International Journal of Research Publication and Reviews

Covid-19 Effects and Learner Progress in Secondary Schools in Kakamega County, Kenya

Violet Namenge Juma[1], Duncan Wasike [2], Jane Barasa[3]

School of Education, Kibabii University

ABSTRACT

The purpose of the study was to find out the effects of COVID-19 on learner progress in secondary schools in Kakamega County, Kenya. This study was guided by the theory of planned behaviour postulated by Ajzen. The study employed a descriptive survey research design whereby mixed research method was utilized to collect both qualitative and quantitative data. The study targeted public secondary schools in Kakamega County, Kenya, whereby one thousand five hundred and ninety (1590) teachers formed the targeted population. The study used simple random sampling to select 159 teachers. Data was collected using a questionnaire. Quantitative data was analyzed using both descriptive and inferential statistics. Qualitative data was coded and analyzed thematically. The collected data was presented using pie-charts, frequency tables and mean tables.

Key Words: COVID-19, Effects, Learner, Progress

1.0 INTRODUCTION

Although school closures were considered as the most efficient interventions to curb the spread of the virus (Haug et al.,2020), many educators and researches raised concerns about the effects of COVID-19 related school closures on student academic achievement and learning inequalities. For instance, Haeck and Lefebvre (2020) estimated that socio-economic achievement gaps would increase up to 30%. Less known, however, about the COVID-19 related closures on learner progress in secondary schools. The negative effects of school closures as a result of COVID-19 during summer vacation or natural disasters, and of absenteeism on learner progress is what the current study wants to establish. The primary focus on COVID-19 related school closures to date was in reception and use of digital learning technologies and learning (Andrew et al., 2020;Grewenig et al., 2020; Maity et al., 2020; Pensievo et al., 2020; Blume et al., 2020). Moreover, students drop outs, the use of school counselling in connection with COVID-19 and the effects of school closures on student learning progress were investigated. Existing projections of the impacts of COVID-19 on learner progress point quite a bleak picture (O'Connur,2020; Xie et al., 2020).

Empirical evidence on the impact of COVID-19 related school closures on learner progress is only first emerging. According to the World Bank. (2021), emerging evidence from some of the regions' highest income countries indicate that the pandemic is giving rise to learning losses and increases inequality. In Ukraine, to reduce and reverse the long time negative effects and less affluent lower-middle class income countries, which was even harder hit, there was need to implement learning recovery programs, protect educational budgets and prepare for future shocks by building back better. One of the limitations of emergency remote learning was the lack of personal interaction between teacher and student. However, several countries showed initiative by using other methods to improve remote educational experience including social medial, email, telephone and even post office. Unfortunately, despite best efforts to set up a supportive remote learning experience, evidence emerged to show that school closures had resulted in actual learning losses. Research analyzing these outcomes was ongoing, however, early results from Belgium, the Netherlands, Switzerland and the United Kingdom indicated that both learning losses and increases inequalities. Every education system in the world was in emergency response mode. This entirely appropriate, given how suddenly that crisis arrived. The immediate priority was coping, protecting health and safety and then doing everything through remote learning and other connections with schools.

According to Ministry of Education, Science and Technology (2012), the introduction of Free Secondary Education (FSE) resulted into a surge in public secondary enrolment from 882, 513 students in 2003 to 1,767, 720 students in 2011. However, as far as secondary school enrolment has been a success, the concern was regarding the intended efficiency of education. Failure to complete a basic education of secondary school category, limits future opportunities for students. School dropouts when compared to high school graduates are usually associated with lowered economic gains, lack of access to higher education, reduced tax revenue, poor health outcome, increased likelihood of legal trouble (Global Post, 2014). It is upon this argument that the current study wants to determine COVID-19 effects on learner progress in secondary school

In some places, children had been out of school for nine months or more. Prolonged school closure in response to the COVID – 19 pandemic was presenting an unprecedented challenge to children's education, health and well – being globally. Therefore, the longer a student stayed out of school, the higher their risk of dropping out of school.

Prolonged school closure due to COVID-19, resulted in a reversal of educational gains, limiting children's educational opportunities. Studies by UNESCO (2020), established that, the longer a student stays out of school, the higher the risk of dropping. The pandemic's impacts on children's access and quality of education are most severely felt through the tracking closure of schools without adequate alternative education services accessible by all children, nation-wide. These measures are likely to exacerbate existing inequities in education in the short and long terms and worsen existing barriers to access. Already prior to the pandemic, 50.9% of children aged 12-14 years, and 83.3% of children aged 15-17 years were either not attending school, two or more years behind in school, or have not achieved the correct level of schooling for their grade. Moreover, students who were out of school, especially girls were at a higher risk of vulnerabilities such as greater rates of violence and exploitation, child marriage and teenage pregnancy. While the ratio of boys to girls in school attendance and completion favours girls at the primary and lower secondary levels, a higher rate of boys is attending and completing upper secondary school (National Development Planning Commission et al. 2019).

As high school graduation rates up and dropout rates down over the past decade, educators were concerned the school procedures due to COVID-19 could hurt the progress. COVID-19 pandemic had exposed inequities whereby students did not have internet access or quiet environment to study or their basic needs met. This was a set up for not doing well in school or being in a pathway forward in any direction. It amplified things by putting their families in more dire circumstances in terms of unemployment and food insecurity, conditions that could hamper students' willingness and ability to learn and to succeed in school (Rumberger, et al., 2017).

As remote learning had replaced in-person instruction, the number of students who did not finish high school increased. Therefore, students vulnerable to dropping out increased since grades were being frozen or failing grades were being eliminated and furthermore, there were limited opportunities for social interaction with peers and teachers. According to (Rumberger, et al., 2017), having a sense of belonging was a key for succeeding in school, thus it was completely hard to make up the kind of personal and social aspects of the learning environment in a distance learning condition. Students who were not in the mainstream were unnoticed in the digital learning programmes. Moreover, students were at higher risk of dropping out not necessarily had the motivation; the discipline, and the time management skills to succeed purely online hence needed somebody to push them and set short-term goals with them. It was upon these arguments that the current study had to establish if prolonged school closures due to COVID-19 could have led to students' dropout in secondary schools in Kakamega County, Kenya.

Past evidence suggested that short-term disruptions in schooling leads to permanent dropouts which child labour was leveraged as a substitute. Therefore, teenagers were pushed into labour market resulting to dropping out of schools. Dropout rates were likely to be more rampant for girls who were often left out of household resource allocation decisions (Prakashet al.2017). Girls were also supposed to do more household responsibilities as parents increased their own labour time to cope with the inevitable economic backlash. Similarly, these economic shocks had a greater impact on children from communities that were marginalized on their basis of their caste, tribe, religion and already experience higher dropout rates (NUEPA, 2016).

Dropping out, in turn, led to child marriages, domestic violence, early pregnancies and a plethora of other development issues like dropping in performance (Birchall,2018). It was in line with this that the current study established factors or reasons that caused students to drop in their performance in secondary schools in Kakamega County, Kenya. Dropping out of school did not happen once. Educators said students did not just wake up one day and decided that there was no more school. It happened slowly by slowly, by getting a little bit behind, then get more behind and lastly, they could not imagine catching up, hence they gave up. Therefore, the COVID-19 pandemic had contributed to falling behind of school activities leading to dropping out of students. The shift to remote learning exacerbated dropping out of underserved students from online instruction due to lack of bundles, network challenge, and having a caregiver who was affected by the economic impacts of the pandemic (Stage et al. 2020).

A survey in Kenya by Nation Team immediately after closure of schools revealed that only a small percentage of the 17 million Kenyan learners mostly in urban centers are able to access digital gadgets while their counterparts in rural areas are unable to study digitally. The situation is worse for special learners who are not catered at all (Ouma, 2020). Learners' learning outcomes are likely to be affected. Unplanned Institutional closures negatively affect learners' learning outcomes (UNESCO, 2020a). Being in School provides vital learning and when institutions abruptly close, learners and youths are dispossessed chances for growth and development. The drawbacks are disproportionate for economically poor learners who tend to have less educational chances outside school (UNESCO, 2020b). Therefore, it is in line with this argument that the current study wants to establish the effects of COVID-19 on learner performance in KCSE after school reopening from prolonged school closure due to COVID-19 in secondary schools in Kakamega County, Kenya. When institutions close, parents are frequently asked to enable the learning of their leaners at home and often struggle to accomplish this duty. This is particularly true for parents with limited resources and knowledge.

In Kenya, and especially in Kakamega County, prolonged school closures due to COVID-19 pandemic led to increased dropout of students in secondary schools. The involvement of students in unprotected sex led to pregnancies, early marriages and Sexually Transmitted Diseases (STDs), which led to them dropping out of school. Furthermore, involvement of students in business activities made them to have a feel of money which accelerated school dropout rate. Therefore, the current study established the effects of COVID-19 on the learner progress visa-vise their performance. Learning projections revealed less learning among students and learning loss due to extended school closure, exacerbated by inequality and inequity experienced particularly by marginalized families. School drop-out rates were projected to be higher (Azevedo et al., 2021; Dorn et al., 2020; Kuhfeld et al., 2020).

As teaching and learning shifted online and remotely, countries such as Turkey initiated educational television channel to facilitate learning with provision of free internet, live courses, revision and support (Mahmut, 2020). However, there was a lack of critical analysis on the implementation of policy actions which is frequently complicated by factors such as availability of equipment, learning resources, connectivity, stability of internet and quality of teaching mentioned earlier. Dorn et al. (2020) pointed out that students still experienced learning loss in the US despite receiving average-quality remote learning. This implies a need to evaluate the efectiveness of policy actions. Further to this, Asanov et al. (2021) reported that only 59% of students had both internet

access and computers/ tablets in Ecuador. Unlike primary schools, there are comparatively more studies which directly probed the psychosocial well-being of secondary school students. In secondary schools, students were reported to experience symptoms related to depression, anxiety and stress, and some students even exhibited suicidal attempts and ideation.

Kwakye et al., (2021) stated that, the impact of learning disruption on high school students may have a pronounced and immediate effect on college enrollment, which has already seen a substantial decline during the pandemic. Evidence of the effects of the pandemic on high school students is limited, however some indicators can help provide a picture of the impact on learning and help guide the discussion around how to address these issues going forward. The pandemic has not only had a significant impact on students' academic preparation. Students are also struggling with mental health issues due to the effects of the crisis. In addition, families are facing unique challenges—like working from home alongside their children's remote learning, financial insecurity, and concerns around health and safety. So, assessing students' academic performance during the pandemic is only going to tell us part of the story of the impact on learning. The COVID-19 crisis has ushered in a period of unprecedented changes in education. School closures and online learning have interrupted normal learning cycles, and many students have likely fallen behind academically. Evidence of student learning is still limited as many standard measures, including annual assessments and standardized tests, have been altered or altogether canceled due to the pandemic.

Although distance learning programmes have been implemented nationwide, these services are not equitably accessed. Among children attending primary and junior high school, 39.4% of their households indicated they lacked access to basic tools like computers or phones, 33.2% lacked learning materials including textbooks, and 28% of households reported that children's lack of interest in taking lessons was a leading learning difficulty. For children attending senior high school, the lack of access to basic tools like computers or phones was also the main learning difficulty for almost half of households (45.3%), followed by lack of learning materials, including textbooks (27.6%) and lack of access to the internet (25.6%) to access learning materials (International Labour Organization and UNICEF, 2020) .

Children learning from home may also face inadequate conditions for effective learning, such as living in overcrowded households (one-in-three children), living in households without electricity or proper lighting (one-in five children), or not having an appropriate space for learning or support from parents and teachers. This is especially relevant for children living in rural and remote areas, in low-income households, and those left behind due to migration of family members. Children living in rural areas are at least twice as likely than children living in urban areas, and children living in the two poorest asset index quintiles are at least three times as likely than wealthier children, to not have access to common information channels. Children with disabilities and physical or learning impairments are at risk of being left behind in existing mitigating measures. Although boys were significantly more likely to fall behind in education than girls in the pre-pandemic period, girls are at risk of facing additional pressures during a period of school closures, including early pregnancy and marriage, which may keep them from returning to school post-pandemic (Himelein, 2015).

The COVID-19 pandemic is affecting schools, students, teachers, and parents. The COVID-19 crisis increases social inequality in schools. Students from more advantaged parents attend schools with better digital infrastructure and teachers might have higher levels of digital technology skills. Some schools can be well equipped in digital technology and educational resources. Disadvantaged students are attending schools with lower ICT infrastructure and educational resources. Following COVID-19 more advantaged students are attending schools to adopt online learning. Schools in disadvantaged, rural areas lack the appropriate digital infrastructure required to deliver teaching at the remote. Also, there is a significant difference between private and public schools in technology and educational resources. In most countries, private schools are more effective than public schools. Students' have not equal access to digital technology and educational materials (Di Pietro et al., 2020).

2.0 METHODOLOGY

2.1. Research Design

This study was conducted through a descriptive survey research design. This research design was suitable for this study because it appropriately answered the research questions. It provided the required data more quickly and it enabled the gathering and analysis of the relevant information. It also facilitated in collecting information about people's attitudes and opinions (McLeod,2018). The study employed descriptive survey design where the participants answered questions after which the researcher described the responses given.

2.2. Sample Size

Table 1. Sample Size

1.	Respondents	Population size	Sample size	%
2.	Teachers	1590	159	10
3.	**Total**	**1590**	**159**	

4. **Source: Researcher (2023)**

2.3. Data Collection Instruments

The study used a questionnaire and an interview schedule as the main data collection tool. |The choice of the instruments was guided by the research questions, objectives of the study, data that was collected as well as the time available for the study.

3.0 RESULTS AND DISCUSSION

The objective of the study was to establish the effects of COVID-19 protocols on learner progress in secondary schools in Kakamega. This objective was addressed by; first, investigating the level of learner progress during the COVID 19 period, secondly, an inferential statistics was used to establish whether COVID 19 has statistically significant influence on level of learner progress in secondary school. Data was collected through questionnaires from the teachers on various aspects, themes and indicators. The teachers were asked to provide their level of agreement on level of learner progress in their schools on a 5-point scale. In this section the score of 1 was assigned to strongly agree, 2 to agree, 3 to not sure, 4 to disagree and 5 to strongly disagree. The average mean score is 2.5. The findings are presented in Table 2.

Table 2: Descriptive Statistics on the Effects of COVID-19 on Learner Progress

Attributes of effects of COVID 19 on learner progress (n=134)	SA		A		NS		D		SD		Mean	Std.
	n	%	n	%	n	%	n	%	n	%		
Study habits of most students was wanting after school reopening due to COVID 19	24	18%	51	38%	12	9%	31	23%	16	12%	2.73	.940
After school reopening , the students caught up easily with school programs	13	10%	21	16%	11	8%	51	38%	38	28%	3.58	.587
**Not all students reported back to school	39	29%	62	46%	9	7%	17	13%	7	5%	2.19	.607
** Students population decreased after school reopening	35	26%	66	49%	11	8%	17	13%	5	4%	2.2	.606
Some learners refused to go back to school after COVID 19	28	21%	62	46%	15	11%	21	16%	8	6%	2.4	.965

Composite values

KEY: SA- Strongly Agreed, A- Agreed, NS- Not sure, D- Disagreed, SD- Strongly Disagreed

Source: Field Data 2023

** The statement positive was changed to negative statement during data analysis

Results from table 2 reveals that a majority of the respondents agreed that study habits of most students was wanting after school reopening due to COVID 19 (mean = 2.73 , SD = 0.940) . 51 (38%) teachers agreed that study habits of most students was wanting after school reopening due to COVID 19 while 24 (18%) teachers strongly agreed . 12 (9%) teachers were not sure , 31 (23%) teachers disagreed while 16 (12%) teachers strongly disagreed .

However more than half of the teachers disagreed that after school reopening, the students caught up easily with school programs (mean = 3.58, SD = 0.587). 51 (38%) teachers disagreed that after school reopening, the students caught up easily with school programs, 38 (28%) teachers strongly disagreed, 11 (8%) teachers were not sure, 21 (16%) teachers agreed and 13 (10%) teachers strongly agreed.

On the issue of reporting back to school , more than three quarters of the teachers agreed that not all students reported back to school after COVID 19 (mean = 2.19 , SD = 0.607) . 62 (46%) teachers agreed that not all students reported back to school after COVID 19 while 39 (29%) teachers strongly agreed . 9 (7%) teachers were not sure , 17 (13%) teachers disagreed while 7 (5%) teachers strongly disagreed .

The study revealed that a majority of teachers agreed that students population decreased after school reopening (mean = 2.20 , SD = 0.606) 66 (49%) teachers agreed that students population decreased after school reopening , 35 (26%) teachers strongly agreed, 11 (8%) teachers were not sure, 17 (13%) teachers disagreed and 5 (4%) teachers strongly disagreed.

Further the teachers agreed that some learners refused to go back to school after COVID 19 (mean = 2.4, SD = 0.965). 62 (46%) teachers agreed that some learners refused to go back to school after COVID 19 while 28 (21%) teachers strongly agreed . 15 (11%) teachers were not sure , 21 (16%) teachers disagreed while 8 (6%) teachers strongly disagreed .

3.1. Spearman Correlation on the Effects of COVID 19 and Learner Progress

In order to establish the relationship between effects of COVID 19 and learner progress in secondary schools in Kakamega County, spearman correlation analysis was used to find out if there existed a relationship. A correlation is a number between -1 and +1 that measures the degree of relationship between two variables. The correlation coefficient value (r) that ranges from 0.10 to 0.29 would be considered weak, from 0.30 to 0.49 would be considered

medium and from 0.50 to 1.0 would be considered strong. Therefore, a positive value for the correlation would imply a positive relationship and a negative value for the correlation would imply an inverse or negative association. The study findings are shown on table 3.

Table 3 :Spearman Ccorrelation of COVID 19 and Learner Progress

COVID 19 and learner progress	Spearman Correlation	1	2	3	4	5	6
1. Effects of COVID 19	Correlation	1					
	Sig.						
2. Study habits of most students was wanting after school reopening due to COVID 19	Correlation	.651**	1				
	Sig.	.000					
3. After school reopening , the students caught up easily with school programs	Correlation	.124	-.211	1			
	Sig.	.253	.823				
4. Not all students reported back to school	Correlation	.624**	.365**	.201	1		
	Sig.	.000	.002	.985			
5. Students population decreased after school reopening	Correlation	.521**	.398**	124	219	1	
	Sig.	.012	.036	.562	.234		
6. Some learners refused to go back to school after COVID 19	Correlation	.021	.198	.062	.321	.103	1
	Sig.	.652	.259	.965	.865	.125	

**. Correlation is significant at the 0.05 level (2-tailed)

Source: Author 2023

Based on this correlation matrix in table 3, there exists a correlation between effects of COVID 19 and learner progress in secondary schools in Kakamega County. Indeed, COVID 19 correlated with learner progress in secondary schools. The correlations were between 0.21 to 651. Therefore, learner progress in secondary schools was likely affected by COVID 19 pandemic.

The Spearman correlation index obtained on the first variable ". Study habits of most students was wanting after school reopening due to COVID 19 "is r= 0.651, it is strongly positive with ρ<0.0001 which is less than alpha = 0.05 which means that study habits of most students was wanting after school reopening due to COVID 19 . The third variable "Not all students reported back to school" strongly correlated COVID 19. ((r =0.624, ρ<0.0001 at α= 0.05)).

The fourth variable "Students population decreased after school reopening " strongly correlated with COVID 19. ((r =0.521, ρ=0.011) at α= 0.05)) . The correlation between the second variable "After school reopening , the students caught up easily with school programs" and COVID 19 was not statistically significant ((r =0.124, ρ=0.253) at α= 0.05)). Likewise the the correlation between the last variable "Some learners refused to go back to school after COVID 19" and COVID 19 was not statistically significant (r =0.023, ρ=0.652) at α= 0.05).

3.2. Hypothesis Testing

To achieve the objective of the study, the null hypothesis below was formulated and tested.

 Ho₂: There is no statistically significant relationship between learner progress and effects of COVID-19 in Kakamega County secondary schools.

The hypothesis was stated to establish the extent to which the COVID 19 pandemic influence learner progress in Kakamega County secondary schools. Simple linear regression analysis was used to test the hypothesis at 0.05 alpha levels. Tables 4, 5 and 6 showed the information from the analysis.

Table 4: The Regression Model Summary for effects of COVID-19 and learner progress

Model Summary					
Model	R	R- Square	Adjusted R- Square	p-value	
1	.352	.436	.395	.000	

a. Predictors: (Constant), COVID-19

b. Dependent Variable: learner progress

Table 4, shows the value in R, (r = .352), indicating there was a medium positive relationship between the two variables- learner progress and effects of COVID-19. The coefficient of determination indicated R-Square, (R^2 = .395), reveals the amount variability in learner progress that can be explained by effects of COVID-19. The adjusted R-squared value is used to adjudge goodness multivariate regression model. For the fact that this model was built on a single variable, the study used R2 value in determining the proportion of learner progress that can be accounted for by effects of COVID-19. In this case, the value of R square reveals that 39.5% variability in learner progress can be explained by effects of COVID-19. The analysis indicates that 60.5

% unexplained variation can be attributed to other factors not included in this model. The R- Squared (R2) also Moreover, an Analysis of Variance was used to test the significance of the relationship between effects of COVID-19 and learner progress. Table 5 presents the ANOVA results.

Table 5:

ANOVA Test for effects of COVID-19 and learner progress

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1965.2325	1	1356.678	96.253	**.000**
	Residual	20354.16	133	63.256		
	Total	22319.3925	134			

a. Predictors: (Constant), COVID-19

b. Dependent Variable: learner progress

Table 5 discloses whether or not the model is a significant predictor of learner progress. The analysis in Table 5 shows ANOVA results of F=96.253 with 1 and 133 degrees of freedom and F being significant at $p<.05$. Given this result, it can be presumed that the regression model significantly predicts the extent to which effects of COVID-19 affect learner progress. The regression equation establish from this output may be stated as F (1,133) =96.253, p=.000< .05). Furthermore, Regression Coefficient (Table 6) reveals how (effects of COVID-19) the predictor variable contribute to the model.

Table 6: Regression Coefficient for effects of COVID-19 and learner progress

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	Constant	23.56	2.024		32.568	.000
	effect of COVID-19	.36	.215	.298	5.365	.000

a. Predictors: (Constant), effect of COVID-19

b. Dependent Variable: learner progress

Table 6 shows the results of the regression coefficient. It is the equation that provides information about the change in the value of the dependent variable (learner progress) corresponding to one unit change in the independent variable (effects of COVID-19). The data on Table 6 indicates model **Y** (learner progress) **= 23.56 + 0.36 X₁ + ε**   **(X₁**= effects of COVID-19 **)** Where Y is the estimated value of the dependent variable, and X is the value of the independent variable. From the foregoing, results of the regression coefficient reveal that a unit (1) increase in effects of COVID-19 leads to increase learner progress by a 0.36 units.

The findings of the regression indicated effects of COVID-19 explained significant proportion of variation in learner progress, **$R2$**= .395, F (1,373) =96.253 , $p<.05$). Based on this evidence, the study rejected the null hypothesis, **Ho** that '**there is no statistically significant relationship between learner progress and effects of COVID-19 in Kakamega County secondary schools'.

4.0 CONCLUSION

The study concludes that COVID-19 had adverse effects on learner progress in secondary schools in Kakamega County.

5.0 RECOMMENDATION

Basing on the findings of this study, there is need to build capacity to provide blended models of education in schools to enhance learner progress

REFERENCES

Asanov, I., Flores, F., McKenzie, D., Mensmann, M., & Schulte, M. (2021). Remote-learning, time-use, and mental health of Ecuadorian high-school students during the COVID-19 quarantine. World Development, 138, 105225. https://doi.org/10.1016/j.worlddev.2020.105225

Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the potential impacts of COVID-19 school closures on schooling and learning outcomes: a set of global estimates. The World Bank Research Observer, 36(1), 1–40. https://doi.org/10.1093/wbro/lkab003

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and student learning in the United States: The hurt could last a lifetime. Retrieved from https://www.apucis.com/frontend-assets/   porto/initial-reports/COVID-19-and-student-learning-in-the-United-States-FINAL.pdf.pagespeed.ce. VHbS948yF4.pdf

Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impact of COVID-19 school closures on academic achievement. Educational Researcher, 49(8), 549–565.

Kwakye, I., Kibort-Crocker, E., Lundgren, M., & Pasion, S. (2021). Fall Enrollment Report: Exploring the Impact of COVID-19 on Postsecondary Enrollment in Washington. Washington Student Achievement Council

Mahmut, Ö. (2020). Educational policy actions by the Ministry of National Education in the times of COVID-19 pandemic in Turkey. Kastamonu Eğitim Dergisi, 28(3), 1124–1129.

NUEPA. (2016) School education in India: Flash Statistics. New Delhi. https://www.dise.in/Downloads/Publications/Documents/U-DISE SchoolEducationinIndia-2015-16.pdf.

Prakash et al (2017) Correlates of School dropout and absenteeism among adolescent

Girls from marginalized community in North Karnataka, South India. *Journal of Adolescence, 61, 64-76. https://doi.org/10.1016/j.adolescence*.

Rumberger, R. et al. (2017) Preventing dropout in Secondary School (NCEE2017-4028)Washington DC: US Department of Education, Institute of Education Sciences, National Centre for Education evaluation and Regional Assistance (NCEE) https://ericied.gov/id=ED575971