

Understanding the Experience of Accounting Students during the COVID-19 Lockdown in South Africa

Alexander Oluka¹, Misheck Musaigwa², Bomi Nomlala³, ¹Auditing, College of Law & Management Studies, University of KwaZulu-Natal, Durban, South Africa, ²Management, college of Law & Management Studies, University of KwaZulu-Natal, Durban, South Africa, ³Auditing, College of Law & Management Studies, University of KwaZulu-Natal, Durban, South Africa, Email: olukaam@gmail.com, msaigwamish@gmail.com, nomlalabc@ukzn.ac.za

This article investigates the experiences of accounting students during the COVID-19 lockdown in South Africa. Drawing from the qualitative research approach, which uses interviews, the study observed that the students learning environment changed from face to face to online (or however it was changed), academic performance deteriorated because of the transition, students experienced anxiety and depression, and their financial wellbeing was affected by loss of income. To deal with the impact of lockdown, students physically exercised in their homes, enrolled for online courses and decreased following COVID-19 updates on the spread of the virus.

Keywords: *Experience of Accounting Students, COVID-19, Lockdown, Learning Environment, Academic Performance*

1.0 Introduction

COVID-19 is a new virus that was discovered in Wuhan, China, in December 2019 and has spread to many countries across the world uncontrollably, resulting in the World Health Organisation declaring it a pandemic on 11 March 2020 (Hamouche, 2020). Globally, countries reacted by introducing various strategies, from full lockdown to targeted closure to curb its spread (km. bayern, 2020). In South Africa, the government immediately announced a lockdown after diagnosis of the first patient on 05 March 2020. While the aim of these closures was to prevent the systemic spread of the virus and to avoid its transportation to vulnerable citizens, the socio-economic effects of these closures have been widespread (Nicola et al., 2020). The outbreak of the pandemic had a significant impact on the lives of students globally. Students are still faced with an increasingly unpredictable future where their academic success,

aspirations about potential jobs, and current labour market involvement may have been influenced by financial and health issues (Aucejo, French, Araya and Zafar, 2020).

Learning institutions have introduced different learning and teaching methods to mitigate the impact of college and university closure (Toquero, 2020). Online teaching and learning have been introduced due to the suspension of traditional face to face learning (Viner, Russell, Croker, Packer, Ward, Stansfield, Mytton, Bonell and Booy, 2020). Students are grappling with the transition to online learning. Accounting students are already struggling with the changes that have been implemented by the universities. Ferrel and Ryan (2020) explain that the changes that are being implemented by the learning institutions may seem minor, but may have a long-lasting impact on the career development of many students. It is, therefore, necessary to understand students experiences during a national lockdown.

1.1 Study environment

When the national lockdown was announced, students were requested to leave campus residence and return home. A study by Simonovic (2020) reveals that a combined effect of isolation and confinement increases the chances of family conflicts. In addition, Vieira et al. (2020) point out that these conflicts increase the risk of violence against women and children for as long as lockdown regulations are still in place. Additionally, daily conflicts from the impulsive decision can lead to divorce (Qui et al., 2020). This phenomenon is common in low- and middle-income communities. In addition, Di Pietro, Biagi, Costa, Karpinski and Mazza (2020) explain that students from low and middle-income families are more likely to be subjected to a stressful home atmosphere compared to their peers from affluent families. The closure of a learning institution and moving to remote learning may lead to less time for students to focus on learning. Huber et al. (2020) found that the time students spent on studies reduced by four to eight hours weekly during the COVID-19 lockdown.

COVID-19 has accelerated the adoption of remote learning. Pace, Pettit and Barker (2020) describe the adoption of remote learning during COVID-19 as crisis learning and teaching because institutions did not have time to prepare for remote learning and teaching. Remote education plays a vital role in helping students continue their learning after the interruption of the educational processes resulting from the closing of schools and universities. However, Di Pietro et al. (2020) indicate that students from disadvantaged backgrounds may not fully benefit from remote learning because they may not have basic digital skills and lack the appropriate digital capacity and infrastructure. Institutions of higher learning in South Africa had to provide some students with electronic devices (laptops, tablets) and the internet to enable a smooth transition to remote learning. Moreover, Goodman et al. (2015) argue that classroom interactions play a crucial role in helping students learn social skills that have major effects for their future personal and professional success. Therefore, attending contact lectures and having the ability to interact with other students can lead to unintended benefits.

1.2 Psychological Issues

COVID-19 brought not only the likelihood of one being infected but also an unbearable financial, social, and psychological burden on students. It is expected that the continuous spread of the outbreak, strict isolation measures and delays in opening schools, colleges and universities across the nation would impact university student's mental health (Cao et al., 2020). The growing number of patients and suspected cases, as well as the increasing number of countries affected by the outbreak, have been shown to have raised public concern about infection, which has increased anxiety (Bao et al., 2020). Moreover, a study by Di Pietro (2018) on the impact of L'Aquila earthquake on students revealed that there was an increased probability of students dropping out or not graduating on time due to post-traumatic stress disorder caused by the earthquake. The pandemic is likely to have a similar effect as it is also a natural disaster. In addition, students may stress about paying their tuition fees when a family member is infected with COVID-19 because of the fear of losing a source of income. The anxiety of students about COVID-19 may have been connected to the impact of the virus on their study (Cornine, 2020) and potential jobs (Wang et al., 2020).

1.3 Academic performance

COVID-19 is affecting many aspects of the students' lives and career advancement (Ferrel and Ryan, 2020). The essential experiences of internship and collaborative experiences will now be missed by many accounting students, a criterion that helped past generations become accountants. Because of the COVID-19 pandemic, many evaluations and placements were affected, with some either cancelled, delayed, or updated in format (Choi et al., 2020). The postgraduate research community is also affected by the COVID-19 pandemic, with many non-COVID-19 related research topics being placed on hold. In the United Kingdom, the national health research funding body has halted all non-COVID research to enable clinically trained staff who are normally on academic secondments to return to the frontline (NIHR, 2020). Moreover, COVID has caused Harvard University to close laboratories at the faculty of Arts and Science, with several institutions putting non-COVID-19 research on hold (Harvard University, 2020). In South Africa, medical and science students were the only ones that could return to campus to continue with their clinical and laboratory studies. Furthermore, many scientific conferences have been cancelled or postponed due to COVID-19 (Impey, 2020). Such conferences are the gateway to scientific study in many fields, enabling study to be disseminated while also offering opportunities for collaboration while job-seeking and networking (Impey, 2020).

1.4 Coping mechanism

The effect of COVID-19 on human emotions will also affect people's coping strategies (Subba, Subba, Singh and Mehta, 2020). Moreover, Huang, Xu, & Liu (2020) explain that coping



entails the thoughts and behaviours that people use to manage stressful experiences and feelings that relate to unique coping mechanisms to stabilise their lives. Maladaptive coping strategies such as denial and disengagement in young adults have been shown to be important predictors of depression (Nastasi, Sarkar, Varjas and Jayasena, 1980). A study by Man et al. (2020) reveals that positive reappraisal and refocusing on planning have been seen more as coping strategies in the general public. Students who returned to their parental homes reported lower stress levels relating to academic pressure and study workload, suggesting that they could have benefited from family support and reduced responsibility (Son et al., 2020).

2.0 Research Methodology

2.1 Design

This study employed non-probability convenience sampling as an effective sampling technique because of the accessibility of participants to the researcher. The majority of the participants were female within the age group of 30 to 39 years. All participants were asked to sign a consent form before the interview. The researcher collected data from participants through semi-structured in-depth telephone interviews with a view to obtaining rich data. In addition, the interviews were supported by secondary literature sources. Semi-structured in-depth interviews are preferable in qualitative research as they allow for flexibility from the participants when they respond to questions, and the researcher can probe on the themes that arise during the interview. The interviews were recorded, transcribed and coded to extract meaning from the collected data. Thematic analysis is an appropriate form of data analysis for this study—the sample of this study comprised of 25 accounting students from the University of KwaZulu-Natal in South Africa.

2.2 Results and discussion

The impact of COVID-19 is felt across all spheres of life. The outbreak has caused a lot of socio-economic and psychological impacts on students who must deal with the cancellation of lectures or postponement. The cancellation of lectures means that students will not graduate on time and their prospects of getting employment have been delayed.

2.2.1 Changes in study and living environment

Student performance is affected by the quality and availability of educational resources. Learning is more favourable when there is a conducive learning environment and infrastructure in place. The majority of the students indicated that they are living in homes that are not conducive for study. This suggests that the home environment should be conducive for learning with sufficient access to digital resources. This finding corroborates with the explanation from Day, Chang, Chung, Doolittle, Housel and McDaniel (2021) that when learning institutions

closed many students grappled with underpowered and old electronic devices (computers, phones, tablets) and no or poor internet connection. Students need to be in a home setting which is favourable to learning, also with sufficient access to digital tools. This might not be the case for a significant number of students from poor backgrounds who have to study in a small space shared with other members of the family. It would be impossible for students to succeed in their academic activities if they are unable to meet their basic needs (Wilson, Williams, and Leach, 2019). Participant B states that:

Since I moved back home, I am so distracted, and I cannot focus.

I must wait until everyone has gone to sleep for me to study because of the traffic in the house.

The majority of the respondents indicated that they perform better when learning in close proximity with their peers, lecturers, and with full access to the broad range of social, educational, and health-related resources provided by learning institutions. Lecture room engagement plays a crucial role in helping students learn social skills that have major consequences for their future success (Goodman et al., 2015). The learning that took place during the time of the pandemic lockdown was a small percentage of what students would have learned with contact lectures (Schleicher and Reimers, 2020). Some students are more likely to spend their lockdown time in a more stressful home setting.

Some students indicated that they had challenges consulting with their supervisors. The outbreak of COVID-19 forced learning institutions to adopt remote teaching to continue with teaching and learning. This follows social distancing regulations to reduce the spread of the virus.

I have difficulty getting hold of my supervisor for feedback. Before lockdown I could walk to his office if he does not answer my phone calls or emails.

The statement from participant K indicates that a lack of prompt response from the supervisors has a significant impact on students' progress. In addition, delayed feedback may lead to stress and anxiety on the students. Feedback from lecturers regarding academic success greatly affects students' academic progress (Xhomara and Bara, 2018). Moreover, lecturer feedback on academic success is expected to be the main predictor of the students' academic development.

2.2.2 Academic performance

Some participants indicated that the introduction of remote learning had a significant impact on their studies. Many students have been greatly affected by the closing of learning institutions because some of them are not accustomed to learning successfully on their own (Owusu-Fordjour, Koomson and Hanson, 2020). Students who use their smartphones to access study

material may be unable to take advantage of online learning as some content may not be compatible with smaller devices or not accessible through mobile phones. Some institutions granted students the opportunity to deregister from their studies. This decreases the chance of students graduating in time and getting into the labour market, which could subsequently lead to students dropping out. Furthermore, practical programs were affected by social distancing requirements and the closing of businesses that made it challenging or impossible for practical and work-based learning. In addition, students have lost the benefits of exchange programs between different institutions. These programs help students to network, gain international exposure and access to the foreign job market. Participant G explained that:

Internet connectivity was bad and strained. It made the download of study material and online lectures difficult.

Sometimes the system could crash during the examination and exams had to be delayed or postponed.

The comments reveal that students lacked the appropriate digital infrastructure and capacity needed to transition to online learning. Therefore, the closure of learning institutions as result of COVID-19 has highlighted the inequalities that exist amongst students. Owusu-Fordjour et al. (2020) revealed that because of the limited access to internet and the lack of technical ability of most Ghanaian students to use technological devices, the e-learning platforms rolled out also posed a challenge to most students. Additionally, there may also be major disparities between learning institutions in the provision of online teaching and learning services. Amnesty (2020) points out that South Africa has one of the world's most unequal education systems. During the lockdown, some institutions were able to provide needy students with electronic devices (laptops, tablets) and data to help them transition to online learning; however, some institutions could only provide data. For example, the University of Witwatersrand opened a digital bank where students could borrow electronic devices and apply for data; the University of KwaZulu Natal only gave data to the students while the University of South Africa gave students data during the examination period only. Lau, Yang, and Dasgupta (2020) point out that the effective transition to online learning entails the need for appropriate equipment and infrastructure. This may pose difficulties for students from low socioeconomic status.

2.2.3 Relationship with other students

Participants overwhelmingly shared that their social relationships changed mainly due to minimal physical interactions with their friends and relatives. Peer effect has a significant impact on student's achievement in a learning atmosphere. Rambaran, Hopmeyer, Schwartz, Steglich, Badaly and Veenstra (2017) found that friends inspired each other to improve academic achievement. There are several ways in which peer effects can work. A student can

be motivated to develop an interest in his or her studies by their fellow peers. Students could teach one another so that they can progress together. Participant E stated that:

I now spend more time on social media than I usually did before the COVID-19 lockdown. It is the only way I can communicate with friends and family I have not seen for more than ten months.

Not being able to visit the campus had a negative effect on my discipline and motivation.

The findings indicate that students are social beings that also need to interact with friends, family, and relatives. Holloway and Jonas (2016) suggest that family support has a significant influence on students' academic achievement. However, social distancing regulations which limit large gatherings of individuals also impact on student's relationship and social behaviour.

2.2.4 Psychological issues

All the students indicated that they had stress and anxiety resulting from uncertainty about the future of their studies. The anxiety and stress levels are exacerbated by the flow of information about the spread of the virus and the number of people being infected or dying. This could be associated with students fear of being infected or spreading the virus to their family members or friends. These findings echo a study by Meo, Abukhalaf, Alomar, Sattar and Klonoff (2020) which reveals that long-term quarantine due to COVID-19 pandemics will lead to further deterioration of medical students' psychological and learning behaviours. In addition, the uncertainty on when the vaccine would be available also adds to peoples worry about the future. Participant D laments that:

I am worried about how I would pay my tuition if my parents lost their jobs or contracted the virus.

My examination has been postponed twice now...and now I hear about the second wave and the possibility of a third or even fourth wave.

The findings indicate that students worry could have been caused by the uncertain financial future of their parents. The anxiety of students regarding COVID-19 related to the source of parental income and whether a friend or relative was infected with COVID-19 (Cao et al., 2020). This has a direct impact on the future of their education as their parents may not be able to pay for their tuition fees. In addition, student anxiety could be related to the possibility of losing the bursary or scholarship due to lack of academic progress. The anxiety of students about COVID-19 may have been connected to the impact of the virus on their studies (Cornine et al., 2020). Moreover, the postponement of examinations means an extra financial burden on students. Furthermore, the delay in writing examinations adds more stress on students who must devote extra hours to prepare.

2.2.5 Financial issues

Some students staying at the university residence come from different parts of the country or are international students. These students depend on scholarships and other sources of educational finance. When the universities closed, some of the sponsors cancelled or stopped payments to students. This caused a lot of financial burden on students, particularly those who come from large families that are financially constrained and live-in poor housing conditions. Kakuchi (2020) indicates that many Japanese students have been forced to leave university studies for financial reasons due to the COVID-19 outbreak, which resulted in jobs losses. The closing of learning institutions has highlighted a myriad of social and economic problems that exist among students including student debt (Jamerson, Josh and Joshua, 2020). Some institutions of higher learning in South Africa have agreed to reimburse students part of their tuition fees paid for the 2020 academic year to ease the financial burden on students.

The outbreak of COVID-19 has had a negative effect on student's involvement in the labour market and the likelihood of getting employment after graduation. A study by Aucejo et al. (2020) found that approximately forty percent of students lost their jobs and internship (a job offer) while thirty percent had their salaries reduced. This suggests how public health emergencies, as a function of the financial condition of the individual, family resources or other factors, can magnify inequalities that exist within communities (Husky, Kovess-Masfety and Swendsen, 2020). The financial loss of the family may have an even more alarming and permanent effect on student's mental health (Brooks et al., 2020). In addition, Yeasmin et al. (2020) reveal that sixty-seven percent of the participants indicated that they were worried about their financial situation as result of COVID-19 pandemic.

As a freelance photographer, my financial and artistic wellbeing were negatively affected. I am going to be in more debt and unable to pay my accounts.

I was meant to start with my internship this year, but my appointment was cancelled.

The views expressed by participant J indicate that although remote learning has provided some continuity in academic learning, the crisis has hit practical training hard. This training plays a key role in the transition of students to the labour market by ensuring alignment between learning and employment. With the pandemic still raging and some countries in an economic recession, the question remains whether businesses will be able to take on interns while they continue to recover from the financial decline. Trainees that have been placed in businesses in the tourism sector that has come to a halt because of COVID-19 regulations have effectively halted their career pursuit. The concern of students about COVID-19 may have been connected to the impact of the virus on their future employment (Wang, Horby, Hayden and Gao, 2020). The professional future of many students hangs in the balance as the pandemic continue to wreak havoc on the economy and society at large. Student funding is also affected by the coronavirus outbreak as many donors have cancelled or reduced the number of new

scholarships for students. Dailymaverick (2021) reports that many students at Witwatersrand University are at the risk of financial exclusion as they are unable to pay their outstanding debt, which has been exacerbated by the job losses or death of their parents caused by COVID-19.

2.2.6 Copying mechanisms

Individuals respond to life situations in different ways. Some situations push people to act beyond their usual capabilities “to think out of the box” however, some situations might stimulate negative thoughts or thinking for the worst. Students might perceive the outbreak of the virus in a negative way because of the disruption in their academic progress, but some might see this as an opportunity to catch up with their studies or acquire an extra skills. Participant D states that:

I used the data from the university to enrol for short online programming on Udemy Academy. This is for my own personal development. I also watched YouTube lectures.

These findings show that students enrolled in online courses to keep up with their academic development. This further indicates that students were optimistic about the future. In addition, enrolling for online courses improves their skills and prospects of securing employment.

Students also indicated that they had to exercise indoors and meditate to keep up with their physical and mental wellbeing. Successful stress management really comes down to some improvements in lifestyle and coping strategies, such as caring about what you eat, having enough sleep, understanding job overload, building stress-resistant workspaces, and regularly exercising (Kassymova, Kosherbayeva, Sangilbayev and Schachl, 2018). Participant A suggests that:

10-minute run at least four times a week around my neighbourhood and sometimes a 3 min exercising in the house. I stopped following updates on coronavirus infections and death.

These findings are supported by the study conducted by Xiao and Cooke (2012) on Work–life balance in China. They found that some employees joined the gym and sports clubs to remain fit and to interact with other individuals with similar experiences. In addition, Lu et al. (2016) revealed that workers consumed caffeinated beverages, interacted with colleagues, and stretched or did exercises to cope with fatigue. By decreasing the intake of information on the rate of death and infection, individuals would worry less about the possibility of being infected or dying. Individuals may choose not to focus on stress and conflicts expecting that things may fix themselves (Baqtayan, 2015). This indicates that people cannot be in a constant state of fear and psychological tension. The copying strategy that an individual adopts can be effective or ineffective in responding to a stressful situation (Baqtayan, 2015).



2.3 Conclusion

The outbreak of the COVID-19 virus has had a significant impact on student's life in all spheres. Therefore, the closure of learning institutions in South Africa and the transition to online learning has exacerbated the social inequalities that exist among students, caused mental issues and shown the lack of preparedness by the learning institution. Although minimal support was provided to students, there is still limited access to digital technology to enable the transition to online learning. In addition, the financial impact caused by the COVID-19 regulations also causes stress among students who must find strategies to deal with the challenges of the COVID-19 epidemic. There is a need for learning institutions and the government to develop strategies to help students smoothly transition to remote learning. Developing and improving digital infrastructure are key enablers to smooth the transition to remote learning. This study focused on the experience of accounting students during the pandemic. Therefore, future studies can investigate the preparedness of institutions of higher learning in embracing online education during disasters such as COVID-19.



REFERENCES

- Amnesty. (2020). South Africa: Broken and unequal education perpetuating poverty and inequality, Available: <https://www.amnesty.org/en/latest/news/2020/02/south-africa-broken-and-unequal-education-perpetuating-poverty-and-inequality/>
- Aucejo, E.M., French, J., Araya, M.P.U., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of public economics*, 191, 104271.
- Bao, Y., Sun, Y., Meng, S., Shi, J., & Lu, L. (2020). 2019-nCoV epidemic: address mental health care to empower society. *Lancet* 395 (10224), e37–e38 London, England.
- Baqutayan, S.M.S. (2015). Stress and coping mechanisms: A historical overview. *Mediterranean Journal of Social Sciences*, 6(2 S1), 479-479.
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *The Lancet*, 395(10227), 912–920.
- Cornine, A. (2020). Reducing nursing student anxiety in the clinical setting: An integrative review. *Nursing education perspectives*, 41(4), 229-234.
- Dailymaverik. (2021). Unprecedented number of students at risk of financial exclusion, says Wits SRC, Available: <https://www.dailymaverick.co.za/article/2021-02-17-unprecedented-number-of-students-at-risk-of-financial-exclusion-says-wits-src/>
- Day, T., Chang, I.C.C., Chung, C.K.L., Doolittle, W.E., Housel, J., & McDaniel, P.N. (2021). The immediate impact of COVID-19 on postsecondary teaching and learning. *The Professional Geographer*, 73(1), 1-13.
- Di Pietro, G., Biagi, F., Costa, P., Karpinski, Z., & Mazza, J. (2020). The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets. *Luxembourg: Publications Office of the European Union*.
- Ferrel, M.N., & Ryan, J.J. (2020). The impact of COVID-19 on medical education. *Cureus*, 12(3), e7492.
- Holloway, S.D., & Jonas, M. (2016). Families, culture, and schooling. *Handbook of social influences in school contexts: Social-emotional, motivation, and cognitive outcomes*, 258-272.
- Husky, M.M., Kovess-Masfety, V., & Swendsen, J.D. (2020). Stress and anxiety among university students in France during Covid-19 mandatory confinement. *Comprehensive Psychiatry*, 102, 152191.
- Jamerson, K., Josh, M. & Joshua, B. (2020). Student-Loan Debt Relief Offers Support to an Economy Battered by Coronavirus. *Wall Street Journal*, 99-96.
- Kakuchi, S. (2020). COVID-19 hits student finances, amid calls for wider reforms, Available: <https://www.universityworldnews.com/post.php?story=20200508141842584>.
- Kassymova, K., Kosherbayeva, N., Sangilbayev, S., & Schachl, H. (2018). Stress management techniques for students. In *International Conference on the Theory and Practice of Personality Formation in Modern Society (ICTPPFMS 2018)*. Atlantis Press.



- Km.bayern. (2020). Lessons at Bavarian schools are discontinued, [internet]. Bavarian State Ministry for Education and Culture, Available: <https://www.km.bayern.de/allgemein/meldung/6901/unterricht-anbayerischen-schulen-wird-eingestellt.html>.
- Lai, J., Ma, S., Wang, Y., Cai, Z., Hu, J., Wei, N., Wu, J., Du, H., Chen, T., Li, R., & Tan, H. (2020). Factors Associated with Mental Health Outcomes Among Health Care Workers Exposed to Coronavirus Disease 2019. *JAMA network open*, 3(3), e203976-e203976.
- Man, M.A., Toma, C., Motoc, N.S., Necrelescu, O.L., Bondor, C.I., Chis, A.F., Lesan, A., Pop, C.M., Todea, D.A., Dantes, E., & Puiu, R. (2020). Disease perception and coping with emotional distress during COVID-19 pandemic: A survey among medical staff. *International journal of environmental research and public health*, 17(13), 4899.
- Meo, S.A., Abukhalaf, A.A., Alomar, A.A., Sattar, K., & Klonoff, D.C. (2020). COVID-19 pandemic: impact of quarantine on medical students' mental wellbeing and learning behaviors. *Pakistan journal of medical sciences*, 36(S4), S43-48.
- Nastasi, B.K., Sarkar, S., Varjas, K., & Jayasena, A. (1998). Participatory model of mental health programming: Lessons learned from work in a developing country. *School Psychology Review*, 27(2), 260-276.
- Nicola, M., Alsafi, Z., Sohrabi, C., Kerwan, A., Al-Jabir, A., Iosifidis, C., Agha, M., & Agha, R. (2020). The socio-economic implications of the coronavirus pandemic (COVID-19): A review. *International journal of surgery (London, England)*, 78, 185.
- Owusu-Fordjour, C., Koomson, C.K., & Hanson, D. (2020). The impact of Covid-19 on learning-the perspective of the Ghanaian student. *European Journal of Education Studies*, 7(3), 89.
- Rambaran, J.A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2017). Academic functioning and peer influences: A short-term longitudinal study of network-behaviour dynamics in middle adolescence. *Child development*, 88(2), 523-543.
- Simonovic, D. (2020). States Must Combat Domestic Violence in the Context of COVID-19 Lockdowns-UN Rights Expert, United Nations Office of the High Commissioner for Human Rights, Geneva.
- Subba, R., Subba, H.K., Singh, J.P., & Mehta, R.K. (2020). Psychological Impact and Coping Strategies of Nursing Students during the Outbreak of Coronavirus Disease in Nepal. *Asian Journal of Multidisciplinary Studies*, 8, 9.
- Toquero, C.M. (2020). Challenges and Opportunities for Higher Education Amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Research*, 5(4), em0063.
- Viner, R.M., Russell, S.J., Croker, H., Packer, J., Ward, J., Stansfield, C., Mytton, O., Bonell, C., & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. *The Lancet Child & Adolescent Health*, 4(5), 397-404.
- Wang, C., Horby, P. W., Hayden, F. G., & Gao, G. F. (2020). A novel coronavirus outbreak of global health concern. *The Lancet*, 395(10223), 470-473.



-
- Wilson, S.L., Williams, L.D., & Leach, M. (2019). The invisible dilemma of collegiate homelessness. *Therapy*, 2(1), 37-40.
- Xiao, Y., & Cooke, F.L. (2012). Work–life balance in China? Social policy, employer strategy and individual coping mechanisms. *Asia Pacific Journal of Human Resources*, 50(1), 6-22.