

# Return to Complete Face to Face Learning: Level of Students' Academic Excitement and Challenges

Bb. Girl Archibeth Cardinas - Flamiano<sup>1\*</sup>

<sup>1</sup> Sultan Kudarat State University, Tacurong City, Philippines

\*Corresponding Author: [bbgirlarchibethflamiano@sksu.edu.ph](mailto:bbgirlarchibethflamiano@sksu.edu.ph)

Accepted: 15 April 2022 | Published: 1 May 2022

DOI: <https://doi.org/10.55057/ajress.2022.4.1.27>

---

**Abstract:** *After a year of battling the pandemic, schools in areas with fewer cases of COVID-19 and high vaccination rates like the United States of America have reopened and delivered complete face-to-face to minimize learning loss and other adverse impacts on the lives and wellness of learners. This descriptive - correlational quantitative study aimed to determine students' academic excitement and challenges as they return to complete face-to-face instruction. The study further aimed to answer the questions; 1. What is students' level of academic excitement on their return to complete face-to-face? 2. What is the level of students' academic challenges on their return to complete face-to-face? 3. What is the relationship and influence of the students' level of academic excitement to challenges on their return to complete face-to-face? This study used judgmental and purposive sampling to identify the 100 respondents in one middle school in South Carolina, USA. The research instrument was a survey questionnaire conducted through the google form created by the researcher subjected to content validity and reliability review. Students' academic excitement focused on school, teachers, classmates/friends, school activities, and the learning process, while students' academic challenges focused on school norms and expectations, workload, and personal and home factors. Data gathered were statistically analyzed and interpreted through simple frequency count, weighted means, standard deviation, linear regression, and correlation analysis. Results show that students' level of academic excitement is HIGH, while the level of academic challenges is MODERATE. In conclusion, no significant regression or relationship exists between students' academic excitement and challenges as they return face-to-face. Thus, the null hypothesis is accepted. This study will provide timely and relevant information for school reopening and realigning priorities and plans to serve better the center of the educational process – the learner!*

**Keywords:** Return to Face-to-Face Learning, Academic Excitement, Academic Challenges

---

## 1. Introduction

In 2020, for the first time in the history of education, schools were forced to make a sudden and unexpected academic switch to distance (online or modular) learning due to COVID-19. Students, their parents, and educators feel the extraordinary ripple effect of the unprecedented situation. Governments and health officials implemented various initiatives like school shutdowns and quarantine methods to slow down the outbreak. Education systems innovate to provide quality education for all during these difficult times (Petrie, 2020).

Research showed that learning loss would be significant. Data suggested that more students may fall below the proficiency level baseline needed to participate productively and effectively in society and future academic learning, resulting in school closures only (United Nations, 2020). In addition, the level of academic performance of the students is likely to drop due to reduced contact hours for learners and a lack of consultation with teachers when facing difficulties in learning/understanding (Sintema, 2020).

Several studies also showed that the academic switch during the pandemic had brought economic, social, and psychological repercussions on the learners' lives. After a year, schools located in areas with fewer cases of COVID-19 and with high vaccination rates in the United States of America have reopened schools to deliver complete face-to-face or traditional learning modality to minimize loss of learning and other adverse impacts on the lives and wellness of learners resulted from the academic switch. At the same time, schools in poor and developing countries are still delivering instructions using modular approaches coupled with television and radio-based programs and online learning modalities for learners with technological capabilities to implement distance learning and continue delivering instructions amidst the pandemic.

For schools that opted to reopen their doors to learners, switching back to the traditional learning setting is not as easy as turning on the lights, and everything will become normal again. Some have encountered loss and bereavement, and others experience home challenges, inequalities, and uncertainty throughout the year of the COVID-19 journey when they are out from the four corners of their classrooms. However, the return to complete face-to-face may bring excitement as they will be seeing friends and classmates again, and challenge as they may have thought they have lost many learning opportunities and experienced a lot of struggles and uncertainties, or both as it has been a year since learners are in a traditional educational setting.

The researcher would like to determine how the learners will return complete face-to-face after the school shuts down. Being in a country that reopens schools ahead of the others offers the researcher an opportunity to discover the academic excitement and challenges of students' return to complete face-to-face. Furthermore, understanding how they relate to each other will provide timely and relevant information that will fill the contextual gap and help schools and teachers of countries worldwide plan and implement procedures and strategies to better assist learners in their successful transition from distance to traditional learning.

## **2. Literature Review**

The COVID-19 pandemic has wreaked havoc on education systems worldwide, affecting approximately 1.6 billion students in over 200 nations. Most of the world's student population has been affected by school, institution, and other learning facility closures. The pandemic resulted in significant changes in every part of one's life. Social alienation and limited movement policies disrupted the traditional educational techniques. Several schools phased out face-to-face instruction. They developed and implemented alternative instructional and assessment strategies quickly. The change provided an opportunity to pave the ground for digital learning to be implemented (Dhawan, 2020) but, unfortunately, obliged schools and educators to accept a system for which they are unprepared. This untimely switch poses challenges like lack of online teaching infrastructure, teachers' limited exposure to online teaching, the information gap, a non-conducive environment for studying at home, equity, and academic quality (Chhetri and Pokhrel, 2021). No one methodology can fit all when it comes

to online learning. Different subjects and grade levels require different approaches to online learning (Doucet, 2020). Education systems are trying to continue delivering quality education for all during these difficult times, yet several students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. Online homeschooling best practices exploration is needed (Petrie, 2020).

The return to face-to-face announcement created various reactions from schools, teachers, parents, and learners alike. Press interviews of learners and parents on the reopening of the school highlighted their excitement to see their teachers and classmates, learn in school better than distance learning, and participate in school activities and sports. Alongside the excitement are the challenges schools, educators, parents, and learners feel as they look forward to the school reopening. Some families have expressed hesitation to return to in-person learning, citing reasons related to physical, mental, and emotional safety. Students have been away from in-person learning, many have experienced other health, economic, and social traumas:

- death of loved ones due to the pandemic
- hunger due to lay-offs of family members
- the stress of additional care-taking responsibilities juggling a job while in school.

Educators and staff should provide safe, welcoming, and inclusive learning environments as they start to rebuild trust, re-engage students, and recover from the impacts of COVID-19. The safety and well-being of every person in the school should still be a priority. The school shutdown resulted in a loss of instructional time. It is, therefore, the job of the school and educators to address the academic gap by providing in-school acceleration, tutoring programs, out-of-school time programs, and summer learning and enrichment to address the lost instructional time. In addition, schools should work just as urgently to understand students' social, emotional, mental health, and academic needs and identify strategies to address those needs (ED COVID -19 Handbook, Volume 2, 2021).

Timely and comprehensive information about students' academic excitement and challenges as they return to complete face-to-face is relevant and vital to help schools that are still transitioning back to traditional learning – face-to-face instruction.

### **3. Methodology**

#### ***Research Design***

This study utilized the descriptive-correlational research design where the researcher was primarily interested in describing relationships between variables. As Calmorin and Calmorin (2007) stated, as cited by Accad and Accad (2016), descriptive research involves collecting data to test the hypothesis. The researcher can then make an informed prediction based on the relationships the research uncovers.

In this connection, the researcher believes that this design is best to establish how students' academic excitement influences their academic challenges.

#### **Respondents**

All grade 6 to 8 students in one of the rural middle schools in South Carolina except those with underlying health conditions and alternative school settings were the study respondents. They were considered the best data sources since the school opened to complete face-to-face on April 12, 2021. One hundred students were taken entirely as respondents through the complete enumeration technique because they are the number of students who were actually in school

attending complete face-to-face instruction from the teachers. Table 1 on the next page presents the details of the study's respondents.

**Table 1 - Population of Respondents in the Study. South Carolina, 2021**

GRADE	MALE	FEMALE	TOTAL
6	12	21	33
7	9	12	21
8	16	30	46
<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>100</b>

### Sampling Technique

This study used a combination of judgmental and complete enumeration sampling. In this case, all students who were actually in school attending complete face-to-face were the respondents as they were the ones who qualified for the criterion of being able to return to complete face-to-face instruction after the school shut down last year. The researcher selected all respondents since the population is less than 500.

### Locale of the Study

The study took place in one of the rural middle schools in South Carolina, United States of America, following the directive to reopen to complete face-to-face by the governor of the State of Carolina and was implemented by the State Department of Education.

### Research Instruments

There are three parts to the research instrument. Part 1 of the research instrument consisted of the items which gathered respondents' profiles such as sex, age, grade level, and race. Name and email addresses were intentionally not collected to protect students' privacy and confidentiality. Part 2 of the research instrument contained 20 statements describing students' academic excitement divided into the aspects of school, teachers, classmates/friends, school activities, and the learning process. Part 3 of the research instrument contained 15 statements describing students' academic challenges divided into school norms and expectations, workload, and personal and home factors. This research instrument has undergone a test-retest to check its validity and reliability.

The respondents self-assessed their level of academic excitement and challenges by clicking the appropriate box using a rating scale with corresponding descriptions as follows: 7 - strongly agree; 6 - agree; 5 - somewhat agree; 4 - neither disagree nor agree; 3 - somewhat disagree; 2 - disagree and 1 - strongly disagree. The Likert scale below was used in the interpretation of data:

Legend 1: Likert Scale		
<i>Scale</i>	<i>Description</i>	<i>Interpretation</i>
1.00 - 1.85	Strongly Disagree	Extremely Low
1.86 - 2.70	Disagree	Very Low
2.71 - 3.56	Somewhat Disagree	Low
3.57 - 4.42	Neither Disagree Nor Agree	Moderate
4.43 - 5.28	Somewhat Agree	High
5.29 - 6.13	Agree	Very High
6.14 - 7.00	Strongly Agree	Extremely High

## Data Gathering Processes

The researcher secured permission from the principal and concerned teachers before the conduct of the study. Respondents answered the survey questionnaire through an online google form. One teacher handling grade 7 and another teacher handling grade 8 were requested to give the google form link to students during their class time to answer the questionnaire while the researcher surveyed grade 6 students. Once all respondents answered, the data was downloaded for analysis and interpretation.

## Statistical Tool

Simple frequency count, weighted means, standard deviation, and linear regression, and correlation analysis were used to describe the responses of the respondents. The weighted mean of the indicators from simple frequency count on academic excitement and challenges of students on their return to complete face to face were described and interpreted using a Likert scale and the grand mean with standard deviation (SD). The Linear Regression and Correlation Analysis was used to establish how Students' Academic Excitement (x) influences their Academic Challenges (y). The coefficient of determination  $r^2$  is the correlation squared representing the proportion of variation in (y) explained by (x). The regression line equation showed cause and effect on academic excitement (x) to academic challenges (y).

## Results and Discussion

This part of the research study analyzes and interprets the data obtained from the respondents' responses on the **RETURN TO FACE TO FACE: LEVEL OF STUDENTS EXCITEMENT AND CHALLENGES**. The simple frequency count, weighted mean, standard deviation, and linear regression and correlation analysis were used to describe the respondents' responses.

### 1) Level of Academic Excitement of Students on their Return to Full Face to Face

The weighted mean indicators on **Academic Excitement of Students on their Return to Full Face to Face** were described and interpreted in Table 2 using a Likert scale in Legend 1.

**Table 2: Description and Interpretation of Weighted Means of the Indicators on Academic Excitement of Students on their Return to Full Face to Face**

No.	Indicators (x)	Weighted Mean	Description	Interpretation
1.	I like school.	4.47	Somewhat Agree	High
2.	School is a place at which I feel safe.	4.67	Somewhat Agree	High
3.	I feel successful at school.	5.40	Agree	Very High
4.	I feel I will be learning more when I am in school five days a week.	5.60	Agree	Very High
5.	I am excited to go to school every day.	3.74	Neither Disagree Nor Agree	Moderate
6.	I am excited to see my teachers.	4.75	Somewhat Agree	High
7.	I feel I can get teachers' support and help more in school five days a week.	5.54	Agree	Very High
8.	I understand the lesson more when teachers explain them to me in person.	5.75	Agree	Very High
9.	My teacher makes lessons engaging and interesting.	5.18	Somewhat Agree	High

10.	My teacher explains difficult things clearly.	5.47	Agree	Very High
11.	I am excited to see my classmates and friends.	5.14	Somewhat Agree	High
12.	I can easily make friends.	4.72	Somewhat Agree	High
13.	I like to play sports with my classmates and friends.	4.99	Somewhat Agree	High
14.	I am excited for the different school activities.	5.34	Agree	Very High
15.	I enjoy collaborating with friends and classmates.	5.07	Somewhat Agree	High
16.	I pay attention in class.	5.68	Agree	Very High
17.	I do and submit my work on time.	4.80	Somewhat Agree	High
18.	I study my lessons.	4.82	Somewhat Agree	High
19.	I work hard to get good grades.	5.84	Agree	Very High
20.	I ask question and help when needed.	5.39	Agree	Very High
<i>n</i> =	<b>Grand Mean (<i>x</i>)</b>	<b>5.12</b>	<b>Somewhat Agree</b>	<b>High</b>
100	<b>Standard Deviation</b>	<b>0.51</b>		

Table 2 contains the weighted mean of the responses of the respondents on twenty indicators on **Academic Excitement of Students on their Return to Full Face to Face**. It shows that the indicator with the **lowest weighted mean** were described and interpreted as follows:

<i>Indicator</i>	<i>Lowest WM</i>	<i>Description</i>	<i>Interpretation</i>
5	3.74	Neither Disagree Nor Agree	Moderate

On the other hand, the indicator with the **highest weighted mean** were described and interpreted as follows:

<i>Indicator</i>	<i>Highest WM</i>	<i>Description</i>	<i>Interpretation</i>
19	5.84	Agree	Very High

Below were the collated data from Table 2 showing the summary of indicators in relation to the descriptions and interpretations on **Academic Excitement of Students on their Return to Full Face to Face**.

**Table 2.1: Summary of the Indicators in Relation to the Descriptions and Interpretations on Academic Excitement of Students on their Return to Full Face to Face**

<i>Description</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Indicators</i>
Strongly Disagree	Extremely Low	0	0%	None
Disagree	Very Low	0	0%	None
Somewhat Disagree	Low	0	0%	None
Neither Disagree Nor Agree	Moderate	1	5%	5
Somewhat Agree	High	10	50%	1,2,6,9,11-13,15,17,18
Agree	Very High	9	45%	3,4,7,8,10,14,16,19,20
Strongly Agree	Extremely High	0	0%	None

Finally, the **grand mean** of the twenty indicators on **Academic Excitement of Students on their Return to Full Face to Face** were described and interpreted with standard deviation (SD) as follows:

<i>Grand Mean</i>	<i>Description</i>	<i>Interpretation</i>	<i>SD</i>
<b>5.12</b>	<b>Somewhat Agree</b>	<b>High</b>	<b>0.51</b>

Therefore, the **Level of Academic Excitement of Students on their Return to Full Face to Face** was **High**, described as **Somewhat Agree** with Grand Mean of **5.12** and Standard Deviation of **0.51**.

Legend 1: Likert Scale		
<i>Scale</i>	<i>Description</i>	<i>Interpretation</i>
1.00 - 1.85	Strongly Disagree	Extremely Low
1.86 - 2.70	Disagree	Very Low
2.71 - 3.56	Somewhat Disagree	Low
3.57 - 4.42	Neither Disagree Nor Agree	Moderate
4.43 - 5.28	Somewhat Agree	High
5.29 - 6.13	Agree	Very High
6.14 - 7.00	Strongly Agree	Extremely High

## 2) Level of Academic Challenges of Students on their Return to Full Face to Face

The weighted mean of the indicators on **Academic Challenges of Students on their Return to Full Face to Face** were described and interpreted in Table 3 using the same Likert scale in Legend 1.

**Table 3: Description and Interpretation of Weighted Means of the Indicators on Academic Challenges of Students on their Return to Full Face to Face**

No.	Indicators (y)	Weighted Mean	Description	Interpretation
1.	I find it hard to wake up early to go to school.	5.68	Agree	Very High
2.	I find it hard wearing masks and social distancing while in the bus and in school.	4.68	Somewhat Agree	High
3.	I find it hard to follow school and class rules.	3.10	Somewhat Disagree	Low
4.	I am thinking about other things than listening to the teacher.	3.81	Neither Disagree Nor Agree	Moderate
5.	I am not motivated to learn and do well in school.	3.48	Somewhat Disagree	Low
6.	I feel overwhelmed with the work given by my teachers.	4.82	Somewhat Agree	High
7.	I need more time to complete my work.	5.75	Agree	Very High
8.	The lesson is hard for me to understand.	4.04	Neither Disagree Nor Agree	Moderate
9.	I am shy/ashame to ask for help about my lesson.	3.80	Neither Disagree Nor Agree	Moderate

10.	I am afraid to take the state test/STAR 360.	3.53	Somewhat Disagree	Low
11.	I don't have enough sleep.	4.32	Neither Disagree Nor Agree	Moderate
12.	I don't eat healthy food.	3.68	Neither Disagree Nor Agree	Moderate
13.	I spend more time on my phone/online games.	4.51	Somewhat Agree	High
14.	I spend more time helping in the house.	5.08	Somewhat Agree	High
15.	I spend more time hanging out with friends.	3.52	Somewhat Disagree	Low
n = 100	<b>Grand Mean (<math>\bar{y}</math>)</b>	<b>4.25</b>	<b>Neither Disagree Nor Agree</b>	<b>Moderate</b>
	<b>Standard Deviation</b>	<b>0.81</b>		

Table 3 on the preceding page contains the weighted mean of the responses of the respondents on fifteen indicators on **Academic Challenges of Students on their Return to Full Face to Face**. It shows that the indicator with the **lowest weighted mean** were described and interpreted as follows:

<i>Indicator</i>	<i>Lowest WM</i>	<i>Description</i>	<i>Interpretation</i>
3	3.10	Somewhat Disagree	Low

On the other hand, the indicator with the **highest weighted mean** were described and interpreted as follows:

<i>Indicator</i>	<i>Highest WM</i>	<i>Description</i>	<i>Interpretation</i>
7	5.75	Agree	Very High

Below were the collated data from Table 3 showing the summary of indicators in relation to the descriptions and interpretations on **Academic Challenges of Students on their Return to Full Face to Face**.

**Table 3.1: Summary of the Indicators in Relation to the Descriptions and Interpretations on Academic Challenges of Students on their Return to Full Face to Face**

<i>Description</i>	<i>Interpretation</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Indicators</i>
Strongly Disagree	Extremely Low	0	0%	None
Disagree	Very Low	0	0%	None
Somewhat Disagree	Low	4	26.67%	3,5,10,15
Neither Disagree Nor Agree	Moderate	5	33.33%	4,8,9,11,12
Somewhat Agree	High	4	26.67%	2,6,13,14
Agree	Very High	2	13.33%	1,7
Strongly Agree	Extremely High	0	0%	None

Finally, the **grand mean** of the fifteen indicators on **Academic Challenges of Students on their Return to Full Face to Face** were described and interpreted with standard deviation (SD) as follows:

<i>Grand Mean</i>	<i>Description</i>	<i>Interpretation</i>	<i>SD</i>
<b>4.25</b>	<b>Neither Disagree Nor Agree</b>	<b>Moderate</b>	<b>0.81</b>

Therefore, the **Level of Academic Challenges of Students on their Return to Full Face to Face** was **Moderate**, described as **Neither Disagree Nor Agree** with Grand Mean of **4.25** and Standard Deviation of **0.81**.

### 3) The Relationship Between the Academic Excitement and Academic Challenges of Students on their Return to Full Face to Face

Linear Regression and Correlation Analysis were used to establish how Students' Academic Excitement ( $x$ ) influences their Academic Challenges ( $y$ ). The coefficient of determination  $r^2$  is the correlation squared that represents the proportion of variation in ( $y$ ) explained by ( $x$ ). The regression line equation below shows cause and effect on academic excitement ( $x$ ) to academic challenges:

$$\hat{y} = a + bx$$

$$\hat{y} = 3.8190 + 0.0844x$$

Table 4 below shows the summary of the statistical treatment of the variables on the **Students' Academic Excitement ( $x$ ) and their Academic Challenges ( $y$ )**.

**Table 4: The Regression and Correlation Analysis Between the Students' Academic Excitement ( $x$ ) and their Academic Challenges ( $y$ )**

Variables	$r$	Correlation Coefficient $r$	$\alpha$	Critical Value	$t$ Test Value	Decision	Regression		
Academic Excitement ( $x$ ) and Academic Challenges ( $y$ )	<b>0.0653</b>	Negligible or Very Low or Very Weak Linear Relationship	<b>0.05</b>	<b><math>\pm 1.99</math></b>	<b>0.6478</b>	<b>Accept <math>H_0</math></b>	<b>Not Significant</b>		
		Coefficient of Determination $r^2$						$y$ -intercept $a$	$Slope$ $b$
		<b>0.0043 or 0.43%</b>						<b>3.8190</b>	<b>0.0844</b>

The slope  $b = 0.0844$  is the rate of change on Students' Academic Challenges ( $y$ ) with respect to their Academic Excitement ( $x$ ). Each one degree increases in students' academic excitement ( $x$ ) increases their view and responses towards academic challenges ( $y$ ) by approximately 0.0844 points. The  $y$ -intercept  $a = 3.8190$  is the basic or average academic challenges ( $y$ ) on the model or equation that predicts the rate of the students' academic challenges ( $y$ ) as the outcome of the survey conducted on them.

Since correlation coefficient  $r = 0.0653$  signifies that there is positive negligible or very low or very weak correlation or linear relationship. The significance of the correlation coefficient at  $\alpha = 0.05$  was  $-1.99 < 0.0653 < 1.99$ , which signifies that the null hypothesis must be accepted

which means that there is NO SIGNIFICANT REGRESSION between Students' Academic Excitement ( $x$ ) and their Academic Challenges ( $y$ ).

The squared correlation coefficient  $r^2 = 0.0043$  is the coefficient of determination. This number shows that only 0.43% of the variation is due to the Students' Academic Excitement ( $x$ ). The remaining 99.57% are attributed to other factors of Students' Academic Challenges ( $y$ ). The table below is used to interpret the linear correlation.

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	Very positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

*Therefore, the influence of Students' Academic Excitement ( $x$ ) to their Academic Challenges ( $y$ ) was only 0.43%. linear correlation, or the relationship was negligible at  $r = 0.0043$  with No Significant Regression or Relationship at 5% level of significance. Students' academic excitement is not related or influenced by their challenges and vice versa.*

#### 4. Conclusion

Based on the study's findings, students' academic excitement on their return to complete face-to-face was HIGH, while the level of academic challenges of students on their return to complete face-to-face was MODERATE. Students are highly excited to return to school with moderate challenges. Furthermore, it could be concluded that there is no significant regression or relationship between students' academic excitement and challenges as they return to face to face.

#### References

- Accad, Abraham S. and Mildred F. Accad. 2016. Qualitative Methods of Research. Practical Guide in Research for Daily Living. Kampana Publishing, Koronadal City.
- Chhetri, R. & Pokhrel, S. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. Sage Journals.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Sage Journal. Volume 49, Issue 1.
- Doucet, A. & Netolicky, D. (2020). Thinking about Pedagogy in an Unfolding Pandemic. UNESCO
- Petrie, C. (2020). Spotlight: Quality education for all during COVID-19 crisis United Nations. <https://hundred.org/en/collections/quality-education-for-all-during-coronavirus>. Google Scholar
- Sintema, E. (2020). Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education. EURASIA J Math Sci Tech Ed, 2020 - Volume 16 Issue 7, Article No: em1851
- United Nations. (2020). *Policy brief: Education during COVID-19 and beyond*. United Nations. [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)  
[Google Scholar](#)



Online link:

<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>