

## **Bridging the Gap amidst the Covid-19 Pandemic through the Enhancement of the 21st Century Skills of Graduate Students at a State College**

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### **ABSTRACT**

*COVID-19 has caused worldwide education disruptions and extended school closures, affecting 90 percent of the world's student population and pushing most countries to investigate other methods of delivering education to ensure that learning never stops. Most countries hurried to online distance education via online platforms, eLearning, and ICTs, resulting in an unanticipated and rapid transformation in the education sector that opened up many opportunities while also revealing existing and new gaps and creating various obstacles. The study was conducted in combination with a Google Link survey of all PHILSCA graduate students. Total enumeration was chosen for data collection since it was appropriate for this study because the new normal necessitates virtual engagement with respondents, which was accomplished through the use of technological advancements such as Google Forms for all graduate students. Males between the ages of 20 and 25 make up the majority of the respondents. The findings suggest that motivation and tenacity were the best levels of performance in 21st-century life skills among graduate students in diverse literacies prior to the COVID-19 epidemic. The findings reveal that stress management and self-care have the best level of performance in the 21st-century life skills of graduate students in diverse literacies during the COVID-19 epidemic. Teachers' inspiration and determination help students bridge the gap in the face of the COVID-19 epidemic. Students should be paired with mentors who can answer their questions and assist them develop their self-worth. The help that PHILSCA should provide to instructors in bridging the gap in the face of the COVID-19 pandemic should be in the form of instructions. To combat the effects of the COVID-19 epidemic in the current learning and teaching environment, provide professional development support.*

**Keywords:** Covid-19 pandemic, 21st Century life skills, motivation and perseverance, stress management and self-care, and instructions.

### **INTRODUCTION**

COVID-19 has caused education disruptions and extended school closures all across the world, affecting 90 percent of the world's student population and pushing most countries to investigate alternative delivery options to ensure that learning never stops. Most countries rushed to online distance education via online platforms, e-learning, and ICTs, resulting in an unanticipated and rapid transformation in the education sector that opened up many opportunities while also revealing existing and new gaps and posing various obstacles. Wang

Tao, Vice President of Tencent Cloud and Tencent Education, said that the way forward is to better harness existing technology and the internet in education and that online training will become an integral component of classroom education, according to the World Economic Forum. However, most teachers around the world were forced to deliver online learning without proper training, support, or time to prepare, despite being plied with a variety of new tools; they were required to digitize their course contents and/or develop new contents due to the abrupt transition from school closures due to COVID-19 (World Economic Forum, 2020).

One of RCEP's goals, according to Dr. Mahra Al Mutaiwei, is to develop Arab and Gulf countries' ability to properly prepare for the future of education. As a result, RCEP has reexamined, analyzed, and revised its strategies and objectives to serve the region's education systems through capacity-building and knowledge-sharing activities. Here is a summary of the intervention's main points. The COVID-19 epidemic wreaked havoc on education systems around the world, casting a cloud over education's future. The crisis affected the education of 1.6 billion students at various educational levels, prohibiting them from attending school or university and forcing them to engage in distant learning. This has forced education stakeholders to go outside the box in order to deliver unconventional and alternative education modalities based on the internet, radio, and television, resulting in some beneficial developments as well as worries regarding the quality of remote education supplied (UNESCO, 2021).

The creation of knowledge and information, industrialization, and growing cultural and global integration characterize the modern period today. As growing technologies, industries, and relationships become more intricate and nuanced, students and instructors must acquire new skills, competences, and dispositions to thrive in global society during the COVID-19 epidemic. Graduate students at PhilsCA should work hard to acquire new literacies as an emergent social phenomenon and common cultural practices across learning domains in order to meet these 21st-century criteria and expectations. Social literacy, media literacy, financial literacy, cyber or digital literacy, eco-literacy, arts and creative literacy, and critical literacy are all examples of 21st-century literacies (Alata & Ignacio, 2019).

In light of the epidemic, the primary purpose of this study is to assist every student in developing a 21st-century skills plan. Students and teachers at all levels of education must possess these 21st-century skills, which are not just desirable but also required (Alata & Ignacio, 2019). This study has allowed us to pause and reflect on our students' confidence levels to determine whether they have mastered the new literacies of the twenty-first century. However, amid the COVID-19 pandemic, assessing their 21st-century abilities is crucial to defining the type of intervention needed to close the gap. Finally, the research intends to increase graduate students' life skills in dealing with 21st-century difficulties and changes.

The objective of this study was to develop new strategies for students to bridge gaps in the middle of the COVID-19 epidemic via the enhancement of 21st-century skills. The COVID-19 pandemic has further intensified the gap in 21st-century literacies among graduate students, necessitating targeted interventions. In the face of these obstacles, educators play a critical role in augmenting graduate students' life skills, enabling them to adeptly manage the intricacies and transformations of the modern day.

The text discusses a wide range of crucial topics related to education and its adaptation to challenges like the COVID-19 pandemic:

#### 1. Information and Communication Technology (ICT) in Education:

The use of ICT in education has several advantages, such as skill development, educational opportunity expansion, teacher proficiency enhancement, and cost reduction. Remote learning and distance education have swiftly evolved as a result of efforts at both the national and international levels, highlighting the significance of information and communication technology in educational discourse.

#### 2. Time Management and Responsibilities:

Students in higher education experience difficulties in successfully managing their time, which can have an impact on both their academic performance and their overall well-being. The COVID-19 pandemic has brought to light the challenges that working professionals face while attempting to balance the demands of working from home, caring for children, and other commitments with their other obligations.

#### 3. Financial Knowledge, Money Management, and Budgeting:

The epidemic has brought to light the significance of timely financial reporting and assessments of the economic sustainability of initiatives undertaken by government agencies. The scope of the pandemic's economic impact varies from region to region and is contingent upon several circumstances, including the intensity of lockdowns and legislative actions.

#### 4. Stress Management and Self-Care:

The pandemic's move toward online learning has increased the likelihood that students will suffer from mental health illnesses. Social developments like isolation and digital learning, both crucial for maintaining mental well-being, might disrupt students' habits. Self-care activities are essential for maintaining mental well-being.

#### 5. Motivation and Perseverance

Self-efficacy, also known as the conviction, that one can achieve success, is directly connected to both academic achievement and motivation. It is the responsibility of teachers to help children develop positive self-esteem, the ability to self-regulate, and a desire to learn.

#### 6. Resilience:

Schools have the potential to make a unique contribution to the development of a resilient society, yet the pandemic has brought to light educational gaps and difficulties in providing online education to all pupils. Resilience can be defined as the capacity to recover quickly from misfortune and adjust to the obstacles that life presents.

## 7. Technological Instructions:

Because of the pandemic, technology-mediated education has become an essential component of traditional classroom instruction. The shift to online learning has disrupted educators, forcing them to adapt to new learning management systems and alternative solutions.

The work highlights the importance of utilizing technology, managing time and resources effectively, developing financial literacy, prioritizing mental health and self-care, cultivating motivation and resilience, and adapting educational approaches to the challenges posed by the pandemic.

The work underscores the importance of leveraging technology, efficiently managing time and resources, fostering financial literacy, prioritizing mental health and self-care, fostering motivation and resilience, and modifying educational methods to address the challenges presented by the pandemic.

## METHODOLOGY

### Research Design

This study was conducted with graduate school students at PhilsCA using a mixed and customized survey questionnaire to examine the level of confidence in life skills in several 21<sup>st</sup>-century literacies. There were four stages to the research. The first stage was a critical examination of numerous studies. The survey form was then circulated among graduate students. Third, the study's findings were examined and interpreted, and they were compared to those of other studies. Fourth, the findings of this study were shared with graduate students and teachers so that they may continue to improve. The research employed a quantitative methodology that included tabular, ranking, and graphical tools. The graduate students signed the Data Protection Form by clicking the agree button on the Google Link form, demonstrating their ethical concern.

### Research Questions

The research revolves around the following core questions:

1. What is the level of confidence in the life skills of graduate students in the various literacies of the 21st century?
2. What are the interventions needed to bridge the gap in the midst of the COVID-19 pandemic using 21st-century skills?
3. How do teachers enhance the life skills of graduate students to face life's challenges and changes in the 21st century?

## Data collection and sample selection

The study was conducted in combination with a Google Link survey of all PhilsCa graduate students. Total enumeration was chosen for data collection since it was appropriate for this study because the new normal necessitates virtual engagement with respondents, which was accomplished through the use of technological advancements such as Google Forms for all graduate students.

## Data Analysis Methods

Thematic analysis and statistical analysis will be employed as a methodological approach in the process of data analysis to identify and examine patterns, themes, and meanings inherent in the collected data. The proposed approach involves the iterative job of coding the data, organizing the codes into thematic categories, and then comprehending the underlying narratives. Established theoretical frameworks such as social capital theory, migration theory, and economic sociology will guide the empirical analysis to contextualize the results within broader theoretical frameworks.

## Hypotheses and validation Research

To support the legitimacy and dependability of the findings, certain procedures will be implemented. These strategies include actively engaging with the community to establish a strong rapport and credibility, employing multiple data sources and methodologies to enhance the study's reliability, conducting member checking to validate interpretations with participants, and practicing reflexivity to acknowledge and address any researcher biases.

## RESULTS AND DISCUSSION

### Demographic Profile

**Table 1.**

*Frequency and Percentage Distribution of Participants' Profile According to Sex*

| Gender | Frequency<br>(f) | Percentage<br>(%) |
|--------|------------------|-------------------|
| Male   | 70               | 69.31             |
| Female | 31               | 30.69             |
| Total  | 101              | 100.00            |

Table 1 shows the frequency distribution and percentages of participants by gender. Male participants account for 70, or 69.31 percent, of the total, while female participants account for 31, or 30.69 percent.

**Table 2.**

*Frequency and Percentage Distribution of Age Profile of the Participants.*

| Age Bracket            | Frequency<br>(f) | Percentage<br>(%) |
|------------------------|------------------|-------------------|
| 20 - 25 years old      | 38               | 37.62             |
| 26 - 30 years old      | 29               | 28.71             |
| 31 - 35 years old      | 11               | 10.89             |
| 36 - 40 years old      | 9                | 8.91              |
| 41 - 45 years old      | 4                | 3.96              |
| 46 years old and above | 10               | 9.90              |
| Total                  | 101              | 100.00            |

Table 2 shows the frequency distribution and percentages of participants according to age. Most of the participants are ages 20-25, garnering a frequency of 38, or 37.62%, while there are four (4), or 3.96%, between ages 41-45 years of age.

## PART I.

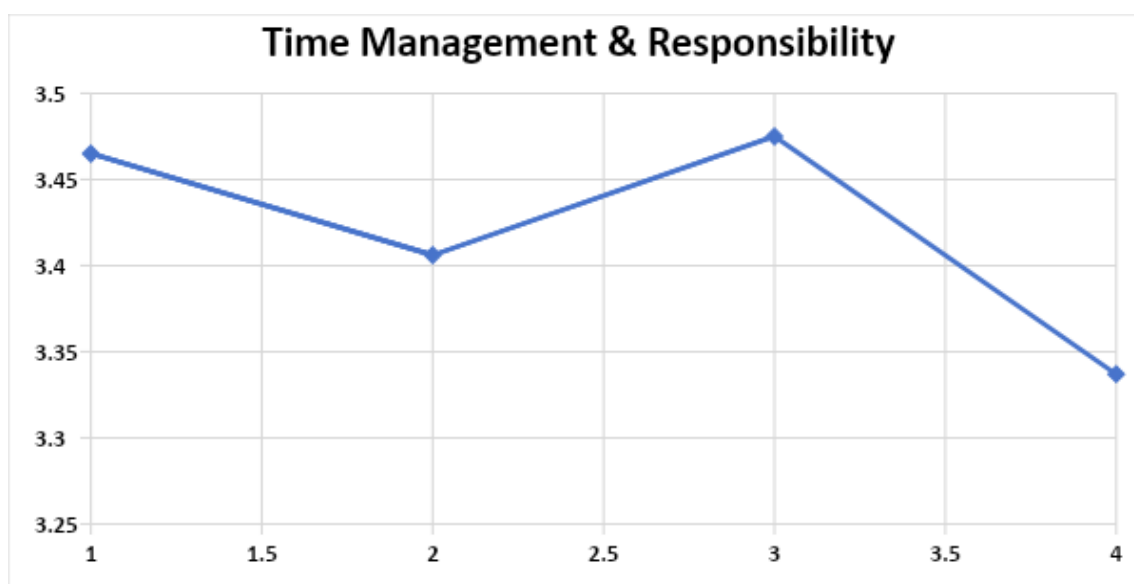
**Table 3.**

*Level of Performance in the 21st Century Life Skills of the Graduate Students in Various Literacies before Covid-19 Pandemic*

*Time Management and Responsibility*

| Particulars                                                                      | Weighted Mean | Interpretation | Rank            |
|----------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. Before the pandemic, I was confident that I could manage my time successfully | 3.465         | Strongly Agree | 2 <sup>nd</sup> |

|                                                                                                                                                                                                   |              |                       |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------|-----------------------|
| <b>not only in my school-related tasks but in my personal life as well.</b>                                                                                                                       |              |                       |                       |
| <b>0. Before the pandemic, I was confident that I was responsible and that I could give equal attention school, work, family, fun, and bills.</b>                                                 | <b>3.406</b> | <b>Strongly Agree</b> | <b>3<sup>rd</sup></b> |
| <b>0. As a student and before the pandemic, I am confident that I know well my obligations and that I am a responsible individual who can manage my time wisely in school, family, work, etc.</b> | <b>3.475</b> | <b>Strongly Agree</b> | <b>1<sup>st</sup></b> |
| <b>0. As a student and before the pandemic, it never happens that I submit my requirements late or beyond the deadline that is given to me.</b>                                                   | <b>3.337</b> | <b>Strongly Agree</b> | <b>4<sup>th</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                                   | <b>3.421</b> | <b>Strongly Agree</b> |                       |



**Figure 1. Time Management and Responsibility**

Table 3 and Figure 1 Before the COVID-19 epidemic, graduate students' time management and accountability in 21st-century life skills were assessed. With a weighted mean of 3.475, respondents felt confident in their comprehension of their obligations and that they could manage their time well in school, home, and work before the epidemic. Second, with a

weighted mean of 3.465, respondents believe they managed their time well in school and personal life before the pandemic. Third, with a weighted mean of 3.406, respondents believe they can balance education, work, family, fun, and bills before the epidemic. Responders never submitted criteria late or over the deadline before the pandemic, resulting in a weighted mean of 3.337. The results reveal significant respondent agreement. Kumar et al. (2021) found few studies on how working professionals have managed WFH with limited resources, domestic responsibilities, child care, senior care, and work pressure to keep their jobs due to COVID-19 and the lockout. Professionals have struggled to reconcile work and home life due to resource restrictions.

**Table 4.**

*Financial Knowledge, Money Management, and Budgeting*

| Particulars                                                                                                                                                                     | Weighted Mean | Interpretation | Rank                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------------|
| <b>1. Before the pandemic, I was not encountering financial stress, and I didn't have any struggles with money because I had an enough knowledge about financial education.</b> | <b>3.019</b>  | <b>Agree</b>   | <b>3<sup>rd</sup></b> |
| <b>0. As a student, I don't have any struggles with how I will budget my money, and it never happens that I run out of money while finishing my course before the pandemic.</b> | <b>2.960</b>  | <b>Agree</b>   | <b>4<sup>th</sup></b> |
| <b>0. Despite unexpected expenses like the cost of tuition, books, and other college fees, I can totally handle my budget wisely before the pandemic.</b>                       | <b>3.139</b>  | <b>Agree</b>   | <b>1<sup>st</sup></b> |
| <b>0. Before this pandemic, there was no situation where I borrowed money from my friends or other people just to solve my financial</b>                                        | <b>3.129</b>  | <b>Agree</b>   | <b>2<sup>nd</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                 | <b>3.062</b>  | <b>Agree</b>   |                       |





**Figure 2. Financial Management, Money Management, & Budgeting**

Table 4 and Figure 2 Before the COVID-19 outbreak, graduate students' financial knowledge, money management, and budgeting skills were measured. It also reveals that individuals with the highest mean score of 3.139 feel they can budget carefully before the outbreak, despite unexpected expenses like tuition, books, and other school fees. Before the outbreak, respondents had never borrowed money from friends or others to solve their financial problems. The second-highest mean score is 3.129. The third highest mean score, 3.019, indicates that respondents possessed financial literacy **prior to the pandemic and** experienced no financial hardship. Finally, a mean score of 2.960 shows that respondents budget well and never run out of money when taking their course before the outbreak. The results show agreement on the statements.

The impact of COVID-19 varies with geography, say Bailey et al. (2020). These inequalities rise with lockdowns, movement restrictions, and legislative enforcement speed. The disease's progress and the economy's structure will determine the pandemic's medium- and long-term effects, which might be devastating. To mitigate pandemic-related recessions, we will also need legislative and financial mechanisms to launch and support important activities.

**Table 5.**

### Stress Management and Self-Care

| Particulars                                                                                                                                         | Weighted Mean | Interpretation | Rank            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. In this time of pandemic, I do take breaks from watching, reading, or listening to news stories, including those on social media.                | 3.277         | Strongly Agree | 3 <sup>rd</sup> |
| 0. I consider limiting news to just a couple times a day and disconnecting from my phone, TV, and computer screens for a while before the pandemic. | 2.951         | Agree          | 5 <sup>th</sup> |
| 0. Before the pandemic, I did take care of my body. I have engaged regular exercise.                                                                | 3.079         | Agree          | 4 <sup>th</sup> |
| 0. I gave myself time to unwind and try to do some other activities I really enjoyed before the pandemic.                                           | 3.436         | Strongly Agree | 2 <sup>nd</sup> |
| 0. I have friends whom I can lean on and who can share my feelings and sentiments before the pandemic.                                              | 3.485         | Strongly Agree | 1 <sup>st</sup> |
| Grand Mean/Interpretation Scale Response                                                                                                            | 3.246         | Strongly Agree |                 |



**Figure 3. Stress Management and Self-Care**

Table 5 and Figure 3 illustrate graduate students' 21st-century knowledge of stress management and self-care skills before the coronavirus epidemic. It also shows that the

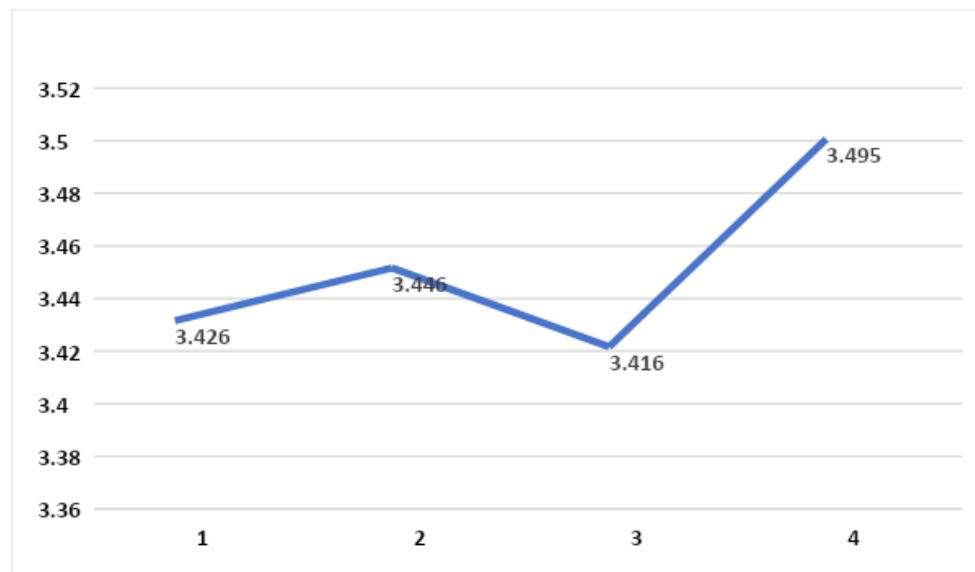
respondent's greatest mean score is 3.485, showing that they had friends to discuss matters before the pandemic. The second-highest mean score, 3.436, shows that they relaxed and tried some of their favorite workouts before the outbreak. The third highest mean score, 3.277, shows that people do value virtual breaks from seeing, reading, or paying attention to reports during this epidemic season. Fourth, a mean score of 3.079 shows that respondents cared for their bodies before the epidemic. Daily rituals were followed. Finally, with a mean score of 2.951, respondents considered restricting news to two or three times per day and withdrawing from the phone, TV, and computer before the pandemic. A mean of 3.246 indicates that the explanations are appropriate and agreeable.

Students are at increased risk of mental health illnesses as a result of the COVID-19 pandemic and the shift in educational landscapes from traditional to online classes, which can affect their educational engagement and learning outcomes. Self-care activities may help students avoid mental health problems and improve their academic performance; nevertheless, major societal changes like isolation and digital learning may disrupt students' self-care routines (Cleofas, 2021).

**Table 6.**

*Motivation and Perseverance*

| Particulars                                                                                                                                                                                                            | Weighted Mean | Interpretation | Rank            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. Before the pandemic, I could easily contact my classmates, professors, friends, family, and others, either by video, telephone, e-mail, or even in person, to share experiences, collaborate, or discuss something. | 3.426         | Strongly Agree | 3 <sup>rd</sup> |
| 0. As a student, I can always find something valuable or meaningful before the pandemic because I am motivated.                                                                                                        | 3.446         | Strongly Agree | 2 <sup>nd</sup> |
| 0. Before the pandemic, I could always pursue my hobbies, passions, and interests because I saw this situation as an opportunity to learn some new skills or develop my abilities.                                     | 3.416         | Strongly Agree | 4 <sup>th</sup> |
| 0. As a student, I do have a focus on my personal development, taking care of family and friends, and my health before the pandemic.                                                                                   | 3.495         | Strongly Agree | 1 <sup>st</sup> |
| Grand Mean/Interpretation Scale Response                                                                                                                                                                               | 3.446         | Strongly Agree |                 |



**Figure 4. Motivation and Perseverance**

Table 6 and Figure 4 depict the degree of mastery of 21st-century fundamental abilities among graduate students in various proficiencies prior to the coronavirus pandemic in terms of motivation and perseverance. The findings show a general weighted mean of 3.446, indicating substantial agreement with the presented claims. It also reveals that the respondent's most notable mean score is 3.495, indicating that they were focused on personal growth, family and friend care, and health prior to the pandemic. The second most notable mean score is 3.446, which indicates that people always pursue their hobbies, passions, and interests because they perceive this as an opportunity to learn new skills or improve their abilities. The third highest mean score is 3.426, indicating that they can easily contact their classmates, instructors, friends, family, and others to share experiences, collaborate, or discuss something by video, telephone, e-mail, or even in person. Finally, they think about always performing **their hobbies, loves, and interests** since they consider this circumstance an opportunity to learn new skills or increase their ability, according to a mean score of 3.416.

Self-efficacy is the belief in one's own ability to succeed. On the other side, motivation stems from a person's desire to succeed. As a result, people with higher self-efficacy and vice versa are more motivated (Yapo et al., 2021; Ackerman, 2020).

**Table 7.**

*Summary Result on the Level of Performance in the 21st Century Life Skills of the Graduate Students in Various Literacies Before the COVID-19 Pandemic*

| Particulars                                             | Weighted Mean | Interpretation | Rank            |
|---------------------------------------------------------|---------------|----------------|-----------------|
| a. Time Management and Responsibility                   | 3.421         | Strongly Agree | 2 <sup>nd</sup> |
| b. Financial knowledge, money management, and budgeting | 3.062         | Agree          | 4 <sup>th</sup> |
| c. Stress management and self-care                      | 3.246         | Strongly Agree | 3 <sup>rd</sup> |
| d. Motivation and Perseverance                          | 3.446         | Strongly Agree | 1 <sup>st</sup> |
| Grand Mean/Interpretation Scale Response                | 3.294         | Strongly Agree |                 |

Table 7 summarizes the level of performance in the 21st-century life skills of the graduate students in various literacies before the COVID-19 pandemic. The results show an overall mean of 3.294, which can be interpreted as strongly agreed upon by the respondents. It also reveals that the highest level of performance is under motivation and perseverance, garnering a weighted mean of 3.446. Secondly, time management and responsibility have a mean score of 3.421. Third are stress management and self-care, with a mean score of 3.246, and lastly, financial knowledge, money management, and budgeting, with mean scores of 3.062.

There is a substantial link between self-efficacy and academic motivation, according to Alafgani and Purwandari (2019). As a result, in order to boost kids' self-esteem, self-regulation, and academic motivation, teachers must incorporate this into their teaching style while exposing youngsters in the classroom.

## PART II.

**Table 8.**

*Level of Performance in the 21st Century Life Skills of the Graduate Students in Various Literacies During the COVID-19 Pandemic*

*Time Management and Responsibility*

| Particulars                                                                                                                                                                                     | Weighted Mean | Interpretation | Rank            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. As a student, I am confident that I can manage my time successfully, not only for my school-related tasks but also in my personal life during this time of pandemic.                         | 3.168         | Agree          | 2 <sup>nd</sup> |
| 0. During this time of pandemic, I am confident that I am responsible and that I can give equal attention to school, work, family, fun, and bills.                                              | 3.149         | Agree          | 3 <sup>rd</sup> |
| 0. As a student and in this time of pandemic, I am confident that I know well my obligations and that I am a responsible individual who can manage my time wisely in school, family, work, etc. | 3.238         | Agree          | 1 <sup>st</sup> |
| 0. As a student and in this time of pandemic, it never happens that I submit my requirements late or beyond the deadline that is given to me.                                                   | 3.009         | Agree          | 4 <sup>th</sup> |
| Grand Mean/Interpretation Scale Response                                                                                                                                                        | 3.141         | Agree          |                 |

Table 8 depicts the level of performance of graduate students in several literacies in terms of time management and accountability in 21st century life skills during the COVID-19 pandemic. It also demonstrates that throughout the epidemic, respondents are confident in their understanding of their responsibilities and that they are responsible persons who can manage their time properly in school, family, and work, with a weighted mean of 3.238. Second, with a weighted mean of 3.168, respondents are sure that they will be able to manage their time successfully not only in school-related responsibilities but also in their personal lives during the pandemic. Third, respondents are optimistic that they will be responsible during the epidemic and that they will be able to balance school, work, family, leisure, and bills, with a weighted mean of 3.149. Finally, as respondents and during the epidemic, respondents never submitted criteria late or after the deadline, resulting in a weighted mean of 3.009. The

respondents' degrees of agreement agreed to have an aggregate mean of 3.141, according to the data.

**Table 9.**

*Financial Knowledge, Money Management, and Budgeting*

| Particulars                                                                                                                                                                   | Weighted Mean | Interpretation | Rank            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. During this time of pandemic, I am not encountering financial stress, and I don't have any struggles with money because I have enough knowledge about financial education. | 2.436         | Agree          | 2 <sup>nd</sup> |
| 0. As a student, I don't have any struggles with how I will budget my money, and it never happens that I run out of money while finishing my course.                          | 2.465         | Agree          | 1 <sup>st</sup> |
| 0. Despite unexpected expenses like the cost of tuition, books, and other college fees, I can totally handle my budget wisely.                                                | 2.267         | Agree          | 4 <sup>th</sup> |
| 0. In this time of pandemic, there is no situation where I borrowed money from my friends or other people just to solve my financial problem.                                 | 2.416         | Agree          | 3 <sup>rd</sup> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                               | <b>2.396</b>  | <b>Agree</b>   |                 |

Table 9 shows the level of performance in the 21st-century life skills of the graduate students in various literacies during the COVID-19 pandemic in terms of financial knowledge, money management, and budgeting. It further reveals that the respondents have the highest mean score of 2.465, stating that, as respondents, they do not have any struggles with how they will budget their money and that it never happens that they run out of money while finishing their course during the pandemic. The second highest mean score is 2.436, stating that the respondents are not encountering financial stress and do not have any struggles with money because they have enough knowledge about financial education. The third highest mean score is 2.416, stating that during this pandemic, there was no situation where the respondents borrowed money from their friends or other people just to solve their finances. before the pandemic. Lastly, is a mean score of 2.267 indicates despite unexpected expenses like tuition, books, and other college fees, they can handle their budget wisely during the pandemic. The results show agreeableness with the statements.

**Table 10.**
*Stress Management and Self-Care*

| Particulars                                                                                                                                                                                                                | Weighted Mean | Interpretation | Rank            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. In this time of pandemic, I do take breaks from watching, reading, or listening to news stories, including those on social media. It's good to be informed, but hearing about the pandemic constantly can be upsetting. | 3.218         | Agree          | 3 <sup>rd</sup> |
| 0. I consider limiting news to just a couple times a day and disconnecting from my phone, TV, and computer screens for a while.                                                                                            | 3.089         | Agree          | 5 <sup>th</sup> |
| 0. In this time of pandemic, I do take care of my body. I have engaged regular exercise, and I also have a plan to get vaccinated.                                                                                         | 3.158         | Agree          | 4 <sup>th</sup> |
| 0. I gave myself time to unwind and try to do some other activities I really enjoy.                                                                                                                                        | 3.287         | Strongly Agree | 1 <sup>st</sup> |
| 0. I have friends whom I can lean on and with whom I can share my feelings and sentiments.                                                                                                                                 | 3.257         | Strongly Agree | 2 <sup>nd</sup> |
| Grand Mean/Interpretation Scale Response                                                                                                                                                                                   | 3.202         | Agree          |                 |

Table 10 shows the level of performance in the 21st-century life skills of the graduate students in various literacies during the COVID-19 pandemic in terms of financial knowledge, money management, and budgeting. It further reveals that the respondents' highest mean score is 3.287, indicating that, as respondents, they gave themselves time to unwind and try to do some other activities they really enjoy. The second highest mean score is 3.257, stating that the respondents have friends whom they can lean on and share their feelings and sentiments with. The third highest mean score is 3.218 stating, that they do take breaks from watching, reading, or listening to news stories, including those on social media. It is good to be informed, but hearing about the pandemic is constantly upsetting. The fourth highest mean score is 3.158, indicating that in this time of pandemic, they take care of their bodies. They engage in regular exercise and have a plan to receive vaccination. Lastly, a mean score of 3.089 indicates they consider limiting news to just a couple times a day and disconnecting from their phone, TV, and computer screens for a while. The results show agreeableness with the statements.



**Table 11.**
**Motivation and Perseverance**

| Particulars                                                                                                                                                                                                                     | Weighted Mean | Interpretation | Rank            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| 1. Even though I have to isolate physically, I can still easily contact my classmates, professors, friends, family, and others, either by video, telephone, or e-mail, to share experiences, collaborate, or discuss something. | 3.208         | Agree          | 2 <sup>nd</sup> |
| 0. As a student, being isolated can be experienced very differently, but I can still find something valuable or meaningful about being isolated because I am motivated.                                                         | 3.149         | Agree          | 3 <sup>rd</sup> |
| 0. I can still pursue my hobbies, passions, and interests because I see this situation as an opportunity to learn some new skills or develop my abilities. This pandemic is not a hindrance.                                    | 3.099         | Agree          | 4 <sup>th</sup> |
| 0. As a student, I do have a focus on my personal development, taking care of family and friends, and my health.                                                                                                                | 3.337         | Strongly Agree | 1 <sup>st</sup> |
| Grand Mean/Interpretation Scale Response                                                                                                                                                                                        | 3.198         | Agree          |                 |

Table 11 shows the degree of execution in the 21st-century fundamental abilities of the graduate studies in different proficiencies during the coronavirus pandemic motivation and perseverance. The results show a general weighted mean of 3.198, showing agreeableness with the statements given. It further reveals that the respondent's most noteworthy mean score is 3.337, indicating that they do have a focus on their personal development, taking care of family and friends, and health during the pandemic. The second most noteworthy mean score is 3.208, indicating that they can easily contact their classmates, professors, friends, family, and others, either by video, telephone, or e-mail, or even in-person to share experiences, collaborate, or discuss something. The third most elevated mean score is 3.149, expressing that being isolated can be experienced very differently, but they can still find something valuable or meaningful about being isolated because they are motivated. Lastly, a mean score of 3.099 expressed that they think about always doing their hobbies, passions, and interests because they see this situation as an opportunity to learn some new skills or develop their abilities.

**Table 12.**

*Summary Result on the Level of Performance in the 21st Century Life Skills of the Graduate Students in Various Literacies during the Covid-19 Pandemic*

| Particulars                                             | Weighted Mean | Interpretation | Rank            |
|---------------------------------------------------------|---------------|----------------|-----------------|
| a. Time Management and Responsibility                   | 3.141         | Agree          | 3 <sup>rd</sup> |
| b. Financial Knowledge, Money Management, and Budgeting | 2.396         | Agree          | 4 <sup>th</sup> |
| c. Stress Management and Self-Care                      | 3.202         | Agree          | 1 <sup>st</sup> |
| d. Motivation and Perseverance                          | 3.198         | Agree          | 2 <sup>nd</sup> |
| Grand Mean/Interpretation Scale Response                | 2.984         | Agree          |                 |

Table 12 summarizes the level of performance in the 21st-century life skills of the graduate students in various literacies during the COVID-19 pandemic. The results show an overall mean of 2.984, which can be interpreted as agreed upon by the respondents. It also reveals that the highest level of performance is in stress management and self-care, garnering a weighted mean of 3.202. Secondly, motivation and perseverance have a mean score of 3.198. Third are time management and responsibility, with a mean score of 3.141, and lastly, financial knowledge, money management, and budgeting, with mean scores of 2.396.

Wilson (2022) reported a Gallup (2020) study that found nearly three out of ten parents felt their child was experiencing "emotional or mental health harm," with 45 percent citing separation from teachers and friends as a major issue (Calderon, 2020). Despite the fact that most schools across the country reopened the following academic year, mental health issues continue to have an impact. Unfortunately, due to logistical challenges, a workforce deficit, and inconsistent funding, some districts have been unable to offer pupils the mental health therapies they require. Around 70% of school administrators claimed they couldn't meet their pupils' demands, according to a NAESP poll from 2021.

### PART III.

**Table 13.**

*Support should be given by Teachers in Bridging the Gap Amidst the Covid-19 Pandemic*

*Time Management and Responsibility*

| Particulars                                                                                                                                                                                                                                                                               | Weighted Mean | Interpretation        | Rank            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-----------------|
| 1. Teachers may teach students to make lists and prioritize those items from most important to least important. Writing things down with a pen and paper may prove more effective than a phone app or computer program, as it provides a tangible way to track your tasks and priorities. | 3.366         | Strongly Agree        | 2 <sup>nd</sup> |
| 0. Have students invest in a time management tool that allows individuals to make lists, write down appointments and due dates, and fill out a "passion roadmap" to help them achieve their goals.                                                                                        | 3.386         | Strongly Agree        | 1 <sup>st</sup> |
| 0. Teachers must help students understand how much time things take. Sometimes, an unrealistic ideal of time leads to poor prioritization, lateness, and an apparent lack of responsibility.                                                                                              | 3.505         | Strongly Agree        | 3 <sup>rd</sup> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                                                                                                                           | <b>3.419</b>  | <b>Strongly Agree</b> |                 |

Table 13 shows the support that should be given by teachers in bridging the gap amidst the COVID-19 pandemic in terms of time management and responsibility. It also reveals that the respondents invest in a time management tool that allows individuals to make lists, write down appointments and due dates, and fill out a "passion roadmap" to help them achieve their goals, with the highest mean score of 3.386. Teachers may teach students to make lists and prioritize those items from most important to least important. Writing down with a pen and paper may prove more effective than a phone app or computer program, as it provides a tangible way to track their tasks and priorities, with a mean score of 3.366. Lastly, teachers must help students understand how much things take. Sometimes, an unrealistic ideal of time leads to poor prioritization, lateness, and an apparent lack of responsibility, with a mean score of 3.505. All the statements received strong agreeableness from the respondents.

**Table 14.**

*Financial Knowledge, Money Management, and Budgeting*

| Particulars                                                                                                                                                                               | Weighted Mean | Interpretation        | Rank                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-----------------------|
| <b>1. Teachers must help students realistically understand costs, give some great tips, sample budgets, and ways to save money in this time of pandemic.</b>                              | <b>3.386</b>  | <b>Strongly Agree</b> | <b>2<sup>nd</sup></b> |
| <b>0. Encourage students to create a credit history, but explain how to pay off balances so as not to incur debt.</b>                                                                     | <b>3.337</b>  | <b>Strongly Agree</b> | <b>4<sup>th</sup></b> |
| <b>0. Have students meet with a financial planner or professional to help them understand adult financial needs, including insurance and investments, that they may want to consider.</b> | <b>3.366</b>  | <b>Strongly Agree</b> | <b>3<sup>rd</sup></b> |
| <b>0. Help students understand the importance of living within their means.</b>                                                                                                           | <b>3.574</b>  | <b>Strongly Agree</b> | <b>1<sup>st</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                           | <b>3.416</b>  | <b>Strongly Agree</b> |                       |

The support that should be given by teachers in bridging the gap amidst the COVID-19 pandemic in terms of financial knowledge, money management, and budgeting is shown in Table 14. There is an overall mean score of 3.416 where the respondents strongly agree with the given statements. Also, there is the highest mean score of 3.574, which helps students understand the importance of living within their means. The second highest mean score is 3.386, indicating that teachers must help students understand costs, give some great tips, sample budgets, and ways to save money in this time of pandemic. The third highest mean score is 3.366. Have students meet with a financial planner or professional to help them understand adult financial needs, including insurance and investments, that they may want to consider. Lastly, encourage the students to create a credit history, but explain how to pay balances so as not to incur debt with a mean score of 3.337.

**Table 15.**
***Stress Management and Self-Care***

| Particulars                                                                                                                                                                                                             | Weighted Mean | Interpretation        | Rank                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-----------------------|
| <b>1. Teach students to build relationships and find support systems.</b>                                                                                                                                               | <b>3.624</b>  | <b>Strongly Agree</b> | <b>1<sup>st</sup></b> |
| <b>0. Teachers must help the students prioritize getting the right amount of sleep, watching their intake of alcohol, eating healthy foods, and getting the right amount of physical exercise.</b>                      | <b>3.584</b>  | <b>Strongly Agree</b> | <b>2<sup>nd</sup></b> |
| <b>0. Students need to be informed of the services available to them both in and out of school. For example, some students don't know that their insurance may include therapy, incentives to join a gym, and more.</b> | <b>3.564</b>  | <b>Strongly Agree</b> | <b>3<sup>rd</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                                                         | <b>3.591</b>  | <b>Strongly Agree</b> |                       |

Table 15 shows the support that should be given by teachers in bridging the gap amidst the COVID-19 pandemic in terms of stress management and self-care, garnering an overall mean of 3.591. Teach students to build relationships and find support systems, generating the highest mean score of 3.624. Teachers must help the students prioritize getting the right amount of sleep, watching their intake of alcohol, eating healthy foods, and getting the right amount of physical exercise, with the second highest mean score of 3.584. Lastly, students need to be informed of the services available to them both in and out of school. For example, some students don't know that their insurance may include therapy, incentives to join a gym, and more, garnering a mean score of 3.564.

**Table 16.**
*Motivation and Perseverance*

| Particulars                                                                                                                     | Weighted Mean | Interpretation | Rank            |
|---------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| <b>1. Ensure that curricula are tailored to life after graduation.</b>                                                          | 3.624         | Strongly Agree | 2 <sup>nd</sup> |
| <b>0. Provide opportunities for students to engage with others on campus to foster a sense of belonging to their community.</b> | 3.584         | Strongly Agree | 4 <sup>th</sup> |
| <b>0. Ensure that students understand the support services that are available to them.</b>                                      | 3.614         | Strongly Agree | 3 <sup>rd</sup> |
| <b>0. Match students with mentors to answer questions and help build their self-worth.</b>                                      | 3.654         | Strongly Agree | 1 <sup>st</sup> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                 | 3.619         | Strongly Agree |                 |

Table 16 shows the support that should be given by teachers in bridging the gap amidst the COVID-19 pandemic in terms of motivation and perseverance. The highest mean score is 3.654, indicating that mentors should match students with mentors to answer questions and help build their self-worth. Secondly, 3.624 expressing ensure that curricula are tailored to life after graduation. The third highest mean score is 3.614, which ensures that students understand the support services that are available to them. Lastly, provide opportunities for students to engage with others on campus to foster a sense of belonging to their community.

**Table 17.**

*Summary Result on the Support should be given by Teachers in Bridging the Gap amidst the Covid-19 Pandemic*

| Particulars                                             | Weighted Mean | Interpretation | Rank            |
|---------------------------------------------------------|---------------|----------------|-----------------|
| a. Time Management and Responsibility                   | 3.419         | Strongly Agree | 3 <sup>rd</sup> |
| b. Financial Knowledge, Money Management, and Budgeting | 3.416         | Strongly Agree | 4 <sup>th</sup> |
| c. Stress Management and Self-Care                      | 3.591         | Strongly Agree | 2 <sup>nd</sup> |
| d. Motivation and Perseverance                          | 3.619         | Strongly Agree | 1 <sup>st</sup> |
| Grand Mean/Interpretation Scale Response                | 3.511         | Strongly Agree |                 |

Table 17 shows the summary result on the support that should be given by teachers in bridging the gap amidst the COVID-19 pandemic, with a general mean and interpretation of 3.511 strongly agreeing. Motivation and Perseverance got the highest mean score of 3.619, followed by Stress Management and Self-Care with a mean score of 3.591, Time Management and Responsibility with mean score of 3.419, and lastly Financial Knowledge, Money Management, and Budgeting with a mean score of 3.416.

Motivation, on the other hand, derives from a person's desire to succeed. The belief in one's own ability to succeed is known as self-efficacy. As a result, people who have more self-efficacy are more motivated, and vice versa (Yapo et al., 2021; Ackerman, 2020).

## PART IV.

**Table 18.**

Support that should be given by PHILSCA to the Teachers in Bridging the Gap amidst the Covid-19 Pandemic

*Resiliency: The institution should:*

| Particulars                                                                                                                                        | Weighted Mean | Interpretation        | Rank                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-----------------------|
| <b>1. Protect teachers' jobs and salaries so that there is a motivated workforce ready to get students back to speed in this time of pandemic.</b> | <b>3.753</b>  | <b>Strongly Agree</b> | <b>1<sup>st</sup></b> |
| <b>0. Enhance teachers' intrinsic motivation and minimize burnout.</b>                                                                             | <b>3.733</b>  | <b>Strongly Agree</b> | <b>2<sup>nd</sup></b> |
| <b>0. Provide specialized counseling units that can support teachers' well-being in both emergency and non-emergency situations.</b>               | <b>3.683</b>  | <b>Strongly Agree</b> | <b>3<sup>rd</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                    | <b>3.723</b>  | <b>Strongly Agree</b> |                       |

Table 18 shows the support that should be given by PHILSCA to the teachers in bridging the gap amidst the COVID-19 pandemic in terms of garnering an overall mean and level of agreeableness of the respondents of 3.723 and strongly agree, respectively. Protect teachers' jobs and salaries so that there is a motivated workforce ready to get students back to speed in this time of pandemic, with the highest mean score of 3.753. Followed by enhancing teachers' intrinsic motivation and minimizing burnout, with a mean score of 3.733. Lastly, provide specialized counseling units that can support teachers' well-being in both emergency and non-emergency situations, with a mean score of 3.683.



**Table 19.**

*Instruction: The institution should:*

| Particulars                                                                                                                                                                                                                      | Weighted Mean | Interpretation | Rank            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| <b>1. Ensure that the teachers are equipped to assess students during an online set-up so they can identify what key content and skills have been lost and need rebuilding, as well as detect warning signs of dropping out.</b> | 3.753         | Strongly Agree | 2 <sup>nd</sup> |
| <b>0. Provide professional development support to overcome the effect of the COVID-19 pandemic on the current learning and teaching setup.</b>                                                                                   | 3.772         | Strongly Agree | 1 <sup>st</sup> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                                                                                                                                  | 3.763         | Strongly Agree |                 |

Table 19 shows the support that should be given by PHILSCA to the teachers in bridging the gap amidst the COVID-19 pandemic in terms of instruction: the institutions should provide professional development support to overcome the effect of the COVID-19 pandemic on the current's learning and teaching set-up with a mean score of 3.772, with the respondents strongly agreed. While ensuring that the teachers are equipped to assess students during an online set-up so they can identify what key content and skills have been lost and need rebuilding, as well as detect warning signs of dropping out with a mean score of 3.772.

**Table 20.**

*Technological: The institution should:*

| Particulars                                                                                                             | Weighted Mean | Interpretation        | Rank                  |
|-------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-----------------------|
| <b>1. Ensure that their teachers have access to technology.</b>                                                         | <b>3.774</b>  | <b>Strongly Agree</b> | <b>1<sup>st</sup></b> |
| <b>0. Provide free SIM cards or Internet allowances to access educational material online and via WhatsApp.</b>         | <b>3.604</b>  | <b>Strongly Agree</b> | <b>4<sup>th</sup></b> |
| <b>0. Ensure that the teachers also know how to use technology effectively.</b>                                         | <b>3.762</b>  | <b>Strongly Agree</b> | <b>3<sup>rd</sup></b> |
| <b>0. Implement trainings for the teachers on technological resources to support the teaching and learning process.</b> | <b>3.772</b>  | <b>Strongly Agree</b> | <b>2<sup>nd</sup></b> |
| <b>Grand Mean/Interpretation Scale Response</b>                                                                         | <b>3.728</b>  | <b>Strongly Agree</b> |                       |

Table 20 shows the support that should be given by PHILSCA to the teachers in bridging the gap amidst the COVID-19 pandemic in terms of technology: the institution should ensure that their teachers have access to technology with a weighted mean of 3.774. Second, implement training for the teachers on technological resources to support the teaching and learning process, with a mean score of 3.772. The third is to ensure that the teachers also know how to use technology effectively, with a mean score of 3.762. Lastly, provide free SIM cards or internet allowances to access educational material online and on WhatsApp.

**Table 21.**

*Summary Result on the Support that should be given by PHILSCA to the Teachers in Bridging the Gap amidst the Covid-19 Pandemic*

| Particulars                                     | Weighted Mean | Interpretation        | Rank            |
|-------------------------------------------------|---------------|-----------------------|-----------------|
| a. Resiliency                                   | 3.723         | Strongly Agree        | 3 <sup>rd</sup> |
| b. Instruction                                  | 3.763         | Strongly Agree        | 1 <sup>st</sup> |
| c. Technological                                | 3.728         | Strongly Agree        | 2 <sup>nd</sup> |
| <b>Grand Mean/Interpretation Scale Response</b> | <b>3.738</b>  | <b>Strongly Agree</b> |                 |

Table 21 shows the summary result on the support that should be given by PHILSCA to the teachers in bridging the gap amidst the COVID-19 pandemic with an overall mean of 3.738, where instruction has a mean score of 3.763, technological has a mean score of 3.728, and lastly, resilience has a mean of 3.723.

Woolliscroft (2020), as cited by Okoye et al. (2021), also points out that the shift from face-to-face to online learning environments has been an incomprehensible disruptor, particularly for educators. The consequences for educators are to enable a smooth transition to the various learning management systems (LMS) or online learning platforms that they utilize to support teachers and students' learning processes. They will have to quickly invent, develop, and implement suitable and alternative solutions to fill the hole left by those plans, which will result in a span of time (IEEE, 2020; Kummitha, 2020; Woolliscroft, 2020).

## CONCLUSIONS

- Majority of the respondents are males ages 20-25 years of age.
- The results show that the highest level of performance in the 21st-century life skills of the graduate students in various literacies before the COVID-19 pandemic was motivation and perseverance.
- The results show that the highest level of performance in the 21st-century life skills of the graduate students in various literacies during the COVID-19 pandemic was stress management and self-care.
- The support given by the teachers in bridging the gap amidst the COVID-19 pandemic is motivation and perseverance. Specifically, match students with mentors to answer questions and help build their self-worth.

- The support that should be given by PHILSCA to the teachers in bridging the gap amidst the COVID-19 pandemic is in terms of instructions. Provide professional development support to overcome the effects of the COVID-19 pandemic on the current learning and teaching setup.

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