when it is inconvenient or impossible for the researcher to divide the population into strata before sampling due to the non-availability of the data, such as in this case for age and SES (Glasgow, 2005). It is also used to reconcile the known differences between sample and population (Cochran, 1977; Neyman, 1934; Stephan, 1941 in Shin, 2012). The weights obtained from post-stratification are used to make the sample more representative of the total population, and thus correct for selection bias resulting from underrepresentation or overrepresentation of samples (Commandeur, 2012).

**Table 7** below shows the poststratification weights of the two demographic variables Age, and SES.

**Table 7**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age Group** | **Socio-Economic Status** | | | | | | | | **Weight** | |
| **Population** | | | | **Samples** | | | | **Poor** | **LR to Rich** |
| **Poor** | | **LR to Rich** | | **Poor** | | **LR to Rich** | |
| **N** | **%** | **N** | **%** | **n** | **%** | **n** | **%** |
| Youth | 7,107 | 9.410 | 29,909 | 39.59 | 139 | 36.29 | 43 | 11.23 | **0.259** | **3.525** |
| Young Adult | 7,400 | 9.800 | 31,126 | 41.20 | 162 | 42.3 | 39 | 10.18 | **0.232** | **4.047** |
| **Total** | **14,507** | **19.21** | **61,035** | **80.79** | **301** | **78.59** | **82** | **21.41** | **1.22** | **4.48** |

*Post-Stratification of Samples for Age and Socio-Economic Status*

*Legend: Age:* <14 y/o (Youth), ≥15 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (LR = Low Income to Rich)

It can be gleaned from **Table 7** that the population estimates for the two variables age and SES are indicated based on the enrolment data using the population estimates for age group Youth (49%), and 51% Young Adults, and SES classification 19.2% poverty threshold reported for Zamboanga City by the PSA (2021). These population estimates were used to check whether the samples obtained on the demographic variables represent the population.

To poststratify the two variables age and SES, weighting was applied by dividing the population proportion by the sample proportion. Based on the result, weights 0.259 for Poor-Youth, 0.232 for Poor-Young Adult, 3.525 for Low Income to Rich- Youth, and 4.047 for Low Income to Rich -Young Adult were obtained.

The computed **weight** for each group Age\*SES was multiplied with the respective sample proportion. The result from this computation was checked against the population proportion to check whether the sample reflects that of the population. The result of the said computation is reflected in the contingency table below.

**Table 8**

*Contingency Table of Weighted Age and SES in the sample*

|  |  |  |  |
| --- | --- | --- | --- |
| Age / SES | **Sample** | | |
| Poor | LR to Rich | Total |
| Youth | 9.40 | 39.59 | 48.99 |
| Young Adult | 9.81 | 41.20 | 51.01 |
| **Total** | **19.21** | **80.79** | **100** |

*Legend: Age:* <14 y/o (Youth), ≥15 y/o (Young Adult); SES < ₱10,000 (Poor), ≥10,000 (Low Income to Rich)

Comparing the frequencies in Table 8 with those of the population in Table 5, it can be seen that the distributions of the variables age and SES in the sample, match with the population after applying post-stratification weights. With this, it can be concluded that the correction weights were able to prove that the samples are representative of that of the population. Further, it can also be said that the correction weights were able to help reduce the bias in the estimated population parameters thereby making the demographic variables like age and SES capable of capturing the misrepresentation in the sample due to disproportionality caused by the sampling process.

**Research Instruments**

There were two instruments used in this study include the Social Support Scale **(Appendix A)** and the Attitude Survey Scale **(Appendix B)**. These questionnaires were prepared similarly in print and a digital format using Google form. According to Dillman, Smyth, & Christian (2014) and Singleton & Straits (2009) as cited by Ponto (2015), using a combination of methods of survey administration can help ensure better sample coverage by providing all individuals an equal chance of inclusion in the sample, therefore, can reduce coverage error.

The Social Support Scale is a 12-item validated instrument originally developed by Malecki, Demaray, & Elliott (2000) and was adapted by Pappas (2014). It is composed of three items each for Emotional Support, Instrumental Support, Informational Support, and Appraisal Support with reliability coefficients of 0.70, 0.73, 0.80, and 0.77 respectively. It uses a five-point Likert-scale 1-Never, 2-Rarely, 3- Sometimes, 4-Often, and 5-Always. It was prepared in two similar sets to include the Parent’s Social Support Survey Questionnaire and the Teacher’s Social Support Survey Questionnaire.

The Attitude Survey Questionnaire is a 40-item validated instrument that is used to determine the level of attitude of students towards Home-Based Education. It consists of seven items for Nature of Learning, 13 items for Anxiety of Learning, nine items for Expectations of Learning, and 11 items for Openness to Learning. It is a valid and reliable instrument adopted from Kara (2009) with Cronbach’s Alpha coefficient of 0.77 for Natural Learning; 0.72 for the Expectations from Learning; 0.78 Openness to Learning; and 0.81 for the Anxiety about Learning. These values are all greater than 0.70 which were interpreted to be valid and reliable (Buyukozturk, 2004). It uses a five-point Likert Scale which is 1-Strongly Disagree, 2-Disagree, 3-I have No Opinion, 4- Agree, and 5-Strongly Agree.

The first part of the survey questionnaire includes information regarding the participants’ demographic data such as optional Name, gender, grade level, age, and socio-economic status. The second part of the survey is set to evaluate students’ self-reported social support received from Parents and Teachers, and the third part aims to assess students’ attitudes towards Home-Based Education.

Both instruments used in the study were pilot tested among 16 high school students with similar characteristics to the actual samples to assess its validity and reliability for the current study. According to Fink (1995) in Sang, Mail, Abd Karim, Ulum, Mufli, & Lajuni (2017), the minimum number for a pilot test in most student questionnaires is 10. This claim is supported by Hill (1998) in Tappin (2014) who suggests that 10 to 30 participants are needed for pilot tests in survey research.

**Table 7** below shows the result of the Reliability Test of the instruments obtained through pilot testing.

**Table 9**

*Pilot Testing Reliability and Validity Result*

|  |  |  |  |
| --- | --- | --- | --- |
| **Measured Constructs** | **No. of Items** | **Cronbach’s Alpha** | **Interpretation** |
| Teachers’ Social Support | 40 | 0.960 | Acceptable |
| Parents’ Social Support | 12 | 0.958 | Acceptable |
| Students’ Attitude | 12 | 0.832 | Acceptable |

Based on the result in Table 9, a high degree of consistency between the given items was observed with Cronbach’s alpha of 0.832 obtained for Students’ Attitude Scale, 0.960 for the Social Support – Parents Scale, and 0.958 for Teacher Scale. These Cronbach’s alpha coefficients obtained are supported by Hair, Bush & Ortinau (2003) in Sang, Mail, Karim, Ulum, Mufli, & Lajuni (2017) who state that the widely accepted cut-off for an instrument is that Cronbach’s alpha should be higher than 0.70, thus as a result, no further changes were needed, and these instruments were used in the actual study.

**Ethical Considerations**

It was important to ensure that the study was conducted with the highest ethical principles in place (Kerns, 2016). Seidman (2013) as cited in Kerns (2016) states that there are many a researcher can take to minimize risks to respondents, including providing informed consent documents. The researcher must also strive to maintain respondents’ anonymity and protect the data collected from being misused.

**Ethics Clearance**

Before collecting data, the study protocol was submitted for an Ethics Clearance to ensure that it met safety requirements for respondents and that the necessary elements were included in the informed consent documents and followed throughout the study. All recommendations given by the institutional review board were implemented to ensure that the study was conducted with the highest ethical principles in place and that no data were collected until approval from the ethics board.

**Informed Consent**

All respondents included in this study were only permitted to participate after being granted parental consent. The parental consent that came with informed consent was provided to the parents/guardians of the respondents to inform them about the study. It included identification of the researcher; an indication of how the participants are selected; identification of the purpose of the research; identification of the benefits for participating; identification of the level and type of participant involvement; notation of risks to the respondent; guarantee of confidentiality to the respondent; assurance that the respondent can withdraw at any time; and provision of names of persons to contact if questions arise. The informed consent was provided with a translation made by professionals and native speakers of the dialect to include Tausug, Visayan, and Chavacano for the parent/guardian to be made fully aware of what the research study was all about and how the data collection should be carried out.

**Voluntary Participation**

The principle of voluntary participation requires that the respondents in the study not be coerced into participating in research (Trochim, 2021). Thus, it is important to assure the potential respondent’s participation in the research is voluntary and that he or she will be free to discontinue his/her participation at any time.

In this study, the student as a respondent together with the parent or guardian was fully informed that their decision to participate in the research study was entirely voluntary and that they can refuse to take part in or may withdraw their participation at any time without penalty or loss of benefits to which they are entitled to. The potential respondents were also assured that they may discontinue the study for any reason.

**Inclusion and Exclusion Criteria**

The respondents included in the study were delimited to Grades seven to 10 students who had been enrolled in public secondary schools in Zamboanga City for SY 2020-2021. Not considering ethnicity, the respondents selected should know how to read and write and can understand English, and whose parents or guardians can understand any of the local dialects delimited to Bisaya, Chavacano, or Tausug. On the other hand, students who have met the mentioned criteria but enrolled in a learning Modality other than the Home-Based Education to include Online Distance Learning (ODL), Modular Distance Learning (MDL), and Self-Learning Module (TV/Radio-Based Instruction) will be excluded from the study. Moreover, students who were on quarantine during the conduct of the study or whose family member had recent direct exposure to Covid-19 as determined by their local health authority which, in the opinion of the researcher, would interfere with their ability to participate in the study or pose health risks to the researcher were excluded from the study.

**Withdrawal Criteria**

The participation of the respondents as described was completely voluntary thus if the respondent decided to withdraw from the research study, the researcher may discontinue all the research activities involving student’s participation including interacting or intervening with the respondents to obtain data for the research study and obtaining identifiable private information about the respondents for the research by collecting or receiving such information from any source. However, when the respondent’s withdrawal request was limited to the discontinuation of answering completely the questionnaires, the researcher may retain and analyze already collected data related to the respondent, even if those data include identifiable private information about the respondent. Likewise, if the researcher decided to terminate the respondent’s participation due to health safety or protocol-related concerns such as when data collection is not possible to be administered offline or face-to-face, the researcher should ask the respondents for their willingness to continue participation in another mode of data collection as described in the protocol such as obtaining data through an online platform.  If the respondent and the parents agreed, then the research activities involving this other type of participation for which the respondent previously gave consent may continue.

**Study Related Risks**

Like in any research, this study may posit study-related risks, however, such risks, if any, are very minimal, hence this study did not require the provision of any medical/psychological support as well as treatment of study-related injuries arising from the conduct of the study.The possible risks that the respondents may experience brought about by the data collection procedure included physical discomforts such as eyestrain, headaches, boredom, or fatigue. Hence, the researcher developed some strategies or procedures to minimize these possible risks by limiting the survey among students to 20-40 minutes only and by designing the survey questionnaire appropriate for the level of the respondents in terms of language use, format, and construct.

**Confidentiality**

As Seidman (2013) in Kerns (2016) emphasized, “the respondent has the right to privacy and the right to request that identities remain confidential and not be revealed”. To maintain the privacy of the students, all the information associated with them that may disclose their identity was stored in password-protected storage devices such as USB, and external hard drives or a secured file cabinet for those hard copies of accomplished survey questionnaires. Moreover, additional measures were taken to ensure that the information provided by the respondents remains anonymous by replacing all names of all respondents, as well as names of schools attended with pseudonyms to minimize the potential that a respondent can be identified in the data. Moreover, data will be kept only until the duration of the study and will be physically destroyed by employing disk shredding or burning as soon as the study is completed.

**Compensation**

Compensation for the respondents can be provided for reasons including reimbursement of costs; compensation for time lost, discomfort, or inconvenience; or expression of appreciation for participation (Saleh, Sambakunsi, Nyirenda, Kumwenda, Mortimer, and Chinouya, 2020).

In this study, the respondents were given a token for participating in the research study through the school they were enrolled in. The token was in the form of a set of school supplies which were handed out to the school principal or teacher-in-charge.

**Data Analysis and Interpretation**

The researcher considered the following to address emerging issues that may call for good ethical decisions: (a) protect the anonymity of the respondents included in the study by disassociating students’ names from responses during the data analysis. This was done by using codes for individuals and places to protect identities; (b) data, once analyzed were kept throughout the study then were discarded so that it would not fall into the hands of other researchers who might misappropriate it; (c) issues on data ownership once the data were collected and analyzed were discussed and resolved by setting a clear understanding between the researcher and the respondents of the study; (d) in the interpretation of data, the researcher provided an accurate account of the information.

**Ethical Issues in Writing and Disseminating the Research**

The ethical issues do not stop with data collection and analysis; issues apply as well to the actual writing and dissemination of the final research report (Creswell, 2009).

In writing this research, the researcher did not use language or words that were biased against persons because of gender, gender orientation, racial or ethnic group, disability, or age. The APA 7th edition Publication Manual guidelines were followed to include (1) using present unbiased language at an appropriate level of specificity; (2) using language that is sensitive to labels; and (3) acknowledging respondents in the study.

**Reporting of findings**

The researcher ensured to report accurately the results gathered from this study even if it is inconsistent with the expectations of the researcher (Bogdan & Biklen, 2006). Steps were taken to ensure that sound quantitative data analyses were carried out with the highest ethical standards in this study. Further, the researcher took a proactive stance not to engage in fraudulent practices such as suppressing, falsifying, or inventing findings to meet the researcher’s or an audience’s needs.

**Conflict of Interest**

The researcher hereby declares that she has no conflict of interest in conducting this study and that she had no affiliations or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers’ bureaus; membership, employment, consultancies, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs).

**Data Collection Procedure**

Data collection in research is a systematic approach of collecting data from the subject of interest to answer the research questions or test the hypotheses posited in the study.

In this study, the data collection procedure was done following the steps below:

***Step 1. Requesting Permission for the Conduct of the Study***

Before the start of data collection in 42 schools, a permission letter was sent to the Office of the Schools Division Superintendent of Zamboanga City seeking approval for the conduct of the study. An ethics clearance secured from the Ethics Review Committee was also submitted to the Office of the SDS to ensure that the research protocol has duly undergone a thorough review before the data collection. Following the approval, the researcher received an endorsement letter coming from the Office of the SDS granting permission to do research among 398 junior high school students across 42 schools under the said division. With this, the researcher asked the list of secondary school Principals from the planning section office to officially coordinate with the latter about the study. In addition, the master list of JHS enrolment data for SY 2020-2021 was also provided by the planning office to the researcher to include the total population for each school distributed across gender and grade level. However, data of students across the other two demographic variables age and socio-economic status for SY 2020-2021 were not provided due to non-availability.

***Step 2. Recruitment of Samples***

After determining the target population, the sample size, the variables under study, and the strata including the required number of samples for each stratum, the sample selection process was carried out by constituting the sampling frame for each school.

To begin the sample selection process, the researcher personally visited the target schools during the second and third weeks of August. The first schools visited were the 21 schools coded as S1, S2, S4 – S8, S10 - S14, S16, S17, S21, S28, S31, S32, S37, S39, and S42 located less than 30 kilometers Westcoast and east coast of Zamboanga City followed by the other 21 schools coded as S3, S9, S15, S18 – S20, S22 – S27, S29, S30, S33-S36, S38, S40 and S41 located more than 30 kilometers Westcoast and east coast of Zamboanga City. Of these 42 schools, schools coded as S24, S29, S34, S35, and S38 were not reached through a personal visit per advised by their School Principals not to go for security and safety reasons but instead scheduled a meeting for the said purpose within the city.

Following the basic Covid-19 health and safety protocols, the endorsement letter coming from the Office of the Schools Division Superintendent of Zamboanga City was presented to each of the School Principals of the 42 schools. During the said visit, important details about the study were discussed such as the target respondents, the required number of samples, and the mode of data collection. Initially, the researcher stated to conduct the survey using the printed self-administered questionnaires among the 42 schools, however, due to the number of restrictions brought about by the lockdown, 17 out of 42 schools coded as S1 to S17 suggested to have the data collection via Google Form to achieve a higher participation rate coming from the students, while schools coded as S18 to S42 agreed to participate in the survey using hard copy. After settling that matter, the School Principal referred the researcher to the adviser or curricular chair to be provided with further assistance needed for the study.

To select the samples from each school, the curricular chair or adviser of each school provided the list of students to the researcher. The list of students including the demographic profiles was provided such as gender, and grade level except, however, for the age and socio-economic status of the students. Using the list, a sampling frame for each school was created.

In creating the sampling frame, the existing Covid-19 situation in the City was considered alongside the well-representativeness of the samples to the target population. Since the usual randomization was not possible to be carried out due to the Covid-19 related restrictions imposed by the Local Government Unit such as restricting individuals below 21 years old to leave their residence, suspending face-to-face or in-person meetings in school for high school students, and imposing color-coding schemes for the residents, less stringent criteria in selecting the samples was created as an alternative. According to Kelly, Clark, Brown, Sitzia (2003) as cited by AlQotba, Al Nuaimi, Al Mujalli, Zaine, Khudadad, Marji, Veetil, & Syed (2021), a pandemic like Covid-19 may serve as an excuse for using less stringent criteria in choosing samples without assessing the extent of bias introduced during the survey process.

Considering the aforementioned, the sampling frame created for the sample selection included all junior high school students who were permitted by their parents to participate in the study, and at the same time students who met the other criteria set by the researcher to include (a) students who are officially enrolled in formal education for SY 2020 – 2021, (b) can read and understand English, (c) whose parents or guardians can understand at least any of the local dialects such as Tausug, Chavacano, and Visayan, and (d) those without recent exposure to Covid – 19.

Since only the eligible consenting students were included in the sampling frame, the researcher asked for the adviser or curricular chairperson’s help in distributing the copy of the parent’s consent together with the informed consent and student’s assent to determine consenting students. The printed copies of such were distributed to all the parents or guardians during the module distribution or outputs submission in school, and a digital copy was sent to all parents or guardians who could be accessed via FB Messenger. The informed consent and student assent were thoroughly discussed in the language that could be best understood by the parent/guardian while emphasizing the voluntary participation of their child. The parents/guardians and students were then asked to sign or put a mark on the parent’s consent and student’s assent respectively to confirm their willingness to participate in the study. All accomplished parent’s consent and students’ assent were collected by the adviser, and all the names of eligible consenting students were listed and encoded into Microsoft Excel to constitute the sampling frame for each school. A random formula was applied to assign a unique code for each student, and after assigning codes, the list is shuffled and filtered to pool the samples needed.

***Step 3. Preparation of Research Instrument***

Since the study was conducted amidst lockdown restricting students to leave their residence, the data collection was carried out using a mixed-method approach to include online and offline. According to Dillman, Smyth, & Christian (2014) and Singleton & Straits (2009) as cited by Ponto (2015), using a combination of methods of survey administration can help ensure better sample coverage by providing all individuals an equal chance of inclusion in the sample, therefore, can reduce coverage error.

Before the data collection, the adopted survey questionnaires underwent pilot testing among 16 junior high school students coming from two public schools, a week before the data collection was initiated. Of the 16 students who participated in the pilot testing of the questionnaire, three students came from Grade seven, five students from Grade eight, six students from Grade nine, and two students from Grade 10. According to Fink (1995) in Sang, Mail, Abd Karim, Ulum, Mufli, & Lajuni (2017), the minimum number for a pilot test in most student questionnaires is 10. This claim is supported by Hill (1998) in Tappin (2014) who suggests that 10 to 30 participants are needed for pilot tests in survey research.

A reliability analysis using Cronbach’s Alpha was run to obtain the alpha reliability coefficient, and based on the result, the adopted survey questionnaire is valid for use by junior high school students within the context of the current study. The computed reliability coefficients obtained greater than 0.70, according to Hair, Bush & Ortinau, (2003) in Sang, Mail, Karim, Ulum, Mufli, & Lajuni (2017) were acceptable, therefore no changes were made in the questionnaires.

Before its distribution, the hard copy of the survey questionnaires for offline and the Google form for online was checked first for any defect such as incompleteness, unreadability, broken links, as well as the functionality of the required option buttons in the Google Form.

***Step 4. Survey Execution***

Survey questionnaires including the Google link for online and offline participants were distributed to the Curricular chair or adviser together with the list of eligible consenting students who were randomly chosen to participate in the study.

A total of 398 students to include 283 for online, and 115 students for offline received the Google link and printed survey questionnaires respectively. Since students were not allowed to go out, the parents or guardians of the selected consenting students in 25 schools who participated offline were contacted to get the questionnaires at school, and those students under the 17 schools who participated online was contacted via their own FB messenger or cellphone number of parents/guardian to inform them about the survey link being sent to their account.

Both surveys for offline and online were answered by the students at home. Upon completion, the survey questionnaires were returned by the parents or guardians to the adviser or curricular chair at school, while for online, submission of responses was done via Google sheet.

Out of 398 students who were selected as participants in the study, 15 students failed to complete the survey making the response rate at 96.23% with a total of 383 students to include 274 (71.54%) students who participated online and 109 (28.46%) students who participated offline. According to Fincham (2008), response rates approximating 60% for most research should be achieved, and for survey research intended to represent all schools, a response rate of ≥80% is expected and must be achieved as the standard for evaluation for the journal.

***Step 5. Handling Survey Errors***

For the online survey, initially, a Google link was sent to the adviser of the first school with eight target respondents after confirming the students’ online availability and readiness to answer the survey. Real-time responses were monitored using the **View Responses in Sheet** feature of the Google Form.

Upon monitoring the first few responses received from the students, the researcher had found two similar responses coming from the same student, thus, the Google Form was edited by enabling the restriction in the settings to allow for only one response from the user. The said duplicate response coming from the same student was removed from the record in order not to cause errors in the data analysis.

On the other hand, survey errors due to non-response or incomplete data provided on the questionnaires such as non-indication of the required demographic information for both online and offline were not included in the data analysis.

In this study, a total of 15 students failed to complete the survey to include six students (1.51%) for offline and nine students (2.26%) for online, thus making the response rate at 96.23% with 383 total respondents considered in the data analysis.

***Step 6. Storing the Data Gathered from the Survey***

Data collected from the respondents were stored in a password-protected storage device such as a USB, an external hard drive for online files, and a secured cabinet for the answered hard copies of the survey questionnaires which only the researcher had access to it. To prevent data loss, all these data were backed up using the abovementioned storage devices and were kept until the research study was completed before totally disposing it of by employing physical destruction such as disk shredding or burning so that it could no longer be used by others for purposes not intended for it.

After completing the data collection procedure, the researcher prepared all the data collected for statistical analysis by employing appropriate statistical tools to treat the data. Data were entered into Statistical Package for Social Sciences (SPSS) to analyze and calculate the data. After analysis, data were tabulated and then interpreted to draw generalizations about the result. The final results obtained from the study were presented to the technical panel to scrutinize whether the intended objectives of the research study are met accordingly and that the procedures on how these results were obtained conform to the highest ethical principles as described in the research paper. Suggestions, corrections, and modifications were made in the paper to make it ready for presentations in local or international conferences as well as international publications.

**Statistical Treatment of Data**

Shamoo and Resnik (2003) define data analysis as a process or systematic application of statistical tools to derive insights or draw valid conclusions from the data collected. It helps in reducing voluminous data sets into smaller segments to generate new ideas and meaningful results. In this study, Descriptive Statistics such as Mean and Standard deviation, and inferential statistics such as Pearson Product-Moment of Correlation, Multilinear Regression, and MANOVA were used to answer the six research questions posited in the study as presented in **Table 10.**

**Table 10**

*Data Analysis Tools Used*

|  |  |  |
| --- | --- | --- |
| **Problems** | **Variables** | **Data Analysis** |
| 1. What is the extent of social support received by the high school students when the variable is measured in terms of Emotional, Informational, Instrumental, Appraisal Support? | Emotional, Informational, Instrumental, Appraisal | Mean, Standard Deviation |
| 1. What is the level of attitude of high school students toward Home-Based Education when the variable is measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning? | Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning | Mean, Standard Deviation |
| 1. Is there a significant relationship between the extent of social support and the level of attitude of high school students toward Home-Based Education? | Social Support vs. Students’ Attitude | Pearson Product-Moment Correlation |
| 1. Does the extent of social support significantly influence the level of attitude of high school students toward Home-Based Education? | Parent Support & Teacher Support vs. Students’ Attitude | Multiple Linear Regression |
| 1. Is there a significant difference in the extent of social support received by students measured in terms of Emotional, Informational, Instrumental, and Appraisal when the variable is categorized according to gender, age, grade level, and Socio-Economic Status? | **DVs**: Emotional, Informational, Instrumental, and Appraisal  **IVs**: gender, age, grade level, and SES | Multivariate Analysis of Variance (MANOVA) |
| 1. Is there a significant difference in the level of attitude of high school students measured in terms of Nature of Learning, Anxiety, Expectation, & Openness when the variable is categorized according to gender, age, grade level, and Socio-Economic Status | **DVs**: Nature of Learning, Anxiety, Expectation, & Openness to Learning  **IVs**: gender, age, grade level, and SES | Multivariate Analysis of Variance (MANOVA) |

The Mean and Standard Deviation were used to determine the **Extent of Support** received by high school students measured in terms of the four dimensions namely Emotional, Instrumental, Informational, and Appraisal. Social Support was measured based on two constructs: Parents and Teachers. It was obtained by summing up separately the total frequency obtained across the four dimensions. There were three items included for each of the social support dimensions: Emotional, Instrumental, Informational, and Appraisal Support.

**Table 11** below shows the scale used to rate each response with the corresponding mean range and score range for the verbal interpretation of the mean scores obtained, adopted from EPRD (2006) as cited by Zakaria, Salleh, Ismail, & Ghavifekr (2017) and Kitjaroonchai (2012).

**Table 11**

Social Support Interpretation Scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scale | Mean Range |  | Mean Range |  | The extent of Social Support |
| 5 | Always |  | 4.20 – 5.00 |  | Very High |
| 4 | Often |  | 3.40 – 4.19 |  | High |
| 3 | Sometimes |  | 2.60 – 3.39 |  | Moderate |
| 2 | Rarely |  | 1.80 – 2.59 |  | Low |
| 1 | Never |  | 1.00 – 1.79 |  | Very Low |

The Mean and Standard Deviation were also used to determine the **Level of Attitude** of high school students toward Home-Based Education measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning. Below was the scale used for the mean score interpretation of students’ attitude towards Home-Based Education adopted from Kuntiyawichai, Dau, Inthavong (2017) and Kitjaroonchai (2012).

**Table 12**

*Students’ Attitude Interpretation Scale*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scale | Mean Range |  | Score Range | Level of Attitude |
| 5 | Strongly Agree |  | 4.20 – 5.00 | Very High |
| 4 | Agree |  | 3.40 – 4.19 | High |
| 3 | No Opinion |  | 2.60 – 3.39 | Moderate |
| 2 | Disagree |  | 1.80 – 2.59 | Low |
| 1 | Strongly Disagree |  | 1.00 – 1.79 | Very Low |

To test Hypothesis 1, a Pearson Product-Moment Correlation was used to determine whether there was no significant relationship between the two latent variables: the Extent of Social Support and Level of Attitude of high school students towards Home-Based Education. The r-value obtained was interpreted using the Pearson Correlation and Absolute Range of Values below adopted from Knapp (2020) as cited by Carvalho, Loireau, Fargette, Filho, Abdoulaye (2017).

**Table 13**

*Class of Pearson Correlation and Absolute Range of Values*

|  |  |  |
| --- | --- | --- |
|  | Range | Class |
|  | <0.1 | No Relationship |
|  | 0.10 – 0.20 | Weak |
|  | 0.21 – 0.5 | Moderate |
|  | >0.5 | Strong |

Moreover, to test Hypothesis 2, whether the extent of social support based on two constructs: Parents and Teachers had no significant influence on the level of attitude of students toward Home-Based Education, a multilinear regression analysis was used to analyze the quantitative data and interpreted using the scale in Table 13.

Before conducting the data analysis, assumptions for multilinear regression were checked in terms of linearity of the independent variable (IV) and the dependent variable (DV) using a scatterplot, multicollinearity using the VIF and tolerance scores, residual independence using Durbin Watson, data normality, presence of outliers using Cook’s distance, and homoscedasticity. To test for linearity, *Students’ Attitude* as the dependent variable and *Parent Support* and *Teacher Support* as independent variables were tested using a scatterplot. The graph obtained shows the relationship of the DV and the IV, for which the predicted values increase along the X-axis, the variation in the residuals was roughly similar. Moreover, IVs or predictors were not highly correlated since the highest correlation is r=0.307. In terms of multicollinearity, VIF and tolerance scores were 0.685 and 1.461 respectively, thus, this assumption is met since the VIF score is below 10, and the tolerance score is above 0.2, which is the case in this result. Further, Durbin Watson is 1.379 which is close to two, thus the assumption for residual independence is met. Further, to check the presence of influential outliers, Cook’s Distance was used, and based on the result, no significant outliers have occurred as there were no values over one. Lastly, although the P-P plot for the model shows that the assumption of normality of the residuals may have been violated, however, as only extreme deviations from normality are likely to have a significant impact on the findings, thus, this is still valid.

Moreover, a post-stratification weight was applied on the two demographic variables age and SES to correct sample proportion that may be underrepresented or overrepresented due to the sampling done after data collection.

Hypotheses 3 and 4 were analyzed using multivariate analysis of variance (MANOVA) to examine whether there exists no significant difference in the Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal Support when the variable is categorized according to gender, grade level, age, and socioeconomic status, and whether there exists a significant difference in the Students’ Attitude measured in terms of four dimensions namely: Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to gender, grade level, age, and socio-economic status respectively. The mean score for the four dimensions of the social supportwas obtained by getting the sum of the frequency of each of the dimensions for the two subscales – *Parents and Teachers’ Support* (Malecki & Demaray, 2002).

Before conducting MANOVA, data screening was done to protect the integrity of inferential statistics to be used (Tabachnick and Fidell, 2007 as cited by Brookshier & Boyd, n.d.). Data screening involved checking the assumptions of MANOVA to include normality, homogeneity of variance, homogeneity of covariance, and outliers to explore the appropriateness of the data for MANOVA (Field, 2009; Tabachnick & Fidell, 2007 as cited by Ozudogru & Aksu, 2020).

First, the sample proportion for the two demographic variables age and SES were made sure that it represents the population by applying poststratification weights to reconcile the known differences between sample and population (Cochran, 1977; Neyman, 1934; Stephan, 1941 in Shin, 2012) and to correct for selection bias resulting from underrepresentation or overrepresentation of samples (Commandeur, 2012). According to Breidt & Opsomer (2008), post-stratification weight is frequently used to improve the precision of survey estimators when categorical auxiliary information is available from sources outside the survey. It is used when it is inconvenient or impossible for the researcher to divide the population into strata before sampling due to the non-availability of the data, such as in this case for age and SES (Glasow, 2005). Based on the result of poststratification weighting conducted, the samples for age and SES were concluded to be representatives of that of the population.

In terms of normality, a histogram and the absolute values of skewness and kurtosis were used to assess the normality of the data for actual samples. This is in accordance with Kim (2013) that sample sizes greater than 300, a histogram, and the absolute values of skewness and kurtosis without considering z-values can be used. Either an absolute skew value larger than 2 or an absolute kurtosis larger than 7 may be used as reference values for determining substantial non-normality (Kim, 2003*;* Kline, 2010 in Welch & Areepattamannil, 2016). In addition, according to Hartmann, Krois, Waske, (2018), data can be assumed to be normally distributed since the sample size is greater than 30. This assumption is backed up by the Central Limit Theorem, which states that for a large sample size (n>30), the sampling distribution is approximately normal, irrespective of the shape of the population distribution (Mann 2012 in Hartmann, Krois, Waske, 2018; Barr, Christopher, & Çetinkaya-Rundel, 2021). The sample size is usually considered to be large if n≥30 (Hartmann, Krois, Waske, 2018; Pallant, 2007). This claim is supported by Altman & Bland (1995) in Ghasemi & Zahediasl (2012) that if the study consists of hundreds of observations, the distribution of the data can be ignored. This implies that parametric procedures can be applied even when the data are not normally distributed (Elliot & Wood Ward, 2007). The second assumption that was carried out was in respect to homogeneity of variance, wherein it suggests that all data should have the same or similar variances (Muzaffar, 2016).

For checking this assumption, Box's M was used since group sizes were over 30. According to Kelly (2017) and Allen & Bennet (2008), if group sizes are over 30, then the MANOVA is robust against violations of homogeneity of variance-covariance matrices assumption. This implies that a one-way MANOVA can still be applied despite the violated assumption about the homogeneity of variance-covariance among the dependent variables. Moreover, the outlier analysis was also carried out to assess whether data are coherent to multivariate analysis. Outliers are sample units with extreme values that have an unusual combination of values for more than one variable (multivariate outliers). Outliers can be a matter of concern because they can have a large effect on the outcome of an analysis (McCune & Grace, 2002). In this case, the Mahalanobis distance (MD) was the metric used for testing multivariate deviation where each observation obtains a numerical measurement to the centroid of the data set and the correlation of the data sets is taken into account via the covariance matrix (Gao, Madsen, Poso, Aamand, Lidauer, & Jensen, 2018). The MD was used to check the data set by creating p-values using the Chi-Square function. Each dependent variable was analyzed and scored separately by creating a column of p-values at the end of the data set. The critical value of chi-square at p < .001 was used for the calculation of Mahalanobis Distance with degrees of freedom (df). This assumption is backed up by Mertler and Reinhart (2017) and Finch (2012) as cited by Welch & Areepattamannil (2016) that the accepted criterion for outliers is a value for Mahalanobis Distance that is significant beyond p < .001 (Greene, 2019). In summary, results for the assumption testing indicated that data were normally distributed with values for skewness and kurtosis less than 2 and 7 respectively (Kim, 2003*;* Kline, 2010 in Welch & Areepattamannil, 2016) and with a sample size which is greater than 30, data assumed normality irrespective of the shape of the population distribution (Hartmann, Krois, Waske, 2018; Barr, Christopher, & Çetinkaya-Rundel, 2021; Altman & Bland, 1995 in Ghasemi & Zahediasl, 2012); and no outliers were beyond p<0.001 (Greene, 2019), thus the parametric procedures like MANOVA can be applied.

Moreover, the age classification followed the United Nations guideline (1982) in Caceres, Melo, Santos (2013) indicating that 5-14 years old as Youth, and 15-24 years old as Young Adulthood. Meanwhile, the socio-economic classification used in this study followed the two-income classifications Poor (monthly income <₱10,481) and Low Income to Rich (monthly income ≥ ₱10,481) as cited by Albert (2019). These figures were rounded off to ₱10,000 to give a better income estimate.

**CHAPTER IV**

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter deals with the presentation and interpretation of data that answers the specific problems cited. It is done in accordance with the sequence of research questions presented.

**Research Problem #1.** **What is the extent of social support received by high school students during Home-Based Education when the variable is measured in terms of Emotional, Instrumental, Informational, and Appraisal Support?**

**Table 14.0** presents the result of the students’ self-reported extent of social support measured in terms of four dimensions: *Emotional, Instrumental, Informational, & Appraisal* Support based on two constructs – *Parents* & *Teachers*. Social Support for parents and teachers was obtained by summing up separately the total frequency obtained across the four dimensions.

**Table 14.0**

*Students’ Self-Reported Extent of Social Support from Parents and Teachers*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sources of Social Support (SS) | | | | | | | | | |
|  | N | Parents | | | Teachers | | Overall SS | | Extent of  Social Support |
| Mean | SD | | Mean | SD | Mean | SD |
| Emotional | 383 | 4.140 | | 0.945 | 4.315 | 0.889 | 4.228 | 0.527 | Very High |
| Instrumental | 383 | 3.877 | | 0.992 | 3.839 | 1.038 | 3.858 | 0.687 | High |
| Informational | 383 | 3.658 | | 1.175 | 4.003 | 1.070 | 3.830 | 0.630 | High |
| Appraisal | 383 | 3.846 | | 1.118 | 3.934 | 1.102 | 3.890 | 0.741 | High |

Legend: 1.00 – 1.79 Very Low; 1.80 – 2.59 Low; 2.60 – 3.39 Moderate; 3.40 – 4.19 High; 4.20 – 5.00 Very High

Based on Table 14.0, data show that the extent of the *Overall Social Support* is observed to be Very High in terms of Emotional Support with mean score *M=4.228,* and High in terms of *Instrumental,* *Informational,* and *Appraisal* *Support* with mean scores *3.858*, *3.830* and *=3.890* respectively.

Data also reveal that **Emotional Support** emerges as the most perceived type of social support frequently received by high school students from parents and teachers with computed means and respectively and with total mean score equals ; while **Informational support** is the least type of social support received by high school students from parents and teachers with total mean score .

Moreover, looking individually at the two constructs: Parent and Teacher on Table 14.0, it can be seen that social support received from Teacher is higher in terms of Emotional support with mean score ; Informational support with mean score , and Appraisal support with mean score than the social support received from Parents; while in terms of Instrumental Support, social support received from Parent is higher than Teacher with mean score .

The above finding implies that high school students believe that parents are the main provider of **Instrumental support** to them to include the provision of basic needs, materials goods, as well as time to support their learning during HBE; while teachers are the most provider of **Emotional support** such as love, care, and empathy; **Informational support** in the form of knowledge, and **Appraisal support** to include recognition and praises for students’ work and achievements. With these, teachers and parents need to ensure that high school students are provided with a right balance of social support during HBE. Teachers need to work on increasing their Instrumental support to students through the provision of contextualized lesson materials and time they spend with students, while parents need to enhance their emotional, informational, and appraisal support to their children. To realize this, teachers and most especially parents need to be educated on how they can effectively provide the needed social support to their children or students despite the multiple competing priorities they have. Further, government assistance must be provided for both teachers and parents who need additional support in terms of fulfilling their roles in promoting students’ academic and social well-being.

The above findings disagree with the findings of Pappas (2014) in terms of Emotional support (ES) which revealed that ES is the most frequently and highly reported social support received by high school students from parents, but agree in terms of Informational Support (IS) which revealed that the extent of IS received by high school students from teachers is higher than parents.

Also, the above findings can be further explained with the data in Table 14.1 obtained from students’ self-reported social support from two constructs: Parents and Teachers. The mean score per item across Parent and Teacher Support is shown on the table so that a better comparison on the extent of social support provided by parent and teacher to JHS school students can be determined. Moreover, the interpretation for each item is also presented to assess the extent of social support provided.

**Table 14.1**

*Per Item Students’ Self-Reported Social Support from Parents and Teachers*

Legend: 1.00 – 1.79 Very Low; 1.80 – 2.59 Low; 2.60 – 3.39 Moderate; 3.40 – 4.19 High; 4.20 – 5.00 Very High

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Social Support** | **Parents** | **Interpretation** | **Teachers** | **Interpretation** |
| Emotional Support   1. My parents/teachers care about me during Home-Based Education. | 4.149 | High | 4.272 | Very High |
| 1. My parents/teachers treat me fairly. | 4.251 | Very High | 4.251 | Very High |
| 1. My parents/teachers make it okay to ask questions during HBE | 4.021 | High | 4.423 | Very High |
| Instrumental Support   1. My parents/teachers make sure I have what I need for school during Home-Based Education. | 4.352 | Very High | 4.047 | High |
| 1. My parents/teachers take time to help me learn to do something during Home-Based Education. | 3.655 | High | 3.898 | High |
| 1. My parents/teachers spend time with me when I need help during Home-Based Education. | 3.624 | High | 3.572 | High |
| Informational Support   1. My parents/teachers explain things that I don’t understand during Home-Based Education. | 3.645 | High | 4.086 | High |
| 1. My parents/teachers show me how to do things during Home-Based Education | 3.757 | High | 3.948 | High |
| 1. My parents/teachers help me solve problems by giving me information during Home-Based Education | 3.572 | High | 3.974 | High |
| Appraisal Support   1. My parents/teachers tell me I did a good job when I’ve done something well in school-related activities during Home-Based Education | 3.916 | High | 3.914 | High |
| 1. My parents/teachers nicely tell me when I make mistakes during Home-Based Education. | 3.789 | High | 3.945 | High |
| 1. My parents/teachers tell me how well I do on tasks during Home-Based Education. | 3.833 | High | 3.943 | High |

Looking at the data in **Table 14.1**, it can be seen that the mean scores of items obtained from the students’ per item self-reported social support provided by Teachers are higher as compared with those from Parents with mean scores for Emotional support range from [4.20 – 5.00] which is interpreted as Very High indicating that *teachers care for them, treat them fairly, and allow them to ask questions during HBE*; in terms of Informational Support, all items obtained higher mean scores which fall within the range [3.40 – 4.19] and is interpreted as High indicating that *teachers explain things that they do not understand, teachers show them how to do things, and teacher helps them solve problems during HBE*; and in terms of Appraisal support, two out of three items obtained higher mean scores than Parents which fall within the range [3.40 – 4.19] and is interpreted as High, indicating that *teachers nicely tell them when they make mistakes, and also them how well they do on tasks during HBE.* On the other hand, in terms of Instrumental support, the self-reported social support obtained from parents is higher than teachers, with two out of three items with mean scores that fall within the range [3.40 – 4.19] and is interpreted as High indicating *that parents make sure that students have what they need for school, and parents spend time with them when they need help during HBE*.

Based on the above findings, Demaray and Malecki (2003) suggest that teachers and parents should be aware of the type of support they provide and seek to find balance between those types of support for students. This can be done by strengthening teacher-parent partnership in promoting the total well-being of students. Schools can create activities such as group-based sessions wherein teachers and parents are involved to discuss ideas, and problems about students, and be able to find solutions for these. To attain sound participation from both, an incentivized scheme can be developed in the form of gifts or rewards that motivate teachers and parents to participate in every group activity.

**Research Problem #2. What is the level of attitude of high school students towards Home-Based Education when the variable is measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning?**

**Table 15.0** presents the self-reported Students’ Attitude towards Home-Based Education measured in terms of the four dimensions namely *Nature of Learning, Anxiety of Learning, Expectations of Learning,* and *Openness to Learning*.

Students’ Attitude is measured using a five-point Likert Scale across seven items for Nature of Learning, 13 items for Anxiety of Learning, nine items for Expectations of Learning, and 11 items for Openness to Learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 15.0**  Self-Reported Students’ Attitude towards Home-Based Education | | | | | |
|  | **N** | **Mean** | **SD** | **Students’ Attitude** | |
| Nature of Learning | 383 | 3.076 | 0.527 | Moderate | |
| Anxiety of Learning | 383 | 3.309 | 0.687 | Moderate | |
| Expectations of Learning | 383 | 3.979 | 0.630 | High | |
| Openness to Learning | 383 | 3.843 | 0.741 | High | |
| **Overall Students’ Attitude** | **383** | **3.552** | **0.491** | **High** | |

Legend: 1.00 – 1.79 Very Low; 1.80 – 2.59 Low; 2.60 – 3.39 Moderate; 3.40 – 4.19 High; 4.20 – 5.00 Very High

Based on **Table 15.0**, data show that the Overall Students’ Attitude (SA) is High with mean score . In terms of the four dimensions of SA, it can be seen that the Expectations of Learning and Openness to Learning toward Home-Based Education are the Highest self-reported students’ attitude among high school students with mean scores equal and respectively.

However, in terms of Nature and Anxiety of Learning, it can be observed that the mean scores are equal to and respectively which indicate a moderate level of attitude towards HBE.

The above findings imply that high school students have an **overall high positive attitude** towards Home-Based Education, and it outweighs their unacceptance or disagreement on the adoption of HBE as an alternative learning modality during the Covid-19 pandemic. This indicates that high school students have seen the potential of HBE as a viable learning option in the new normal where they can equally learn a lot of things just like in face-to-face classes.

Although high school students have experienced learning anxiety during HBE such as boredom caused by the less interaction with classmates and teachers; fatigue due to the mounds of modules and homework that they need to accomplish at home; and the learning difficulty they experience, however, these negative feelings are just moderate as compared with their interest, openness to learning, and their Overall acceptance of HBE as an alternative learning modality whose benefits are similar to that of the traditional face-to-face classes.

Further, the students’ positive attitude and openness to learning toward HBE can be presumed that high school students have already understood how learning should take place during HBE and what they need to expect, thus, making home-based learning manageable among them. This positive adjustment of learning can also be attributed to the guidance and support provided to them by their parents and teachers.

On the other hand, the above findings can be further explained by the data in Table 15.1 showing the per item self-reported students’ attitude across four dimensions namely Nature, Anxiety, Expectations, and Openness to Learning.

| **Table 15.1**  *Per Item Self-Reported Students’ Attitude across Four Dimensions* | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Students’ Attitude** | | | | | Mean | Interpretation |
| ***Nature of Learning***   1. Intelligence is vital. | | | | | 1.7911 | Very Low |
| 1. One can no longer learn after the age of 30. | | | | | 2.1802 | Low |
| 1. Every individual has a different learning capacity. | | | | | 3.8564 | High |
| 1. I don’t want to learn because I don’t like working/studying. | | | | | 3.4621 | High |
| 1. I don’t want to learn if I'm not compelled to. | | | | | 3.7363 | High |
| 1. The clever ones learn more easily in this Home-Based Education. | | | | | 2.3838 | Low |
| 1. Learning is a process that goes on until death. | | | | | 4.1227 | High |
| ***Anxiety of Learning*** |  | |
| 1. I have problems in concentrating while on Home-Based Education. | | | | | 3.2872 | Moderate |
| 1. I have been fed up with continuously learning new things in this current setup. | | | | | 3.3969 | Moderate |
| 1. I have learned too many things so far but I have not benefited from them at all. | | | | | 3.0862 | Moderate |
| 1. I experience difficulties while learning during Home-Based Education. | | | | | 3.8851 | High |
| 1. Forgetting what I learn in a short time makes me anxious. | | | | | 3.6188 | High |
| 1. Learning during this Home-Based Education is a difficult job | | | | | 3.7859 | High |
| 1. I experience difficulties while I learn. | | | | | 3.3159 | Moderate |
| 1. Losing too much time while learning disheartens me. | | | | | 2.5927 | Low |
| 1. I am bored while listening to new subjects. | | | | | 3.0705 | Moderate |
| 1. I feel anxious when I start a new subject during HBE | | | | | 3.1958 | Moderate |
| 1. I am not anxious about Learning | | | | | 3.0888 | Moderate |
| 1. I am anxious while being introduced a new subject. | | | | | 3.6188 | High |
| 1. Failing in concentrating myself upsets me. | | | | | 3.0809 | Moderate |
| ***Expectations of Learning*** | |  | |
| 1. What I learn changes my opinion of life | | | | | 3.7728 | High |
| 1. Learning new things makes me successful in what I do. | | | | | 4.0548 | High |
| 1. I have to go on learning in order to make sound decisions about the problems encountered in daily life. | | | | | 3.9948 | High |
| 1. I want to develop my communication with people through learning new things | | | | | 4.1410 | High |
| 1. Learning new things during Home-Based Education changes my thoughts | | | | | 3.9321 | High |
| 1. The more I learn the fewer wrong decisions I make | | | | | 3.6736 | High |
| 1. Learning new things motivates me more to study harder. | | | | | 4.1436 | High |
| 1. The more I learn, the larger the aims I pursue. | | | | | 4.0653 | High |
| 1. Learning goes on life-long. | | | | | 4.0366 | High |
| ***Openness to Learning*** |  | |
| 1. I enjoy learning new difficult subjects. | | | | | 3.3708 | Moderate |
| 1. Learning has always interested me. | | | | | 3.9321 | High |
| 1. I still have a lot to learn. | | | | | 3.3943 | Moderate |
| 1. I know how to make use of my experiences. | | | | | 3.9634 | High |
| 1. I enjoy learning new subjects. | | | | | 3.3969 | Moderate |
| 1. I am always ready to learn new things. | | | | | 3.9295 | High |
| 1. I am the type of student open to learning. | | | | | 4.2846 | Very High |
| 1. I can learn any subject easily. | | | | | 3.9295 | High |
| 1. I enjoy learning new subjects. | | | | | 3.8773 | High |
| 1. I enjoy learning difficult subjects. | | | | | 4.0809 | High |
| 1. Learning has always interested me. | | | | | 4.1149 | High |

Legend: 1.00 – 1.79 Very Low; 1.80 – 2.59 Low; 2.60 – 3.39 Moderate; 3.40 – 4.19 High; 4.20 – 5.00 Very High

It can be seen in **Table 15.1** that Anxiety of Learning have mean scores that fall mostly in the Moderate level [2.60 – 3.39]to include negative attitude towards Home-Based Education such as *problems in concentrating, being fed up with continuously learning new things in the current setup, not benefitting from learning despite the feeling of learning a lot, forgetfulness, boredom while listening to new subjects, and other learning difficulties experienced during the conduct of the Home-Based Education.* These findings conform to the findings obtained by Sen (2013) that anxiety for learning of students in the study is at the medium or moderate level.

The above finding implies that high school students have experienced anxiety in learning during HBE which can be attributed to the number of adjustments that they need to make to be able to cope with their current learning. However, it is presumed that with the guidance and support provided to them by their parents and teachers, high school students were able to manage their learning routine, thereby lessening the negative impact of the sudden changes to them. On the other hand, it can also be observed that the mean scores for statements 1, 2, and 6 which indicate negative statements such as *intelligence is vital, one can no longer learn after the age of 30,* and *only the clever ones learn more easily during Home-Based Education* are low [1.80 – 2.59], while item Nos. 3, and 7 to include statements *every individual has a different learning capacity, and learning is a process which goes until death* showmean scores that fall within the range [3.40 – 4.19].

This implies that a higher number of high school students are in disagreement with the ideas that only clever and intelligent students can learn successfully during Home-Based Education but instead manifest a positive attitude towards learning by believing that learning is a continuous process and that every student has a different capacity in learning in their own terms. This indicates that high school students believe that with the support and guidance they receive from parents and teachers backed up with the right attitude they have towards learning, they will be able to cope successfully with whatever challenges they encounter in the course of their learning during HBE regardless of their learning capability and learning phase. With this, parents and teachers should always monitor students’ progress in home-based learning and ensure to provide the necessary assistance that they need.

Moreover, it can also be gleaned from **Table 15.1** that students have very high expectations and openness to learning towards Home-Based Education as indicated by the mean scores obtained. This finding implies that overall, high school students have a very high positive attitude towards Home-Based Education, and consider HBE as a viable learning modality where they can learn a lot of things just like in face-to-face classes such as developing their communication skills through learning new things in this current setup; change their opinions in life; make them successful in what they do; motivate them to study harder, and help them make sound decisions and pursue larger aims by learning new things during Home-Based Education. It is then important, that parents and teachers collaborate to ensure that students especially those with additional needs are well-provided with the necessary assistance and support they need to sustain or boost their interests towards their studies and be able to learn effectively and cope with the complexities caused by this new learning modality.

**Research Problem #3. Is there a significant relationship between the extent of social support and the level of attitude of high school students toward Home-Based Education?**

*Hypothesis 1: There is no significant relationship between the extent of Social Support and the level of Attitude of high school students toward Home-Based Education*

**Table 16.0** presents the result of the Pearson Product-Moment Correlation analysis of the *Social Support* on the students’ *Level of Attitude* towards Home-Based Education to test Hypothesis 1. *Social support* is being measured in terms of the frequency of the social support received by the high school students from two constructs: *Parents* and *Teachers*.

**Table 16.0**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Variable | n | r | Correlation | p | Interpretation |
| Parents’ Support | 383 | 0.207 | Moderate | 0.00 | Significant |
| Teachers’ Support | 383 | 0.310 | Moderate | 0.00 | Significant |
| Overall Social Support | 383 | 0.291 | Moderate | 0.00 | Significant |

*Relationship between Social Support and Students’ Attitude*

*Legend: <0.10 No Relationship; 0.10 – 0.2 Weak; 0.21- 0.5 Moderate; >0.5 Strong Relationship*

Data shown in **Table 16.0** indicate that there is a statistically significant moderate positive relationship between parents’ support and students’ level of attitude (r = 0.207; p<0.05); teacher support and students’ level of attitude (r = 0.310; p<0.05); and the Overall Social support and students’ level of attitude (r = 0.291; p<0.05), therefore *Hypothesis 1* is rejected.

The above findings imply that students’ attitude towards learning which includes motivation, learning engagement, expectations, openness, nature of learning, and the anxiety they experience towards learning have a bearing on the kind and extent of social support provided for them by parents and teachers. It implies further that the higher the social support provided for high school students, the higher their attitude towards learning, and the lower the social support, the lower the students’ attitude towards learning in Home-Based Education.

With this, teachers and parents need to ensure that a right balance of social support is provided among high school students especially those with additional needs to sustain or enhance their attitude towards learning. In doing so, teachers and parents should conduct students’ monitoring regularly to track students’ progress, so that if there are any learning gaps found, early learning interventions can be provided to students.

In order to maximize parents and teachers’ role in providing sound social support to students, parents and teachers need to be trained in assessing students’ needs considering that not all students are expressive of their thoughts, feelings, and struggles in their academics. Thus, educational training which enhances parents and teachers’ capability to discern students’ needs is encouraged, as well as other trainings related to promoting students’ total well-being such as mental health, coping, or effective learning.

Further, it is important to ensure that aside from basic needs, sufficient learning materials such as books, modules, or gadgets with Internet access that facilitate students’ learning during HBE, if possible, must be provided among students, especially those coming from underprivileged families. In addition, quality time spent with students to help them in understanding difficult lessons as well as in accomplishing homework, activities, or projects must be provided by parents and teachers.

Similarly, high school students should also receive constant feedback, praises, or rewards from parents and teachers to make them more motivated towards learning during HBE.

These findings affirm the Social Cognitive Theory which states that learning is affected by cognitive, behavioral, and environmental factors such as Social Support, and corroborates with the finding of Mata, Monteiro, & Peixoto (2012) which concludes that students’ attitudes are deeply related to the social support they received. Further, the obtained strength of association between Social Support and Attitude described as moderately positive relationship agrees with the finding of Tasgin & Coskun (2018) who stated that there is a moderately positive relationship between attitude towards learning and academic motivations. Moreover, data also show that the effect of teachers’ support on students’ level of attitude with r = 0.310 is stronger as compared to the parents’ support with r = 0.207.

The above finding indicates that the social support from teachers has stronger effects on learning engagement and the overall attitude of students towards Home-Based Education as compared to the support received from parents (Bofah & Ntow, 2017). This may be due to parents’ multiple competing priorities such as work and family time which affect their parental involvement in their children’s home-based learning. Also, considering that 78.59% of the student-respondents came from a poor family, it is presumed that the support provided by the parents in terms of material goods is not enough to suffice the academic needs of high school students, which creates a buffering effect on students’ attitude towards HBE.

With the abovementioned, parents must be provided with the necessary assistance or support such as training them on how to balance their priorities in life making sure that they have quality time with their children to facilitate them in their learning needs, and more importantly provide them with tangible support through fulfilling their children’s basic needs, and learning needs on behalf of them.

Further, the above findings stating the positive relationship between the teachers’ support and students’ Level of Attitude as indicated in Table 16.0, is supported by various studies as cited by Dupont, Galand, & Nils (2015), which stated that the perceived support from teachers fosters students’ engagement in learning activities (Dupont, Galand, Hospel, & Nils, 2014; Midgley, Feldlaufer, & Eccles, 1989; Roeser, Midgley, & Urban, 1996; Williams & Deci, 1996).

Likewise, Wentzel (1991) as cited by Holden (2001) affirmed that students’ perceived support from their parents has a powerful effect on the student's overall emotional well-being at school. This claim is supported by several studies which indicated that when families usually the parents, become involved in their children’s education, both at home and at school, and are supported by teachers, students’ self-beliefs and achievement increase (Hughes & Kwok, 2007 as cited by Bofah & Ntow, 2017).

Overall, the above findings are backed up by Wentzel (1991) in Holden (2001) that if parents spend time asking their children questions about their school-related activities, then children will believe that their parents support them and are concerned about their academic progress.

In conclusion, a strong body of evidence shows that social support from teachers, and parents contributes to the learning engagement of students (Estell and Perdue 2013; Havik and Westergård 2019; Kiefer et al. 2015; Quin 2017; Roorda et al. 2011; Wang and Eccles 2012 as cited by Bofah & Ntow (2017). This implies that teachers and families especially the parents should strive to provide a right balance of social support to students as a means of strengthening perceived learning engagement or attitude whether in school or at home (Lasarte, Diaz, Palacios, & Fernandez, 2020).

**Research Problem #4. Does the extent of social support significantly influence the level of attitude of high school students toward Home-Based Education?**

*Hypothesis 2: There is no significant influence of the extent of Social Support on the level of attitude of high school students towards Home-Based Education.*

Before conducting the data analysis, assumptions for multilinear regression were checked in terms of linearity of the independent variable (IV) and the dependent variable (DV) using a scatterplot, multicollinearity using the VIF and tolerance scores, residual independence using Durbin Watson, data normality, presence of outliers using Cook’s distance, and homoscedasticity. Result of assumptions testing indicated that all assumptions for multilinear regression were met with the DV and IV showing relationship as shown on scatterplot; IVs or predictors were not highly correlated with r=0.307; VIF and tolerance scores were 0.685 and 1.461 respectively with VIF score below 10, and tolerance score is above 0.2; Durbin Watson was 1.379 which is close to two; no significant outliers have occurred as there were no values over one as determined by Cook’s Distance; and although P-P plot for the model showed that the assumption of normality of the residuals may have been violated, however, as only extreme deviations from normality are likely to have a significant impact on the findings, thus, Multilinear regression was still valid to be used to test Hypothesis #2.

**Table 17.0** presents the results of the multilinear regression analysis predicting the influence of the *Extent of Social Support* measured in two constructs: *Parents* and *Teachers* on students’ *Level of Attitude* towards Home-Based Education to test *Hypothesis 2*.

**Table 17.0**

*Influence of Social Support on Students’ Attitude Towards HBE*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variable** | **B** | **Std.Error** | **Beta** | **T** | **p-value** |
| Constant | 2.871 | 0.119 | - | 24.035 | 0.000 |
| ParentSupport | 0.034 | 0.031 | 0.066 | 1.122 | 0.263 |
| TeacherSupport | 0.147 | 0.032 | 0.270 | 4.586 | 0.000 |
| R = 0.312 | R2 = 0.097 | F(2,380) = 20.504 | | p = 0.000 Significant | |

*Legend: <0.10 No Relationship; 0.10 – 0.2 Weak; 0.21- 0.5 Moderate; >0.5 Strong Relationship*

It can be seen in Table 17.0 that there is a positive moderate significant relationship between *Social Support* and *Students’ Attitude* towards Home-Based Education with (R = 0.312, R2 = 0.097, p < 0.05), therefore Hypothesis 2 is rejected.

This implies that social support can be a significant predictor of the level of attitude of high school students which means that it can significantly influence the level of attitude of high school students towards Home-Based Education. Hence, parents and teachers must collaborate to sustain or increase students’ attitude towards HBE. This can be done by providing parents and teachers the right tool for them to be able to effectively assess students’ academic needs, and provide them the necessary assistance and resources to help them effectively perform their roles in promoting or enhancing students’ total well-being.

The above finding is in agreement with Lent, Brown, & Hackett (2000) & Rice, Barth, Guadagno, Smith, & McCallum (2013) as cited by Bofah & Ntow (2017) who stated that the perceived social support influences outcome expectations of students by affecting learning experiences, and if provided adequately would become helpful or cohesive (Barrera, 1986 in Bofah & Tow (2017), for learning a given school domain (e.g. Home-Based Education).

On the other hand, the result in **Table 17.0** also reveals that the students’ self-reported extent of *Social Support* received from teachers was observed to be significant with (p<0.005), while reporting no significant difference across *Parents’ Social Support* on *Students’ Attitude* with (p>0.05) towards Home-Based Education.

The above finding indicates that teacher social support has significantly predicted students’ level of attitude towards learning in Home-Based Education as compared with Parents. This implies that teachers must be provided with further assistance to sustain their motivation in the provision of social support to high school students. This can be done by providing teachers due recognition through rewards or commendations for their efforts in promoting students’ total well-being during Home-Based Education, as well as providing them with an enhanced capacity-building to upskills their competencies in dealing with diverse learners with different learning needs, interests, and attitude towards the current learning modality.

Additionally, the above finding also implies that parents should be provided with a variety of trainings that aim to promote students’ attitude towards HBE. They should be educated on how they can increase their parental involvement in their children’s learning or how to balance their work and time spent for their children’s home-based learning. Other trainings that focus on positive discipline or child development can also be provided for parents for them to have a better understanding of their child’s behavior that is deemed to affect children’s learning attitude towards HBE.

Further, parents must be also informed and provided with a quarterly progress report about their children’s progress during HBE, so that they can provide the necessary intervention or support to their children.

**Research Problem #5. Is there a significant difference in the extent of social support received by high school students measured in terms of Emotional, Informational, Instrumental, and Appraisal Support when the variable is categorized according to gender, age, grade level, and socio-economic status?**

*Hypothesis 3: There is no significant difference in the extent of Social Support received by students measured in terms of Emotional, Instrumental, Informational, and Appraisal Support when the variable is categorized according to gender, grade level, age, and socio-economic status (SES).*

Data screening was done before conducting MANOVA in order to protect the integrity of inferential statistics to be used. This procedure included checking the assumptions of MANOVA in terms of normality, homogeneity of variance, homogeneity of covariance, and outliers in order to explore the appropriateness of the data for MANOVA. The results for the assumption testing indicated that data were normally distributed with values for skewness and kurtosis less than 2 and 7 respectively (Kim, 2003*;* Kline, 2010 in Welch & Areepattamannil, 2016), and with sample size which is greater than 30, data assumed normality irrespective of the shape of the population distribution (Hartmann, Krois, Waske, 2018; Mann 2012; Barr, Christopher, & Çetinkaya-Rundel, 2021; Altman & Bland, 1995 in Ghasemi & Zahediasl, 2012 ); and no outliers were beyond p<0.001 (Greene, 2019) based on the Mahalanobis Distance, thus the parametric procedures like MANOVA can be applied.

**Table 18.0** presents the result of multivariate analysis to test whether there exists no significant difference in the *Social Support* of studentsmeasured in terms of four dimensions namely: Emotional, Instrumental, Informational, and Appraisal Support when the variable is categorized according to Gender, Age, Grade level, and Socio-Economic Status (SES).

**Table 18.0**

*Test-of-Between Subjects: Social Support across Gender, Grade Level, Age, & SES*

| IVs | DVs | Groups | n | Mean | SD | df | F | p | Interpretation | Decision |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | Emotional | Male | 187 | 4.181 | 0.850 | 1 | 1.182 | .278 | Not Significant | Accept Ho |
| Female | 196 | 4.272 | 0.791 |
| Instrumental | Male | 187 | 3.900 | 0.891 | 1 | .838 | .360 | Not Significant |
| Female | 196 | 3.818 | 0.865 |
| Informational | Male | 187 | 3.832 | 0.974 | 1 | .001 | .980 | Not Significant |
| Female | 196 | 3.829 | 0.912 |
| Appraisal | Male | 187 | 3.892 | 0.983 | 1 | .002 | .964 | Not Significant |
| Female | 196 | 3.888 | 0.945 |
| Grade Level | Emotional | Grade 7 | 102 | 4.343 | 0.753 | 3 | 1.080 | .357 | Not Significant | Accept Ho |
| Grade 8 | 101 | 4.191 | 0.869 |
| Grade 9 | 99 | 4.221 | 0.779 |
| Grade 10 | 81 | 4.136 | 0.886 |
| Instrumental | Grade 7 | 102 | 4.090 | 0.860 | 3 | 4.052 | .007 | Significant | Reject Ho |
| Grade 8 | 101 | 3.860 | 0.893 |
| Grade 9 | 99 | 3.774 | 0.844 |
| Grade 10 | 81 | 3.667 | 0.871 |
| Informational | Grade 7 | 102 | 4.136 | 0.869 | 3 | 6.580 | .000 | Significant |
| Grade 8 | 101 | 3.835 | 0.959 |
| Grade 9 | 99 | 3.742 | 0.927 |
| Grade 10 | 81 | 3.547 | 0.931 |
| Appraisal | Grade 7 | 102 | 4.047 | 0.902 | 3 | 1.446 | .229 | Not Significant | Accept Ho |
| Grade 8 | 101 | 3.888 | 0.999 |
| Grade 9 | 99 | 3.783 | 1.024 |
| Grade 10 | 81 | 3.825 | 0.902 |
| Age | Emotional | ≤14 y/o | 193 | 4.305 | 0.761 | 1 | 3.470 | .063 | Not Significant | Accept Ho |
| 15 – 24 y/o | 190 | 4.149 | 0.872 |
| Appraisal | ≤14 y/o | 193 | 3.975 | 0.952 | 1 | 3.055 | .081 | Not Significant | Accept Ho |
| 15 – 24 y/o | 190 | 3.804 | 0.968 |
| Instrumental | ≤14 y/o | 193 | 3.975 | 0.861 | 1 | 7.004 | .008 | Significant | Reject Ho |
| 15 – 24 y/o | 190 | 3.739 | 0.880 |
| Informational | ≤14 y/o | 193 | 3.985 | 0.906 | 1 | 10.821 | .001 | Significant |
| 15 – 24 y/o | 190 | 3.673 | 0.953 |
| SES | Emotional | < ₱10,000 | 285 | 4.162 | 0.855 | 1 | 7.234 | .007 | Significant | Reject Ho |
| ≥ ₱10,000 | 98 | 4.418 | 0.680 |
| Instrumental | < ₱10,000 | 285 | 3.843 | 0.909 | 1 | .319 | .573 | Not Significant | Accept Ho |
| ≥ ₱10,000 | 98 | 3.901 | 0.781 |
| Informational | < ₱10,000 | 285 | 3.812 | 0.967 | 1 | .434 | .511 | Not Significant |
| ≥ ₱10,000 | 98 | 3.884 | 0.864 |
| Appraisal | < ₱10,000 | 285 | 3.862 | 0.991 | 1 | .937 | .334 | Not Significant |
| ≥ ₱10,000 | 98 | 3.971 | 0.874 |

*Legend: Age:* ≤14 y/o (Youth), 15-24 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (Low Income to Rich)

As can be gleaned from **Table** **18.0**, Social Support in terms of Emotional, Instrumental, Informational, and Appraisal Support shows **no significant difference across gender** with F(1,381=1.182, p>0.05) for Emotional, F(1,381=.838, p>0.05) for Instrumental, F(1,381=.001, p>0.05) for Informational, and F(1, 381=.002, p>0.05) for Appraisal, therefore accepting the null hypothesis in this case which states that **there is no significant difference in the social support of high school students measured in terms of Emotional,** **Instrumental, Informational, and Appraisal support when grouped according to gender**. This finding disagrees with Tayful & Ulupinar (2014) who revealed in their study that a significant difference was found between gender but agrees with the finding of Blaze (2019) whose finding revealed that there was no significant difference between the social support across gender.

Looking further at **Table 18.0**, data show that female students indicate higher social support received from parents and teachers than male students in terms of Emotional Support withmean scores *M=4.272* and *M=4.181* respectively*.*

This finding agrees with Rueger, Malecki, & Demaray (2008) in Kaur & Beri (2020) who found that females perceive more support for all sources in comparison to males.Out of the total Emotional support received by students, teacher support emerges as the most frequently received with a mean score *M=4.39* by the female students and *M=4.15* by male students. Moreover, in terms of Instrumental, Informational, and Appraisal Support, data show that male students received higher social support than female students with total mean scores for Instrumental M=3.900, Informational M=3.832, and Appraisal M=3.892 as compared with female mean scores for Instrumental is M=3.818, Informational M=3.829, and Appraisal M=3.888. However, of these mentioned parents and teachers’ social support, male students revealed that a higher portion of Informational and Appraisal Supports came from teachers with mean scores *M=4.003* Informational, and *M=3.934* Appraisal while a higher portion of Instrumental Support comes from their parents with mean scores *M=3.877* Instrumental.

However, as indicated above, these differences in the mean scores obtained in the Social Support received by male and female students do not have a significant difference, thus, accepting the null hypothesis. This finding disagrees with the findings of Abdullah & Singh (2019), Demir & Leyendecker (2018), and Beri (2018) that female secondary school students are reported to receive a higher social support than boys of secondary schools but agrees with Blaze (2019) who affirmed that there was no significant difference between the social support across gender (Blaze, 2019). This implies that the need for social support does not vary with gender as both male and female students both need the appropriate support in terms of Emotional, Instrumental, Informational, and Appraisal Support coming from Parents and Teachers. However, it is important that parents and teachers should provide a sufficient amount of social support especially to those students with additional needs. The provision of social support must also be observed on how it affects students’ motivation and engagement in learning so that it can be sustained or enhanced to make it appropriate for the students.

The above finding implies that the four dimensions of social support namely Emotional, Instrumental, Informational, and Appraisal Support must be provided equitably for all students regardless of gender. An equitable provision of social support is needed so that those students who are in dire need of particular social support can be provided more than those who need less. Thus, teachers and parents must know the kind and extent of social needed by students so that they will be able to adequately provide such.

Looking further at **Table 18.0**, in terms of Instrumental and Informational Support, age and grade level are seen to have a significant effect on the dependent variable with F(1,381=7.004, p<0.05), and F(3,379=4.052, p<0.05) respectively for Instrumental Support, F(1,381=10.821, p<0.05), and F(3,379=6.580, p<0.05) for Informational Support, thus rejecting the null hypothesis in this case. Meanwhile, in terms of Appraisal Support, demographic variables gender, age, grade level, and socioeconomic status are observed to have no significant effect on the dependent variable.

The above finding indicates that social support in terms of Instrumental support such as material goods or time, and Informational Support such as information or knowledge must be provided by parents and teachers considering students’ age and grade level. This is because Youth and students in lower grades still have a higher dependence on their parents or teachers for their learning needs as compared with Young adults and students in higher grades. Thus, Youth or younger students and those in lower grades must be provided with higher Instrumental and Informational support as compared with Young Adults and students in higher grade levels such as Grade 10. In doing so, parents and teachers should provide more time with Youth and students in lower grades to facilitate their learning needs. Aside from time, parents or teachers should also ensure that Youth and students in lower grades such as Grades 7 to 9 are provided with more assistance or mentoring in their lessons to include additional explanations on the concepts which they find very difficult to understand or where they are struggling at.

On the other hand, in terms of Grade Level, Grade 7 shows the highest perceived support across the four dimensions of social support with means of Emotional *M=4.343*, Instrumental *M= 4.090*, Informational *M=4.136,* and Appraisal Support *M=4.074* as compared with other grade levels. This implies that Grade 7 students are provided with higher social support by parents and teachers as compared with other higher grade levels since they are the ones who need more attention for their inability to easily cope with changes happening in the new normal, particularly with the sudden shift of face-to-face classes to HBE.

In terms of Age, students 14 years old and below or classified as Youth shows the highest perceived Social Support across four social support dimensions with mean scores for Emotional Support *M=4.305*, Instrumental *M=3.975*, Informational *M= 3.985*, and Appraisal *M=3.975* as compared with students 15 - 24 years old or classified as Young Adults with mean scores *M=4.149* for Emotional, Instrumental *M=3.739*, Informational *M= 3.673*, and Appraisal M=3.804. This implies that students 14 years old or below or classified as Youths received higher social support as compared to older students. This assumption may be because Youths still lack experiences in life which make it difficult for them to cope with learning during Home-Based Education, as well as they are still highly dependent on their parents and teachers for their learning engagement and motivation as well as learning needs.

This finding is in accordance with the findings of Nolten (1994) and Malecki and Ellio (1998) that a developmental trend was found with perceived social support being higher at younger ages and decreasing with age.

In terms of SES, students whose family income falls within Low Income to Rich shows higher perceived support across the four dimensions: Emotional *M=4.418*, Instrumental *M= 3.901*, Informational *M=3.884,* and Appraisal Support *M=3.971* as compared with students whose family income is classified as Poor with mean scores for Emotional *M=4.162*, Instrumental *M= 3.843*, Informational *M=3.812* and Appraisal Support *M=3.862*. However, these differences are significant only in terms of Emotional Support with F(1,381=7.234, p<0.05). This implies that high school students whose family has a better income received better social support as compared to students whose family earns less. Thus, parents and teachers must provide ample social support to students, especially those coming from underprivileged families. This social support can be in the form of the provision of tutors, learning aids such as computers, tablets, and the Internet which they can use during HBE to make them more motivated to learn.

This finding disagrees with the findings of Malecki and Demaray (2006) who revealed no significant associations between the students of high socioeconomic status and social support, but in agreement with Weyers, Dragano, Mobus, Beck, Stang, Mohlenkamp, Jockel, Erbel, & Siegrist, 2008; Melchiorre, Chiatti, Lamura, Torres-Gonzales, Stankunas, Lindert, Ionnidi-Kapolou, Barros, Macassa, & Soares (2013) that social support has been found to vary positively with socio-economic status.

**Research Problem #6. Is there a significant difference in the level of attitude of high school students measured in terms of Nature of Learning, Anxiety, Expectation, & Openness to Learning when the variable is categorized according to gender, grade level, age, and socio-economic status?**

*Hypothesis 4: There is no significant difference in the level of Attitude of high school students measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning.*

**Table 19.0** presents the result of Multivariate Analysis: Test-of-Between Subjects investigating whether there exists no significant difference in the level of attitudeof studentsmeasured in terms of four dimensions namely: Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to Gender, Grade level, Age, and Socio-Economic Status (SES).

**Table 19.0**

*Test-of-Between Subjects: Students’ Attitude across Gender, Grade Level, Age, & SES*

| **IVs** | **DVs** | **Groups** | **n** | **Mean** | **SD** | **df** | **F** | **p** | **Interpretation** | **Decision** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | Nature | Male | 187 | 3.115 | 0.598 | 1 | 1.765 | .185 | Not Significant | Accept Ho |
| Female | 196 | 3.039 | 0.532 |
| Anxiety | Male | 187 | 3.278 | 0.683 | 1 | .868 | .352 | Not Significant |
| Female | 196 | 3.339 | 0.588 |
| Expectations | Male | 187 | 3.908 | 0.757 | 1 | 3.709 | .055 | Not Significant |
| Female | 196 | 4.048 | 0.661 |
| Openness | Male | 187 | 3.784 | 0.734 | 1 | 2.682 | .102 | Not Significant |
| Female | 196 | 3.899 | 0.641 |
| Grade Level | Nature | Grade 7 | 102 | 2.924 | 0.532 | 3 | 3.822 | .010 | Significant | Reject Ho |
| Grade 8 | 101 | 3.082 | 0.559 |
| Grade 9 | 99 | 3.165 | 0.601 |
| Grade 10 | 81 | 3.152 | 0.541 |
| Anxiety | Grade 7 | 102 | 3.135 | 0.609 | 3 | 5.454 | .001 | Significant |
| Grade 8 | 101 | 3.270 | 0.710 |
| Grade 9 | 99 | 3.384 | 0.638 |
| Grade 10 | 81 | 3.488 | 0.506 |
| Expectations | Grade 7 | 102 | 3.924 | 0.728 | 3 | .989 | .398 | Not Significant | Accept Ho |
| Grade 8 | 101 | 3.920 | 0.765 |
| Grade 9 | 99 | 4.027 | 0.659 |
| Grade 10 | 81 | 4.066 | 0.687 |
| Openness | Grade 7 | 102 | 3.871 | 0.709 | 3 | .371 | .774 | Not Significant |
| Grade 8 | 101 | 3.781 | 0.767 |
| Grade 9 | 99 | 3.866 | 0.667 |
| Grade 10 | 81 | 3.857 | 0.591 |
| Age | Nature | ≤14 y/o | 193 | 3.018 | 0.576 | 1 | 4.172 | .042 | Significant | Reject Ho |
| 15 – 24 y/o | 190 | 3.135 | 0.550 |
| Anxiety | ≤14 y/o | 193 | 3.226 | 0.669 | 1 | 6.740 | .010 | Significant |
| 15 – 24 y/o | 190 | 3.394 | 0.591 |
| Expectations | ≤14 y/o | 193 | 3.969 | 0.709 | 1 | .075 | .784 | Not Significant | Accept Ho |
| 15 – 24 y/o | 190 | 3.989 | 0.717 |
| Openness | ≤14 y/o | 193 | 3.899 | 0.670 | 1 | 2.584 | .109 | Not Significant |
| 15 – 24 y/o | 190 | 3.786 | 0.706 |
| SES | Nature | < ₱10,000 | 285 | 3.056 | 0.586 | 1 | 1.387 | .240 | Not Significant | Accept Ho |
| ≥ ₱10,000 | 98 | 3.134 | 0.501 |
| Anxiety | < ₱10,000 | 285 | 3.287 | 0.627 | 1 | 1.339 | .248 | Not Significant |
| ≥ ₱10,000 | 98 | 3.374 | 0.663 |
| Openness | < ₱10,000 | 285 | 3.811 | 0.724 | 1 | 2.398 | .122 | Not Significant | Accept Ho |
| ≥ ₱10,000 | 98 | 3.936 | 0.571 |
| Expectations | < ₱10,000 | 285 | 3.919 | 0.748 | 1 | 8.080 | .005 | Significant | Reject Ho |
| ≥ ₱10,000 | 98 | 4.154 | 0.563 |

*Legend: Age:* ≤14 y/o (Youth), 15-24 y/o (Young Adult); SES < ₱10,000 (Poor), ≥ ₱10,000 (Low Income to Rich)

Based on **Table 19.0**, it can be seen that Students’ Attitude in terms of Nature, with F(1, 381=1.765, p>0.05), Anxiety with F(1, 381=.868, p>0.05), Expectations with F(1, 381=3.709, p>0.05), and Openness to Learning with F(1, 381=2.682, p>0.05) indicate no significant difference across gender, thus Hypothesis 4 is accepted in this case.

To check the above multivariate test for Students’ attitude across gender, the mean scores obtained for each DV across gender were inspected. Looking at Table 19.0, it can be seen that female students have a higher attitude in terms of Expectations of Learning and Openness to Learning with mean scores *M=4.048* and *M=3.899* respectively than male students with mean scores *M=3.908* and *M=3.784* respectively. Further, data also show higher mean scores for males in Nature of Learning with *M=3.784* as compared with females with *M=3.039*. However, it can be observed that these differences in mean scores are very small with less than 0.2 between male and female students, indicating a very slight difference.

Looking further in **Table 19.0**, it can be observed that although female students have a higher positive attitude than male students, it is found out that female students have reportedly experienced anxiety more than the male students during Home-Based Education than male students with mean scores *M=3.339* and *M=3.278* respectively. As revealed, female students tend to experience more learning difficulty, lack of concentration while learning, boredom, forgetfulness, headaches, and failure to concentrate during Home-Based Education, however this difference in mean score is very minimal and not significant.

This aforementioned finding disagrees with Hamurcu (2018) who stated that female students got significantly higher scores for expectations from learning but concluded that female students had a higher level of educational stress due to their expectations from learning, pressure from study, and self-expectations. Moreover, it is also in contrast with the finding of Tasgin & Coskun (2018) which affirmed that students’ attitudes and motivations for learning differ in favor of the females.

The above results indicate that Students’ attitude towards Home-Based Education measured in terms of the four dimensions namely Nature, Anxiety, Expectations, and Openness to Learning, do not significantly differ across gender, thus, it implies that high school students have the same learning needs regardless of gender. Therefore, teachers and parents need to ensure that students are well-provided with equal and equitable opportunities to sustain or enhance their attitude towards learning during HBE. The provision of equitable opportunities is suggested so that high school students who need more support or assistance in their learning should be provided with more, and those who need less support or assistance are provided less. Moreover, when it comes to lesson preparations, teachers must design lessons appropriate for students to boost their interest in HBE, and all students especially those with additional needs must be provided with further trainings on HBE.

On the other hand, students’ level of attitude differs across grade level in terms of Nature of Learning with F(3, 379=3.822, p<0.05), and Anxiety of Learning with F(3, 379=5.454, p<0.05), therefore rejecting Hypothesis 4 in this case. However, in terms of Expectations of Learning with F(3, 379=.989, p>0.05), and Openness to Learning with F(3, 379=.371, p>0.05), it can be seen that these two dimensions of Students’ attitude do not differ across grade level, thus, accepting the null hypothesis 4 in this case.

Looking further at **Table 19.0**, it can be seen that Grade nine has the highest positive attitude towards Home-Based Education in terms of Nature of Learning with mean score of *M=3.165,* followed by Grade 10 with mean score of *M=3.152* as compared with other lower grades. However, it is shown on the result that Grade 10 obtains the highest mean score for *Anxiety of Learning M=3.488* as compared with Grade seven with mean score *M=3.278*, Grade eight *M=3.270*, and Grade nine *M=3.384.* These differences in Students’ Attitude in terms of Nature of Learning and Anxiety of Learning across grade level are significant with F(3, 379 = 3.822, p<0.05), and F(3, 379 = 5.454, p<0.05) respectively. Further, data also reveal that, in terms of Expectations of Learning, Grade 10 has the highest positive attitude with mean score M=4.066, followed by Grade nine M=4.027, Grade seven M=3.924, and grade eight with mean score M=3.920. Meanwhile, Grade nine obtains the highest positive attitude in terms of Openness to Learning with mean score M=3.866 as compared with other grade levels. However these differences in Expectations of Learning and Openness to Learning are not significant at F(3,379=0.989, p>0.05) and F(3,379=0.371, p>0.05). This finding is in accordance with Hamurcu (2018) that no significant difference in attitudes to learning between the third-year students and the fourth-year students but the fourth-year students has a higher self-expectation to learning.

The above results imply that since Nature and Anxiety of Learning vary across grade level, it should be noted that teachers and parents must provide high school students with appropriate learning interventions for students in order to sustain or boost their interest and learning engagement towards HBE. On the part of teachers, they must design lessons which are developmentally appropriate for each grade level and should provide interventions which are according to the needs of students.

Moreover, data show that students’ attitude significantly differ across age in terms of *Nature of Learning* and *Anxiety of Learning* with F (1,381=4.172, p<0.05) and F(1,381=6.740, p<0.05). Also, as seen on the table, students 15 - 24 years old or classified as Young adults obtain the highest positive attitude in terms of *Nature of Learning*, and Expectations of Learning with mean scores *M=3.135 and M=3.989* respectively as compared with students 14 years old and below or classified as Youth with mean score for the Nature of Learning *M=3.018*, and Expectations of Learning *M=3.969.* However, it can also be seen that in terms of Anxiety of Learning Young adults show higher mean score with *M=3.394* as compared with the Youthwith mean *M=3.226.*

The above finding implies that students who are classified as Young adults tend to experience a higher level of anxiety while learning during Home-Based Education as compared with the Youth or younger students. This can be presumed that Young adults receive higher expectations coming from parents or teachers, while receiving lesser assistance as compared with Youth or younger students during HBE. Because of these expectations, Young adult-students are driven to work hard and study hard in order to meet parents or teachers’ expectations, thus, causing higher anxiety among them. With this, teachers and parents should provide an adequate and appropriate support to high school students considering their age. This can be done by monitoring students’ whereabouts during HBE so that necessary interventions can be provided for students with additional needs. Youth being more dependent on parents and teachers for their learning, should be provided with more assistance and social support that is appropriate for their age, while Young adults who are less dependent on teachers and parents, should be provided with the kind and extent of social support according to their need. Further, students with high level of anxiety should be a cause of utmost concern among parents and teachers making sure that an early intervention is provided for them. Teachers and parents must seek immediate help from an expert such as guidance counselor to refer students who are in need of counseling or mental health interventions.

The above finding disagrees with the findings obtained by Kara (2009) in his study that students with better understandings of the learning process are better at perceiving the nature of learning, more open to learning, have higher expectations about what they will get from learning and exhibit less anxiety in relation to learning. It can be noted from the result obtained in this study that Young Adults who are considered to have high positive attitude towards learning are at the same time have higher anxiety towards learning during HBE as compared to younger students.

It can also be seen at **19.0** that students’ attitude measured in terms of Nature, Anxiety, and Openness to Learning does not vary across socio-economic status (SES) with F(1, 381 = 1.387, p>0.05) for Nature of Learning, F(1, 381 = 1.339, p>0.05) for Anxiety of Learning, and F(1, 381 = 2.398, p>0.05) for Openness to Learning, therefore hypothesis 4 is accepted in this case.

On the other hand, students’ attitude in terms of Expectation of Learning indicates a significant difference across SES with F(1, 381 = 8.080, p<0.05), therefore hypothesis is rejected concluding that there is a significant difference in the students’ attitude in terms of Expectations of Learning when the variable is grouped according to SES.

The above finding indicates that students’ attitude measured in terms of Nature, Anxiety, and Openness to learning does not vary with SES. This implies that students’ regardless of socio-economic status may have a positive attitude towards HBE, provided that an adequate and social support is provided to them by parents and teachers in order to lessen the anxiety or negative feelings they have toward HBE. With this, parents and teachers should provide high school students with equal opportunities in terms of accessing resources, or assistance provided by external sources that can facilitate their learning needs such as being able to participate in a number of trainings that aim to focus on enhancing their learning competencies, mental health capacity, communication skills, or life-skills.

Further, the finding also implies that high school students’ expectations toward learning in HBE that differs across socio-economic status can be presumed that students who belong to **Low Income to Rich** SES classification have better expectations of learning toward HBE than those whose parents are **Poor**. This may be due to the fact that in terms of social support, parents with **Low Income to Rich** can suffice the needs of their children better as compared with **Poor** parents, thereby creating a positive buffering effect on students whose parents have better income. As a result, students whose parents have better income are more eager to learn, more motivated to accomplish school activities, and expect positive results of their home-school learning than those students coming from poor families. Considering this, high school students especially those coming from **Poor** families, should be provided with the right-balance of social support by parents and teachers in order to increase students’ motivation and learning engagement during HBE. In doing so, teachers must look into this matter and be able to suggest for the provision of the type and extent of social support needed by students especially those with additional needs for learning.

The above implication can be supported by looking at the mean scores of each dimension of students’ attitude in **Table 19.0** from which it can be observed that students whose family income is ₱10,000 & above or under SES classification of Low Income to Rich have higher mean scores across the four dimensions: *M=3.134* (Nature of Learning), *M=4.154* (Expectations of Learning), *M=3.936* (Openness to Learning) and *M=3.3736* (Anxiety of Learning) as compared with students whose family income is <₱10,000 or classified as Poor with mean scores *M=3.056* (Nature of Learning), *M=3.919* (Expectations of Learning), *M=3.811* (Openness to Learning) and *M=3.2874* (Anxiety of Learning). However, in terms of Nature of Learning, Anxiety of Learning, and Openness to Learning, this difference is not significant at F(1,380=1.387, p>0.05), F(1,380=1.339, p>0.05), and F(1,380=2.398, p>0.05) respectively. Meanwhile, a significant difference is observed in the students’ attitude in terms of *Expectations of Learning* across socio-economic status with F(1,380=8.080, p<0.05).

**CHAPTER V**

**SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This study examined the extent of Social Support (SS) relative to the Students’ Attitude (SA) towards Home-Based Education (HBE) amidst the Covid-19 pandemic. A descriptive - survey approach was used employing a Slovin’s formula and stratified random sampling to determine and select samples from a total population of 75,542 high school students enrolled in 42 public secondary schools in Zamboanga City Division for SY 2020-2021. The stratification was carried out considering schools as strata across gender and grade level. Demographic variables Age & SES were post-stratified since data were available only after conducting data collection. The study was conducted in August to September, 2021 amidst lockdown thus, a combined data collection to include Online and Offline was carried out utilizing an adopted validated instruments. The instrument used was pilot tested among 16 high school students before it was finally used for data collection. Out of 398 samples, only 383 eligible consenting high school students completed the survey making the response rate at 96.23% to include 274 (71.54%) students who participated Online and 109 (28.46%) participated via Offline.

There were six research problems, and four hypotheses were investigated in the study. Data were analyzed using descriptive and parametric statistics such as Pearson, Multilinear Regression, and MANOVA. Before conducting data analysis, assumptions were checked to determine the appropriateness of parametric tools to be used. Based on the assumptions testing conducted, all assumptions were met making parametric tools valid for use to treat the data.

**Research Problems and Findings**

**(1) What is the extent of social support received by high school students during Home-Based Education when the variable is measured in terms of Emotional, Informational, Instrumental, and Appraisal Support?**

Research Problem #1 aimed to determine the extent of Social Support received by high school students when the variable is measured in terms of *Emotional, Instrumental, Informational, & Appraisal* Support.

Based on the results obtained, the extent of the *Overall Social Support* received by high school students was Very High in terms of Emotional Support with mean score *M=4.228* and High in terms of *Instrumental,* *Informational,* and *Appraisal* with mean scores *3.858*, *3.830* and *=3.890* respectively. Additional findings indicated that the Emotional Support emerged as the most perceived type of social support which is most frequently received by high school students from parents and teachers with computed means and respectively and with total mean score of *4.228*, while the Informational support as the least type of social support received by high school students from parents with mean score , while Instrumental Support is the least social support received by high school students from teachers with *3.839.*

Moreover, this study also found out that higher Informational and Appraisal Support were received by high school students from teachers with mean scores and more than they received from parents with mean scores and , but students perceived higher Instrumental Social Support received from parents with mean score than they received from teachers with mean score .

**(2) What is the level of attitude of high school students towards Home-Based Education when the variable is measured in terms of Nature of Learning, Anxiety, Expectations, Openness to Learning?**

Research Problem #2 sought to determine the level of *Attitude* of high school students towards Home-Based Education measured in terms of the four dimensions namely *Nature of Learning, Anxiety of Learning, Expectations of Learning,* and *Openness to Learning*.

Findings revealed that the Overall attitude of high school students towards Home-Based Education was High with mean score . Specifically, students’ attitude in terms of Expectations of Learning and Openness to Learning toward Home-Based Education were the Highest self-reported students’ attitude among high school students with mean scores equal and respectively, while showing a Moderate Level of Attitude towards Home-Based Education in terms of Nature of Learning and Anxiety of Learning with mean scores equal and respectively.

**3) Is there a significant relationship between the extent of social support and the level of attitude of high school students towards Home-Based Education?**

Research Problem #3 aimed determine whether there was a significant relationship between the extent of social support and the level of attitude of high school students towards Home-Based Education. The obtained findings revealed that there was a statistically significant moderate positive relationship between parents’ support and students’ level of attitude (r = 0.207; p<0.05); teacher support and students’ level of attitude (r = 0.310; p<0.05); and the Overall Social support and students’ level of attitude (r = 0.291; p<0.05), therefore leading to reject the null Hypothesis. Additional findings were also obtained indicating that the effect of teachers’ support on students’ level of attitude with r = 0.310 was stronger as compared to the parents’ support with r = 0.207, and this degree of association was significant at the moderate level.

**(4) Does the extent of social support significantly influence the level of attitude of high school students towards Home-Based Education?**

Research problem #4 aimed to examine whether the extent of social support significantly influenced the level of attitude of high school students towards Home-Based Education.

Prior to conducting the data analysis, assumptions for multilinear regression were checked in terms of linearity of the independent variable (IV) and the dependent variable (DV) using scatterplot, multicollinearity using the VIF and tolerance scores, residual independence using Durbin Watson, data normality, presence of outliers using Cook’s distance, and homoscedasticity. Result of assumptions testing indicated that all assumptions for multilinear regression were met indicating that Multilinear regression was valid to be used to treat the data.

Findings indicated that there was a positive relationship between *Social Support* and *Students’ Attitude* toward Home-Based Education (R = 0.312, R2 = 0.097, p < 0.05). Results revealed that the students’ self-reported extent of *Social Support* received from parents and teachers were observed to be significant predictors of *Students’ Attitude* towards Home-Based Education, and therefore can be concluded that there is a statistically significant relationship between the *Social Support* and the *Students’* A*ttitude* towards HBE.

Moreover, additional findings revealed that the students’ self-reported extent of *Social Support* received from teachers was observed to be significant with (p<0.005), while reporting no significant difference across *Parents’ Social Support* on *Students’ Attitude* with (p>0.05) towards Home-Based Education.

**(5) Is there a significant difference in the extent of social support received by students measured in terms of Emotional, Informational, Instrumental, and Appraisal when the variable is categorized according to gender, age, grade level, and Socio-Economic Status?**

Research problem #5 aimed to determine whether there was a significant difference in the extent of Social Support received by students measured in terms of Emotional, Instrumental, Informational, and Appraisal Support when the variable is categorized according to gender, grade level, age, and socio-economic status (SES).

Before running MANOVA, data screening was done in order to protect the integrity of inferential statistics to be used. This procedure included checking the assumptions of MANOVA in terms of normality, homogeneity of variance, homogeneity of covariance, and outliers in order to explore the appropriateness of the data for MANOVA. The results for the assumption testing indicated that data were normally distributed with values for skewness and kurtosis less than 2 and 7 respectively and with sample size which is greater than 30, data assumed normality irrespective of the shape of the population distribution and no outliers were beyond p<0.001 based on the Mahalanobis Distance, thus the parametric procedures like MANOVA can be applied. Demographic variables Age and SES were poststratified in order to address errors due to overrepresentation and underrepresentation of samples due to non-availability of data before data collection.

Based on the findings obtained, Social Support in terms of Emotional, Instrumental, Informational, and Appraisal Support indicated no significant difference across gender with F(1,381=1.182, p>0.05) for **Emotional**, F(1,381=.838, p>0.05) for **Instrumental**, F(1,381=.001, p>0.05) for **Informational**, and F(1, 381=.002, p>0.05) for **Appraisal Support**. This finding concluded that there is no significant difference in the social support of high school students measured in terms of Emotional, Instrumental, Informational, and Appraisal support when grouped according to gender.

Moreover, Social Support in terms of **Instrumental** and **Informational Support**, differed across age and grade level with F(1,381=7.004, p<0.05), and F(3,379=4.052, p<0.05) respectively for Instrumental Support, F(1,381=10.821*,* p<0.05), and F(3,379=6.580, p<0.05) for Informational Support. However, Social Support in terms of **Appraisal Support** was found out to have no significant difference across gender, age, grade level, and socio-economic status.

In terms of Grade Level, **Grade 7** obtained the highest perceived support across the four dimensions of social support with mean scores *M=4.343* for Emotional, *M= 4.090* for Instrumental, *M=4.136* for Informational and *M=4.074* for Appraisal Support as compared with other grade levels.

Further, findings also revealed that in terms of **Age**, students 14 years old and below or classified as Youth obtained the highest perceived Social Support across four social support dimensions with mean scores for Emotional Support *M=4.305*, Instrumental *M=3.975*, Informational *M= 3.985*, and Appraisal *M=3.975* as compared with students 15 - 24 years old or classified as Young Adults with mean scores *M=4.149* for Emotional, Instrumental *M=3.739*, Informational *M= 3.673*, and Appraisal M=3.804.

In terms of **Socio-Economic Status**, students who came from families with Low Income to Rich obtained a higher perceived support across the four dimensions: Emotional *M=4.418*, Instrumental *M= 3.901*, Informational *M=3.884* and Appraisal Support *M=3.971* as compared with students whose family income classified as Poor with mean scores for Emotional *M=4.162*, Instrumental *M= 3.843*, Informational *M=3.812* and Appraisal Support *M=3.862*. However, these differences are significant only in terms of Emotional Support with F(1,381=7.234, p<0.05).

**(6) Is there a significant difference in the level of attitude of high school students measured in terms of Nature of Learning, Anxiety, Expectation, & Openness to Learning when the variable is categorized according to gender, age, grade level, and socio-economic status.**

Research Problem #6 aimed to determine whether there was a significant in the level of attitude of high school students measured in terms of Nature of Learning, Anxiety, Expectation, & Openness when the variable is categorized according to gender, grade level, age, and socio-economic status.

Prior to conducting data analysis using MANOVA, data screening was done in order to protect the integrity of inferential statistics to be used. This procedure included checking the assumptions of MANOVA in terms of normality, homogeneity of variance, homogeneity of covariance, and outliers in order to explore the appropriateness of the data for MANOVA. The results for the assumption testing indicated that data were normally distributed with values for skewness and kurtosis less than 2 and 7 respectively and with sample size which is greater than 30, data assumed normality irrespective of the shape of the population distribution and no outliers were beyond p<0.001 based on the Mahalanobis Distance, thus the parametric procedures like MANOVA can be applied. Demographic variables Age and SES were poststratified in order to address errors due to overrepresentation and underrepresentation of samples caused by non-availability of data before data collection.

Based on the findings obtained, it revealed that **Students’ Attitude** in terms of Nature of Learning with F(1, 381=1.765, p>0.05), Anxiety of Learning with F(1, 381=.868, p>0.05) , Expectations of Learning with F(1, 381=3.709, p>0.05), and Openness to Learning with F(1, 381=2.682, p>0.05) **indicate no significant difference across gender**.

In addition, it was also found out that **students’ level of attitude** differed across **grade level** in terms of **Nature of Learning** with F(3, 379=3.822, p<0.05), and **Anxiety of Learning** with F(3, 379=5.454, p<0.05). Moreover, additional findings revealed that Students’ attitude in terms of **Expectations of Learning** with F(3, 379=.989, p>0.05), and **Openness to Learning** with F(3, 379=.371, p>0.05), did not differ across grade level.

When comparing the differences of **Students’ Attitude** using mean scores obtained, findings indicated that **Grade nine** obtained the **highest positive attitude** towards Home-Based Education in terms of **Nature of Learning** with mean score *M=3.165,* followed by **Grade 10** with mean score *M=3.152* as compared with other lower grades.

In addition, findings also indicated that **Grade 10** obtained the highest mean score for *Anxiety of Learning M=3.488* as compared with **Grade seven** with mean score *M=3.278*, Grade eight *M=3.270*, and Grade nine *M=3.384.* These differences in Students’ Attitude in terms of Nature of Learning and Anxiety of Learning across grade level were significant with F(3, 379 = 3.822, p<0.05), and F(3, 379 = 5.454, p<0.05) respectively. Additional findings revealed that in terms of Expectations of Learning, **Grade 10** obtained the highest positive attitude towards Home-Based Education with mean score *M=4.066*, followed by Grade nine *M=4.027*, Grade seven *M=3.924*, and grade eight with mean score *M=3.920*. Moreover, the study also found out that Grade nine obtained the highest positive attitude in terms of Openness to Learning with mean score M=3.866 as compared with other grade levels. However these differences in Expectations of Learning and Openness to Learning were not significant at F(3,379=0.989, p>0.05) and F(3,379=0.371, p>0.05).

Further, another finding revealed that students’ attitude significantly differed across age in terms of *Nature of Learning* and *Anxiety of Learning* with F (1,381=4.172, p<0.05) and F(1,381=6.740, p<0.05) indicating students 15 - 24 years old or classified as Young adults obtained the highest positive attitude in terms of *Nature of Learning*, and Expectations of Learning with mean scores *M=3.135 and M=3.989* respectively as compared with students 14 years old and below or classified as Youth with mean score for the Nature of Learning *M=3.018*, and Expectations of Learning *M=3.969.* Also, in terms of Anxiety of Learning Young adults obtained higher mean score with *M=3.394* as compared with the Youthwith mean score *M=3.226.*

Furthermore, the study also found out that students’ attitude measured in terms of Nature of Learning with F(1,381 = 1.387, p>0.05) for Nature of Learning, Anxiety of Learning with F(1, 381 = 1.339, p>0.05), and Openness to Leaning with F(1, 381 = 2.398, p>0.05) did not vary across socio-economic status (SES). However, students’ attitude in terms of Expectations of Learning indicated a significant difference across SES with F(1, 381 = 8.080, p<0.05). This finding was supported by the mean scores obtained for each dimension of students’ attitude indicating that students whose family income under SES classification of Low Income to Rich obtained higher mean scores across the four dimensions: *M=3.134* (Nature of Learning), *M=4.154* (Expectations of Learning), *M=3.936* (Openness to Learning) and *M=3.3736* (Anxiety of Learning) as compared with students whose family income was classified as Poor with mean scores *M=3.056* (Nature of Learning), *M=3.919* (Expectations of Learning), *M=3.811* (Openness to Learning) and *M=3.2874* (Anxiety of Learning). However, in terms of Nature of Learning, Anxiety of Learning, and Openness to Learning, this difference was not significant at F(1,380=1.387, p>0.05), F(1,380=1.339, p>0.05), and F(1,380=2.398, p>0.05) respectively. Meanwhile, a significant difference was found in the students’ attitude in terms of *Expectations of Learning* across socio-economic status with F(1,380=8.080, p<0.05).

**Hypotheses**

There were four null hypotheses tested in the study. The test of hypotheses were conducted using appropriate inferential statistical tools and findings obtained are enumerated below.

***H1: There is no significant relationship between Social Support and Students’ Attitude.***

The study tested null hypothesis 1 (**H1)**which states that there is no significant relationship between the extent of social support and the level of attitude of high school students towards Home-Based Education.

Based on the findings obtained, the study found out that there was a statistically significant moderate positive relationship between parents’ support and students’ level of attitude (r = 0.207; p<0.05); teacher support and students’ level of attitude (r = 0.310; p<0.05); and the Overall Social support and students’ level of attitude (r = 0.291; p<0.05), therefore rejecting the null Hypothesis 1 posited in the study. With this the conclusion was drawn stating that there was a significant relationship between Social Support and Students’ Attitude.

Additional findings were also obtained indicating that that there was a significant relationship between Social Support from two constructs: Parents with (r = 0.20; p<0.05) and Teachers with (r = 0.310; p<0.05) on Students’ Attitude, thus the null hypothesis 1 was rejected. Therefore, it can be concluded that there was a significant relationship between Social Support from two constructs: Parents & Teachers on Students’ Attitude.

***H2: There is no significant influence of Social Support on Students’ Attitude***

The study tested null hypothesis 2 (**H2)**which states that there is no significant influence of Social Support on Students’ Attitude.

Based on the findings obtained, this study found out that there was a positive relationship between *Social Support* and *Students’ Attitude* toward Home-Based Education (R = 0.312, R2 = 0.097, p < 0.05). Results revealed that the students’ self-reported extent of *Social Support* received from parents and teachers were observed to be significant predictors of *Students’ Attitude* towards Home-Based Education, and therefore can be concluded that there is a statistically significant relationship between the *Social Support* and the *Students’* A*ttitude* towards HBE.

Moreover, additional findings revealed that the students’ self-reported extent of *Social Support* received from teachers was observed to be significant with (p<0.005), while reporting no significant difference across *Parents’ Social Support* on *Students’ Attitude* with (p>0.05) towards Home-Based Education. With this, the conclusions were drawn stating that Social Support from parents had no significant influence on students’ attitude, thus accepting null hypothesis 2; while Social Support from teachers had a significant influence on students’ attitude, thus rejecting the null hypothesis 2.

***H3: There is no significant difference between Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal when the variable is measured in terms of gender, grade level, age, and socio-economic status.***

The study also tested null hypothesis 3 (**H3)** which states that there is no significant difference between Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal when the variable is measured in terms of gender, grade level, age, and socio-economic status.

Based on the findings obtained, Social Support in terms of Emotional, Instrumental, Informational, and Appraisal Support indicated no significant difference across gender with F(1, 381=1.182, p>0.05) for **Emotional**, F(1, 381=.838, p>0.05) for **Instrumental**, F(1, 381=.001, p>0.05) for **Informational**, and F(1, 381=.002, p>0.05) for **Appraisal Support,** thus, accepting the null hypothesis in this case, concluding that there is no significant difference in the Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal Support when the variable was categorized according to gender.

Moreover, Social Support in terms of **Instrumental** and **Informational Support**, differed across age and grade level with F(1,381=7.004, p<0.05), and F(3,379=4.052, p<0.05) respectively for Instrumental Support, F(1,381=10.821, p<0.05), and F(3,379=6.580, p<0.05) for Informational Support, thus rejecting the null hypothesis 3 which concludes that there was a significant difference in the Social Support measured in terms of Instrumental and Informational Support when the variable is categorized according to age and grade level.

However, Social Support in terms of **Appraisal Support** was found to have no significant difference across gender with F(1,381= 0.02; p>0.05), grade level with F(3,379= 1.446; p>0.05), age with F(1,381= 3.055; p>0.05), and socio-economic status with F(1,381= .937; p>0.05), thus, accepting the null hypothesis 3 in this case. This finding can be concluded that there was no significant difference in the Social support measured in terms of Appraisal support when the variable is categorized according to gender, grade level, age, and socio-economic status.

***H4: There is no significant difference between the Students’ Attitude measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to gender, grade level, age and socio-economic status.***

The study tested null hypothesis 4 (**H4)**which states that there is no significant difference between the Students’ Attitude measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to gender, grade level, age and socio-economic status.

Based on the findings obtained, the study found out that **Students’ Attitude** in terms of Nature of Learning with F(1, 381=1.765, p>0.05), Anxiety of Learning with F(1, 381=.868, p>0.05) , Expectations of Learning with F(1, 381=3.709, p>0.05), and Openness to Learning with F(1, 381=.2.682, p>0.05) **indicate no significant difference across gender**, thus accepting null hypothesis 4, concluding that there was no significant difference between the Students’ Attitude measured in terms of Nature of Learning, Anxiety of Learning, Expectations of Learning, and Openness to Learning when the variable is categorized according to gender, grade level, age and socio-economic status.

Furthermore, the study also found out that students’ attitude measured in terms of Nature of Learning with F(1, 381 = 1.387, p>0.05), Anxiety of Learning with F(1, 381 = 1.339, p>0.05), and Openness to Leaning with F(1, 381 = 2.398, p>0.05) did not vary across socio-economic status (SES), thus accepting the null hypothesis 4 concluding that there was no significant difference between Students’ Attitude measured in terms of Nature, Anxiety, and Openness to Learning.

Further additional findings revealed that Students’ Attitude in terms of Nature of Learning with F(1,380=1.387, p>0.05), Anxiety of Learning with F(1,380=1.339, p>0.05), and Openness to Learning with F(1,380=2.398, p>0.05), indicated no significant difference across socio-economic status, thus accepting the null hypothesis concluding that there was no significant difference between Students’ Attitude measured in terms of Nature, Anxiety and Openness to Learning toward Home-Based Education.

Furthermore, Students’ attitude in terms of Expectations of Learning indicated a significant difference across SES with F(1, 381 = 8.080, p<0.05), thus rejecting the null hypothesis 4, concluding that there was a significant difference between Students’ Attitude measured in terms of Expectations of Learning when the variable is categorized according to SES.

**Conclusions**

In light of the findings derived from this study, the following conclusions are presented:

1. Social Support measured in terms of four dimensions namely Emotional, Instrumental, Informational, and Appraisal Support based on two constructs *Parents* and *Teachers* is found to be Very High in terms of Emotional Support, and High in terms of the other dimensions, indicating that parents provide the most Instrumental Support such as the basic needs of students and other material support; while teachers provide the most Emotional Support such as love, care, empathy and understanding to students, as well as Informational Support in the form of knowledge, and Appraisal Support in the form of recognition and praises to students’ work and achievements.
2. Students’ Attitude which is attributed to students’ feelings and behaviors toward Home-Based Education is considered to be an important factor on the students’ levels of goal setting, beliefs toward learning, school adjustment, academic self-efficacy, academic efforts for learning, intrinsic valuation of schoolwork, problem solving skills, and internal and external motivations. Based on the findings obtained in this study, the students’ attitude of high school students towards HBE is found to be moderate in terms of Nature and Anxiety of Learning, and High in terms of Expectations and Openness to Learning indicating that despite the learning difficulty experienced by junior high school students, still they manifest a high regard towards HBE as a viable learning modality in the new normal.
3. Social Support based on two constructs *Parents* and *Teachers* is found to have a significant moderate positive relationship with Students’ Attitude indicating a stronger association of Teacher Support to students’ attitude as compared with Parent Support. Based on these findings, it can be concluded that Social Support plays a significant role in the academic well-being of high school students towards Home-Based Education to include students’ motivation, learning engagement, expectations, nature, openness to learning, and even in the level of anxiety of learning of students.
4. The Overall social support received by high school students is found to be a significant moderate predictor of high school students’ attitude towards Home-Based Education. However, the finding indicates in terms of two constructs *Parent* and *Teacher Support*, only the latter is seen to be a significant predictor on students’ level of attitude towards Home-Based Education indicating that *Teacher Support* is perceived to significantly influence students’ attitude towards HBE over *Parent Support*.
5. Social Support measured in terms of Emotional, Instrumental, Informational, and Appraisal Support does not significantly differ across gender, but significantly differs across grade level, age, and socio-economic status indicating that students 14 years old and below (Youth) received higher social support as compared to older students (Young Adults); Grade 7 students received higher social support from parents and teachers as compared with other higher grade levels; and high school students whose family has a better income (Low Income to Rich) received better social support as compared to students whose family earns less (Poor).
6. Students’ Attitude measured in terms of Nature, Anxiety, Expectations, and Openness to Learning does not differ across socio-economic status and gender, but is found to be significantly different across grade level and age indicating Grade 10 has the highest anxiety level in learning during Home-Based Education than all the other grade levels, but at the same time has the highest positive attitude towards Home-Based Education; grade nine has the highest positive attitude towards Home-Based Education as compared with other grade levels; students 15 - 24 years old or classified as Young adults have the highest positive attitude towards Home-Based Education as compared with younger students but experience higher anxiety level of learning during Home-Based Education than younger students; and students whose family earns ₱10,000 & above (Low Income to Rich) have higher positive attitude towards Home-Based Education than students with lower income or Poor, however this difference is not significant.

**Recommendations**

Based on the findings and conclusions derived from this study, the following recommendations can be made:

1. The **Department of Education** (DepEd) should collaborate with the **Local Government Unit** in order to streamline the delivery of Home-Based instruction by developing equitable, inclusive, and relevant social support programs and services that focus on promoting students’ academic well-being such as educating and training parents and teachers on effective child-mentoring during HBE; enhancing parent’s involvement in their child’s education through counseling or training on positive discipline and child development, and at the same time providing students with the necessary learning materials to include textbooks/modules and gadgets with free internet to underprivileged students.
2. In order to provide students who cannot avail of formal schooling due to work, health, or safety reasons a viable option to continue basic education in the new normal, **DepEd** through the **Bureau of Learning Delivery** should advocate and support the continued adoption of Home-Based Education or Home-School Learning among public schools even upon the resumption of face-to-face classes.
3. School Administrators or Principals should carry out a whole-school approach involving teachers, guidance coordinators, staff, and parents in monitoring and assessing students’ progress during HBE relative to the social support they receive, which may include strengthening parent-teacher partnership in children’s education, assisting or facilitating parents in accessing school programs and community resources available for students, as well as conducting activities such as counseling and behavioral techniques to train students in managing their anxiety.
4. In order to improve students’ achievement, School Administrators should help teachers in fulfilling their roles through effective supervision and evaluation for teachers’ professional development and improve instruction. Also, teachers must undergo enhanced capacity-building to expose them to ways in which they can involve parents in the education of their children such as establishing an open-door policy in their virtual or physical classrooms, creating online class groups with a dedicated space for questions and answers from parents, as well as organizing regular home visits during Home-Based Education in order to identify parents’ strengths, interests, and multiple competing priorities and educate parents on how to strike a balance with these.
5. Schools should strengthen Parent-Teacher relationships by conducting regular meetings or designing incentivized Group-Based Programs where parents and teachers are rewarded with gifts for their participation in group sessions that aim to promote students’ academic well-being, enhance parental and teacher attention and understanding towards students/children especially those with additional needs such as students at higher grades, Young Adults, and Poor students.
6. In the context of Home-Based Education, teachers should be provided with a wide range of trainings and seminars on Content, Knowledge, and Pedagogy to include topics on the effective lesson designs for diverse learners, effective delivery of HBE instruction and students’ assessment, and sustaining or increasing students’ motivation and positive attitude towards HBE by designing lessons that consider their interests, prior experiences, and needs.
7. Future researchers who will be conducting research on similar topic may use the findings indicated in this study as a reference in their study, or may also replicate this study considering similar demographic variables but employing other research designs such as qualitative or mixed-method approach in order to further explore the students’ attitude towards Home-Based Education.

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