Predictors of Students' Achievement Scores During Pandemic and Post-Pandemic

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The COVID-19 pandemic resulted in school closures that interrupted student learning. Such interruptions could cause students to lose learning opportunities and forget what they have already learned. In response, schools employed alternative learning strategies. Considering the impact of the disruption during and after the pandemic, this study examines age, gender, and socio-emotional competencies as predictors of student academic performance. Data from the Performance Assessment of Standards and Skills (PASS) and Assessment of Social and Emotional Competency (ASEC) from grades 1 through 10 were analyzed using multiple linear regression. The results showed that there is a significant relationship ($p < 0.001$) between English achievement scores and social and emotional competency (SEC) during the pandemic (SY2021-2022) and post-pandemic (SY2022-2023). It was also found that students at higher grade levels scored lower in English, Mathematics, and Science than those at lower grade levels. Although students at higher grade levels had low achievement scores, further analysis showed that students' SEC significantly moderates ($p < 0.001$) the relationship between grade level and achievement scores—the higher the students' SEC level, the higher their achievement scores. The authors provided possible reasons to explain these results as well as recommendations for future studies that can be conducted.

Keywords: academic performance, COVID-19 pandemic, multiple linear regression, moderation, socio-emotional competencies