

very specific in the way they are conducted. The mechanics that underlie the efficacy of positive interventions can be integrated as follows: completing positive interventions leads humans to have higher levels of positive emotions, think more positive thoughts, and display more positive behaviors via focusing their attention on the good things in .

School interventions are very specific in the way they are conducted. They are allocated a time within the school day to be completed and consistently monitored. An intervention ensures every child reaches their potential and benefits from learning in the curriculum. Once the child has made progress, they may be taken off the intervention, as they may no longer need it. The intervention and children are then assessed to identify if anyone else can benefit from a school intervention.

Overall, this proposal study E-TAWID demonstrates a positive effect on academic skills for students who lack support from home and do not typically access support within the school. . The one-on-one intervention comprised a range of targeted strategies relevant to the issues identified by the marker. Activities included: scaffolding exercises and explicit instruction on unpacking an assignment question; sentence, paragraph and essay structure, including writing introductory, body, and concluding paragraphs. Supporting transitioning students at key transition points within the school continuum with targeted support that improves self-efficacy increases a student's chances of successfully moving beyond those key transition points. This shift in the student's mindset creates the opportunity to reimagine themselves as successful students capable of meeting study challenges and succeeding (Dweck, 2017).

Based on the presented information and collected data, the investigator of this study therefore concludes that:

That the E-TAWID INTERVENTION PROGRAM is an effective intervention SAROFs in aiming to give them another chances at life and changes in their whole personality.

That the E-TAWID INTERVENTION PROGRAM is a noble cause to provide SAROFs the motivation to improve themselves in terms of academic tasks and completion of their studies and fulfillment of their future dreams.

That the collaboration among teachers, advisers, school administrators, parents, SAROFs and other stakeholders could change how the SAROF would view the world around them, their perception about themselves – that a failure does not mean a failure forever.

That further studies about similar interventions may be done in the future and be put in action.

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HOMESCHOOL ENVIRONMENT OF MEDICAL TECHNOLOGY STUDENTS DURING COVID-19 PANDEMIC IN NUEVA ECIJA

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Abstract

The pandemic forced various organizations to suddenly modify their workflow strategies and adopt new technologies. This pandemic has affected the delivery of medical education and has limited the ability of medical technology students to fully engage with their studies. This study aims to examine the Homeschool Environment of Medical Technology Students during Covid-19 Pandemic. This study made use of the qualitative method. The chosen individuals for this study are Medical Technology Students who were enrolled at Our Lady of Fatima University-Cabanatuan and Wesleyan University of the Philippines. The researchers used structural interviews and questionnaires. 95% of the respondents agreed that Homeschool Environment affects the quality of knowledge and skills of Medical Technology students, while 5% of them came to disagree. 65% of them agreed that homeschool provided interference and distractions. 35% of the respondents disagree. 85% of medical technology students experienced struggle in mental health. Most of the respondents experienced struggles and problems including: depression, stress, anxiety, isolation, and concentration difficulties. Only 15% did not experience such matters. In terms of learning capacity, 100% desired the face-to-face learning than homeschool learning. Almost all of the respondents experienced hindrance in home school environment having an effect on the quality of educational knowledge and skills, inferences and mental health. Based on the gathered data, medical technology students preferred having a face-to-face learning as said that it is better and more beneficial. Despite the hindrances, there are still students who do not concur on the negative effects of home school environment.

Keywords: Home-school; Online Class; Medical Technology education; Covid-19

Introduction

Liaw, Huang, & Chen (2007) described learning as a complex process. Practical knowledge intensifies in a content rich learning environment, by engaging in tasks and situations that are authentic (Collins & Halverson, 2010). Flipped learning ensures that a student has encountered a concept before having an instructor or educator walk through the same concept in a classroom setting. Classroom settings are dedicated to exercises, and as students encounter certain problems, they can learn via experience and in stimulus-response-based approaches. Working within this paradigm of learning, a self-directed approach becomes rich, and, when self-regulated, the skills gained can be transferred to other real-life contexts.

The pandemic forced various organizations to suddenly modify their workflow strategies and adopt new technologies. In most cases, these organizations did not get enough time to reflect upon how the new strategies and the associated technologies should be introduced and integrated to their existing setup (Carroll & Conboy, 2020). Universities around the world were no exception. Bao (2020) was perhaps the first to describe how universities were moving from classroom-based education to online education because of the raging pandemic. In addition, The COVID-19 pandemic has obligatory an unprecedented global shutdown that has greatly changed what it means to be a teacher, a student, and even a parent in the months that schools have been closed.

While most school systems normally require daily physical attendance during week days and bring students together in large groups to learn in a collective endeavor, the closing of schools and the months of social distancing have shifted the site of learning to the home, where learning happens primarily alone or with the help of family members through the technologies available.

Adedoyin (2020) states that school shutdowns caused a surge in homeschooling that could outlast the pandemic. However, the virus itself poses relatively risk, many medical technology students have still suffered learning loss and elevated levels of anxiety and depression. A few recent reviews and commentaries have suggested that social isolation contributes to depression and may contribute to mental health risks for students (e.g., stress, anxiety, family conflict) and behavioral problems (e.g., irritability/ aggression, inattention and internalizing problems).

Homeschooling is on the rise due to this health crisis. This pandemic has affected the delivery of medical education and has limited the ability of medical technology students to fully engage with their studies. The change in the educational landscape is likely to have unforeseen consequences. Commonly identified challenges with online learning are accessibility, affordability, flexibility, life-long learning and educational policy (Murgatrot, 2020).

In study, over the past three decades, a growing number of studies have provided empirical evidence that the home learning environment is an important predictor of differences in students' academic and social development (e.g., most recently, Rose, Lehl, Ebert, & Weinert, 2018; Tamis-LeMonda, Luo, McFadden, Bandel, & Vallotton, 2019). Education has been greatly affected by an unpredictable reality of changing the conceptualization of home education; therefore, students have been required to take online classes from a different location instead of their classrooms on a school campus, this fact has led students to adapt to new conditions to take online classes and study. These conditions include home environmental and psychosocial aspects. In addition, based on the study results mentioned above, these new conditions may impact the safety, comfort, health, and academic performance of students, especially in medical students who need actual exposure to the laboratory.

A study by Hill, (2014) revealed that a child's home environment has a significant effect on learning and school performance since it provides a foundation for learning. Several factors are related to the student's performance and success in educational settings, including emotions, which are closely related to cognitive, motivational, behavioral, and physiological processes. A healthy home environment offers emotional security to every student. (Times New Roman, 10)

Materials and Methods

This study was made use of this qualitative method of research to determine the Homeschool Environment of Medical Technology Students during Covid-19 Pandemic in Nueva Ecija. According to Ashley Crossman (2019), Qualitative Research is a type of research that collects and works with non-numerical data and that seeks to interpret meaning from these data that helps us understand homeschool environment through the study of targeted populations or places.

The Homeschool environment of medical technology students during Covid-19 pandemic will be done at Our lady of Fatima University-Cabanatuan Campus College of Medical Laboratory Science located at Maharlika Highway, Cabanatuan City Nueva Ecija, and also at Wesleyan University of the Philippines College of Medical Laboratory Science located at Mabini Extension, Cabanatuan City.

To show respect for the participants who joined the study, the researchers made sure that all of the gathered information and each identity will be kept confidentially. Participants were also informed about the objectives of the study. Participants who also wish to leave the study are free to be discarded. The researchers can validate that none of the study is plagiarized. Gathered data will be used for academic purposes only. The researchers also openly abide the American Psychological Association (APA) 6th edition format to properly cite and acknowledge the references of the writer's statements that were used in the study.

The chosen individuals for this study are Medical Technology Students who are currently enrolled and are studying at Our Lady of Fatima University- Cabanatuan and Wesleyan University of the Philippines. They will undergo through structured interviews by the use of Stratified Sampling. The target respondents were students who are at the second year and above of the College of Medical Laboratory Science to view their perception among the respective research problem.

In this study, the researchers used structural interviews and questionnaires.

The Structural Interview aims to investigate the homeschool environment of the Medical Technology Students during Covid-19 pandemic in Nueva Ecija. The researcher will interview the respondents one by one virtually so that the respondents can give a reliable answer.

1. Does homeschool environment affect the quality of educational knowledge and skills of Medical Technology Students during Covid-19 Pandemic in Nueva Ecija?
2. Does homeschool environment provide certain interference and distraction to the medical technology students? If yes, what are those?
3. Did medical technology students experienced struggle in mental health due to their homeschool environment throughout Covid-19? If yes, how frequent do they experience and what are the things they do to cope up?
4. In terms of learning capacity, which between the face-to-face classes and home learning are better and more beneficial?

The researchers used the questionnaire in this study. It was outlined by the researchers after varying literature and studies of the homeschool environment of medical technology students during covid-19 pandemic in Nueva Ecija.

The first part asks if does homeschool affects the quality of educational knowledge and skills of Medical Technology Students during covid-19 pandemic in Nueva Ecija, the second part is asking if homeschool environment provides certain inference and distraction to the medical technology students, hence, the third part focuses on medical technology students experienced struggle in mental health due to their homeschool environment throughout covid-19 in which also asks how frequent do they experience and what are the things they do to cope up, and lastly, the fourth part is asking for the opinion of the respondents in terms of learning capacity, which between the face-to-face classes and homeschool learning are better and more beneficial.

The researchers conducted the questionnaires about the Homeschool Environment of Medical Technology Students during Covid-19 Pandemic in Nueva Ecija.

The researchers will state the sequence of data gathering. At first, the researchers constructed a title and was validated by their professor. The general problem and specific problem were stated and to be answered through the results of the study. After they find the respondents, Medical Technology students in Nueva Ecija will be interviewed about how homeschool environment affects the Medical Technology students during Covid-19 pandemic. When the survey is done, the researchers ensure the total number of 10 medical technology students are served as the respondents of the study. After the assessment was conducted, the researchers will now tabulate the data and analyze.

All gathered data will be statistically analyzed, using methods such as Thematic Analysis and Grounded Theory as an approach for the study outcomes.

Thematic Analysis is a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set (Braun & Clarke, 2006), and has been rarely appreciated in the same way as grounded theory, ethnography, or phenomenology, this will be used to determine the experiences of Medical Technology students and how homeschool environment affects the quality of educational knowledge and skills of students in Nueva Ecija during Covid-19 pandemic.

Grounded Theory is a well-known methodology employed in many research studies. It is a theory that was derived from data, systematically gathered and analyzed through the research process. (Ylona Chun Tie, Melanie Birks, and Karen Francis, 2019). This will be used to determine the significant difference between face-to-face classes and home learning during Covid-19 pandemic.

Results and Discussions

Table 1. Survey results regarding the “Homeschool Environment of Medical Technology students During Covid-19 Pandemic in Nueva Ecija”

STATEMENT NUMBER	YES		NO		VERBAL INTERPRETATION
	NUMBER	PERCENT	NUMBER	PERCENT	
1. Homeschool environment affects the quality of educational knowledge and skills of medical Technology students during Covid-19 Pandemic in Nueva Ecija.	19	95%	1	5%	YES
2. Homeschool Environment provide certain interference and distraction to the medical technology students.	13	65%	7	35%	YES
3. Medical Technology students experienced struggle in mental Health due to their homeschool environment throughout Covid-19	17	85%	3	15%	YES

Table 2. Survey results regarding the “Homeschool Environment of Medical Technology students During Covid-19 Pandemic in Nueva Ecija”

STATEMENT	YES		NO		VERBAL INTERPRETATION
	NUMBER	PERCENT	NUMBER	PERCENT	
4. In terms of learning capacity, which are better and more beneficial: Homeschool Learning	0	0%	0	0%	Face to Face Learning
Face-to-Face Learning	20	100%	0	0%	

The researchers wanted to evaluate the environment of Medical Laboratory Science students in their homeschool learning during Covid-19 pandemic in Nueva Ecija. Great majority of the respondents (95%) came in with same agreement that Homeschool Environment affects the quality of educational knowledge and skills of Medical Technology students during COVID-19 Pandemic in Nueva Ecija, while 5% of them came to disagreed. About 65% of them agreed that Homeschool Environment provide certain interference and distraction to the medical technology students. Nevertheless, 35% of the respondents does not acknowledge that homeschool environment provide certain interference and distraction to the students. However, 85 % of medical technology students experienced struggle in mental health due to their homeschool environment throughout Covid-19. Along with, most of the respondents experienced lot of struggles and problems including the depression, stress, anxiety, feeling of isolation, and concentration difficulties. Only 15% of them did not experienced struggles in mental health. Eventually, in terms of learning capacity, all of the respondents (100%) desired the face-to-face learning than homeschool learning. The primary objectives of this research was to find the significant study on how does Covid-19 pandemic affect the Medical Technology students as a distance learners through homeschool environment learning. The researchers have found out that it greatly affects them more in a negative way due to the sudden outbreak. Barriers were classified that their skills will not be fully developed due to the fact that they need actual laboratory exposure. This study found out that great majority of the respondents (95%) came in with same agreement that Homeschool Environment affects the quality of educational knowledge and skills of Medical Technology students while 5% of them came to disagreed.

Moreover, medical schools and educators play a significant role in addressing these challenges during the COVID-19 pandemic and beyond.

Conclusion

The goal of this study is to examine, evaluate, and determine the Home school Environment of Medical Technology Students in Nueva Ecija during Covid-19 Pandemic, specifically, their experiences with home schooling during this pandemic, and based on their experiences we evaluate if homeschool environment does affect the quality of educational knowledge along with their mental health and causes distractions.

As shown in the previous chapter, almost all of the respondents experienced hindrance in home school environment in accordance of having an effect on the quality of educational knowledge and skills, inferences and mental health to medical Technology students. Based on the gathered data, Medical technology students preferred having a face-to-face learning as said that it is better and more beneficial. Despite the hindrances, there are still students who do not concur on the negative effects of home school environment, but these were just very few of the respondents. Hence, in terms of dealing with home school environment, most of the respondents supposed of having a same experience that made most of them choose of validating the given effects.

Moreover, the results give utterance that home school environment highly affects the quality of educational knowledge and skills of medical Technology students. Unfortunately, whether of the three given effects and the percentage of votes, these will assuredly have an impact to the students.

The results of this research let the researchers conclude that although all of the students are not in favor of home school learning, some of them are not agreed on experiencing negative effects in home school environment. This may voice out that there are students who are not in favor of home schooling but at the same time are not experiencing any inference, distractions, educational quality effects and mental health problems.

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