Female Student's Socio-Economic, Socio-Affective and Academic Experience during Covid-19 Pandemic

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Abstract: **This is a descriptive study using a quantitative approach which main objective aimed to determine the female students' socio-economic, socio-affective and academic experience during the COVID-19 pandemic. Specifically, this determined the demographic profile of respondents as to course, year level, and family monthly income, the extent of female students' life experience as a whole and in term of domestic, affective, academic, and social experience and the significant difference on female students' life experience grouped according to course, year level, and family monthly income profile. Results revealed that in terms of demographic profile, the highest percentage as to the courses is the Teacher Education and the lowest is the BS Statistics. 30% is third year and 4.5% are fourth year. Moreover, 221 of them are having below Php 15,000 monthly income. In general, the extent of female students' life experience got frequently experiences in terms of domestic, academic, affective, and social experience. In conclusion, the researcher identified no significant difference on female students' life experience when grouped according to profile.**

Keywords: **social science, quantitative approach, female students, socio-economic, socio-affective, academic, COVID-19 pandemic**

I. INTRODUCTION

Education is essential for everyone. It has been long recognized as an important element in the development of a person's natural growth and success. Each year, thousands of students go to Universities and Colleges to pursue higher education. However, the outbreak of coronavirus disease (COVID-19) pandemic which started in China in December 2019 happened, and it has taken the world by storm affecting many lives including students whose studies are immediately affected by nationwide lockdowns. They are also suddenly denied to readily accessible education due to government restrictions in the hope to control and even contain the spread of the said virus. COVID-19 is defined as illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China (*Cennimo, David J., 2021*).

In the hope to highlight and provide better understanding on the challenges that females experience during the pandemic, this study's main objective is to gather the data on female students' self-reported experiences in Central Philippines State University during the pandemic to help assist the university in forming a theoretical basis in determining possible problems and addressing them in order to come up for a better solution in helping students in times of similar pandemic in the future. This study should also help in creating guidelines on possible systems and techniques to moderate and asses the behaviours and experiences of students in times of pandemic, to better understand the psychological impact and other issues brought during such health crisis. The scale of this pandemic affects girls and young women in all aspects of their daily lives: their safety, wellbeing, education, economic security, health, nutrition and access to technology. All pre-existing inequalities are made worse by COVID-19 (*Halting lives: The impact of COVID-19 on girls and young women, 2020).* With this, it is important to better understand the unique vulnerabilities females experience during this trying time and this is what this research is trying to recognize.

II. OBJECTIVE OF THE STUDY

The main objective of this study aimed to gather data on female students' socio-economic, socio-affective, and academic experience during COVID-19 pandemic. Specifically, this study determined the demographic profile of every respondent when they are grouped according to (a) course, (b) year level, and (c) family monthly income, the extent of female students' life experience as a whole and in term of domestic, affective, domestic, and social experience and the significant difference on female students' life experience when they are grouped according to course, year level, and family monthly income profile.

III. METHODOLOGY

Research Design

This research study aimed to investigate the academic, affective, domestic and socio experiences of the female students in Central Philippines State University (CPSU). This is a descriptive study using a quantitative approach in order to connect with the participants and to better understand the challenges that these female students face amidst pandemic.

The Respondents of the Study

The respondents of the study were the selected female students enrolled in Central Philippines State University. Respondents in this study came from different year levels enrolled in the university.

Sampling Techniques

Female students participated in this study. The researcher in this study used purposive sampling, which

according to Devers & Frankel (2000), using purposive sampling enhances the understanding of the researchers to the selected individuals or groups' experience that can help them to choose their participants that will be fit for the study. The respondents were screened based on the following criteria:

a. Currently enrolled in CPSU
b. Female Student

Data Collection Instruments

This study used a researcher-made online survey instrument to measure female students' life experiences during the pandemic. The instrument was divided into parts. Part I and II of the online survey were allotted to personal information and consent form, respectively. Part III gathered the respondents' demographic information such as course, year level, and family monthly income. Lastly, Part IV surveyed the respondents' life experiences during the pandemic, which consisted of four subscales comprised of five items on the *domestic experience* (1,6,9,17,20), *academic experience* (2,7,12,18,19), *affective experience* (3,5,11,14,16), and *social experience* (4,8,10,13,15). The construction of the subscales was based on relevant literature on 'domestic experience' or students' experiences at home, including the family dynamics during the pandemic); 'academic experience' or students' experience of remote learning/modular learning due to school closure; 'affective experience' or students' stress/anxiety caused by the pandemic; and 'socio experience' or social and physical activities that the students during the pandemic (Goulds, Fergus & Winslow, 2020; Favara et al., 2021; Burzynska & Contreras, 2020; Silva, de Sampaio Brito & Pereira, 2020; Dove, Wong, Gustafson & Corneil, 2020).

Validity and Reliability of the Research Instrument

Results of the reliability testing is presented in the table below.

Level of School Governance	Cronbach's Alpha	Interpretation
Domestic experience	0.639	Moderate Reliability
Academic experience	0.446	Low Reliability
Affective experience	0.583	Moderate Reliability
Social experience	0.504	Moderate Reliability

Reliability analysis indicated that the instrument measuring the life experience of students is highly reliable having an overall Cronbach's alpha value of 0.786. Moreover, the four subscales have reliability values ranging from 0.446 to 0.639, indicating moderate reliability in each subscale.

Data Collection Procedure

The data collection was carried out using Google Form containing the survey questionnaire through the help of the CAS Research Section because of the absence of face-to-face instruction and health restrictions brought about by Covid 19. After the adviser and the researcher had finalized the revision of the survey instrument, it was endorsed to CAS

Research section which helped in facilitating the validity and reliability tests. Then, when validity and reliability of the instrument was established, CAS Research Section helped in the conduct of the study via virtual channels tapping the assistance of the instructors handling research courses. Student responses to the survey go directly to a single drive managed by the CAS Research Section. Once target number of responses was reached, CAS Research Section forwarded the data to the statistician for analysis. The analyzed data, then, was sent to the researcher and the adviser.

Data Analysis

Appropriate statistical tools were used to answer the given research problems.

To determine students' course, year level, and family income profile, frequency and percentage distribution were used.

Moreover, to measure the extent of female students' life experience as a whole and in terms of domestic, affective, affective, and social experience, mean was used.

Lastly, Kruskal Wallis H test was used to determine whether there is a significant difference on female students' life experience when they are grouped according to course and year level, while Mann Whitney U test was used to determine whether there was a significant difference on female students' life experience when grouped according to their monthly income.

IV. RESULTS AND DISCUSSION

Respondents Demographic Profile

The table below shows the frequency and percentage distribution on the respondent's demographic profile in terms of their course, year level and monthly income.

Table 2. Demographic profile the respondents

Profile	Frequency	Percent
Course		
• Agriculture, Animal Science, Forestry, Agribusiness	27	10.9
• Bachelor of Arts in English Language	54	21.9
• Bachelor of Arts in Social Science	7	2.8
• Bachelor of Science in Statistics	3	1.2
• Criminology	40	16.2
• Engineering	6	2.4
• Hospitality Management	36	14.6
• Information Technology	14	5.7
• Teacher Education (BEED, BSED, ECE, BPE)	60	24.3
Year Level		
• First year	73	29.6
• Second year	89	36.0

• Third year	74	30.0
• Fourth year	11	4.5
Monthly Income		
• Below Php 15,000	221	89.5
• Php 15,000 and above	26	10.5
Total	247	100.0

The table shows that in terms of demographic profile, the highest percentage as to the courses is the Teacher Education (BEED, BSED, ECE, BPE) with frequency count of 60 or 24.3% and the lowest is the Bachelor Science in Statistics with frequency count of 3 or 1.2%. As to the year level, 30% is third year and 4.5% are fourth year. Moreover, most of them are having below Php 15,000 with frequency count of 221 or 89.5% as to their monthly income.

Extent of Female Students' Life Experience as a Whole and in terms of Domestic, Affective, Academic and Social Experience

Tables 3,4,5,6&7 below shows the extent of female students' life experience as a whole in terms of domestic, affective, academic and social experience.

Table 3. Extent of female students' life experience in term of domestic experience

	Mean	Std. Deviation	Interpretation
1. During the pandemic, I spend less time studying because of household work.	4.09	.940	Frequently Experienced
6. As I stay at home because of the pandemic, I end up spending more time helping out at home instead of studying.	4.20	.849	Frequently Experienced
17. During the pandemic, I take advantage of the situation to earn extra income to help my family which reduce my time for learning.	3.82	1.146	Frequently Experienced
20. During the pandemic, my time is spent more on helping my siblings in their modules than doing my own.	3.67	1.184	Frequently Experienced
Domestic Experience	**3.94**	**.720**	**Frequently Experienced**

This table uncovers the mean extent of female students' life experience in terms of domestic experience having the mean rating of 3.94 and it was interpreted as frequently experienced. This means that students' life experience in terms of domestic experience were frequently experienced during the pandemic.

On a study about *The impact of COVID-19 on girls and young women* conducted by Sharon Goulds, Isobel Fergus and Esther Wislow on 2020, concluded that girls and young women recognize that, post COVID-19, their education, employment prospects and future economic status are under threat. Also revealed in this study that families who have begun to realize the value of girls' education will be forced by escalating poverty into making decisions for their girls that involve early marriage rather than attending school. They also cited that the burden of household chores will weigh heavily and that depression and anxiety have, during COVID-19, hit girls and women harder. Lastly, families have become pressure cookers and gender-based violence has been on the increase everywhere.

Table 4. Extent of female students' life experience in term of affective experience

	Mean	Std. Deviation	Interpretation
3. During the pandemic, I worry that anyone from my family might get infected of COVID-19.	4.45	.844	Frequently Experienced
5. During the pandemic, I worry about my family's financial insecurity or difficulty.	4.62	.700	Frequently Experienced
11. While staying at home during the pandemic, I worry about how I can continue my schooling.	4.19	1.020	Frequently Experienced
14. I feel uneasy when reading or watching news about COVID-19.	3.90	.949	Frequently Experienced
16. During the pandemic, I feel sad if can't focus on my learning modules.	4.34	.887	Frequently Experienced
Affective Experience	**4.30**	**.543**	**Frequently Experienced**

This table reveals the mean extent of female students' life experience in term of affective experience having the mean rating of 4.30 or 0.54% and it was interpreted as frequently experienced.

Majority of the students responded that the information from their life experiences helped them on their affective experience as reflected with the highest mean rating of 3.58. This implied that the life experiences of female students during the pandemic affects their learning development.

This affirms the result of the study on the *Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations* published on August 27, 2020, which examines the impact of the pandemic on the anxiety level of university students in Malaysia during the peak of the crisis and the pertinent characteristics affecting their anxiety. The main stressors include financial constraints, remote online teaching and uncertainty about the future with regard to academics and career. Stressors are predominantly financial constraints, remote online learning, and uncertainty related to their academic performance, and future career prospects. Thus, this study through the result of evaluation of the experiences of female students in CPSU with regards to the pandemic tells that it has affected them mentally.

Table 5. Extent of female students' life experience in term of academic experience

	Mean	Std. Deviation	Interpretation
2. During the pandemic, I feel that I have least learning opportunities compared to my male classmates.	3.20	1.104	Sometimes Experienced
7. During the pandemic, I feel that I have least access to learning resources (e.g. internet, technology) compared to my male classmates.	3.51	1.175	Frequently Experienced
12. I think of quitting school because of the pandemic.	2.99	1.441	Sometimes Experienced
18. During the pandemic, I feel that I have limited opportunity to excel academically than my male classmates.	3.44	1.139	Sometimes Experienced
19. During the pandemic, I feel more motivated to continue my education more than anything else.	3.72	1.116	Frequently Experienced
Academic Experience	**3.37**	**.670**	**Sometimes Experienced**

This presents the result on the extent of female students' life experience in term of academic experience having the mean rating of 3.38 and interpreted as sometimes experienced. This means that students sometimes experienced poor academic interest due to pandemic.

Noticed item 12 has the lower rate, this simply means that students were almost wanted to choose quitting school because of pandemic. For item 2, the female student felt having least opportunities than males.

Though some students were struggling in terms of their academic, item 19 still shows that students were felt more motivated to continue their educations more than anything else having the mean of 3.72.

According to the result of the study entitled *Student's Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study* published on December 2020 by the Jamia Millia Islamia (Central University) and Guru Gobind Singh Indraprastha University through online questionnaire which aimed to examine the academic experience of students with regards to their perception and readiness about online-learning system adopted at the university level during the ongoing COVID-19 pandemic, it was found out that students have positive perception towards e-learning and thus acceptance of this new learning system took place. It has also empirically demonstrated the significance of e-learning in the time of COVID-19 crisis. In fact, e-learning has emerged as a new way of enhancing the learning process where social media may further improve the learning output.

Table 6. Extent of female students' life experience in term of social experience

	Mean	Std. Deviation	Interpretation
4. During the pandemic, I feel more isolated than my brothers or male friends.	3.22	1.190	Sometimes Experienced
8. During the pandemic, I have limited access to recreational spaces while my brothers or male friends can go outside for recreation.	3.48	1.133	Sometimes Experienced
10. During the pandemic, I have equal opportunities in terms of physical activities (e.g. exercise, cycling, gardening).	3.51	1.147	Frequently Experienced
13. During the pandemic, I have equal opportunities in terms of social activities (e.g. visiting nearby places with family or friends while practicing safety protocols).	3.53	1.070	Frequently Experienced
15. During the pandemic, I resort social media to interact with my friends while my brothers or male friends can enjoy outdoor activities.	3.41	1.129	Sometimes Experienced
Social Experience	**3.43**	**.657**	**Sometimes Experienced**

Results revealed that students indicated as to their social experiences, they sometimes experienced the given statements having the mean rating 3.43. Observed that statements 10 and 13 got the same interpretation which is frequently experienced. This implied that female students' life experience in terms of social experience have equal opportunities in terms of physical activities and social activities.

However, statement 4 got the lowest mean rating of 3.22 and it was interpreted as sometimes experienced wherein during the pandemic, female students felt more isolated than their brothers or male friends.

The result is in conformity with the result of the study titled *Impact of the COVID-19 Pandemic on the Social and Educational Aspects of Saudi University Students' lives* conducted by Abdulelah A. Alghamdi published on April 14, 2021. Result of this study indicates that students enjoyed time with their families and that their family relationships were strong throughout the COVID-19 pandemic. On the other hand, the results related to the negative impacts indicate that students were more concerned about being a burden on others because of infection by COVID-19 than of being alone or disconnected from everyone due to the COVID-19 pandemic.

Table 7. Extent of female students' life experience as a whole

	Mean	Std. Deviation	Interpretation
Domestic experience	3.94	.720	Frequently Experienced
Academic experience	3.37	.670	Sometimes Experienced
Affective experience	4.30	.543	Frequently Experienced
Social experience	3.43	.657	Sometimes Experienced
Life experience	**3.88**	**.525**	**Frequently Experienced**

In general, the extent of female students' life experience got frequently experiences having a mean rating of 3.88 in terms of domestic, academic, affective, and social experience. It is clearly shown on the table above that the highest mean rating is the affective experiences, followed by the domestic experiences with the mean rating of 3.94, and social experiences with the mean rating of 3.43. The lowest mean rating of 3.37 is the academic experience.

Significant Difference on Female Students' Life Experience

The significant difference on female students' life experience when they are grouped according to course, year level, and family monthly income profile are presented in tables 8, 9 & 10 below.

Table 8. Significant difference on female students' life experience when they are grouped according to course

VARIABLE	TEST STATISTIC	P-VALUE	DECISION FOR H_0	CONCLUSION
Domestic experience	5.545	.698	Do not reject Ho	Not significant
• Agriculture, Animal Science, Forestry, Agribusiness (Mean Rank = 131.30)				
• Bachelor of Arts in English Language (Mean Rank = 112.12)				
• Bachelor of Arts in Social Science (Mean Rank = 112.36)				
• Bachelor of Science in Statistics (Mean Rank = 121.17)				
• Criminology (Mean Rank = 138.99)				
• Engineering (Mean Rank = 146.92)				
• Hospitality Management (Mean Rank = 120.08)				
• Information Technology (Mean Rank = 105.86)				
• Teacher Education (Mean Rank = 127.21)				
Academic experience	11.632	.168	Do not reject Ho	Not significant
• Agriculture, Animal Science, Forestry, Agribusiness (Mean Rank = 115.46)				
• Bachelor of Arts in English Language (Mean Rank = 107.23)				
• Bachelor of Arts in Social Science (Mean Rank = 153.93)				
• Bachelor of Science in Statistics (Mean Rank = 49.50)				
• Criminology (Mean Rank = 143.51)				
• Engineering (Mean Rank = 139.67)				
• Hospitality Management (Mean Rank = 131.63)				
• Information Technology (Mean Rank = 125.07)				
• Teacher Education (Mean Rank = 123.77)				
Affective experience	9.047	.338	Do not reject Ho	Not significant
• Agriculture, Animal Science, Forestry, Agribusiness (Mean Rank = 124.61)				
• Bachelor of Arts in English Language (Mean Rank = 112.83)				
• Bachelor of Arts in Social Science (Mean Rank = 130.93)				
• Bachelor of Science in Statistics (Mean Rank = 135.33)				
• Criminology (Mean Rank = 126.79)				
• Engineering (Mean Rank = 90.33)				
• Hospitality Management (Mean Rank = 128.63)				
• Information Technology (Mean Rank = 89.79)				
• Teacher Education (Mean Rank = 139.12)				

Social experience	13.274	.103	Do not reject Ho	Not significant
• Agriculture, Animal Science, Forestry, Agribusiness (Mean Rank = 137.00)				
• Bachelor of Arts in English Language (Mean Rank = 106.65)				
• Bachelor of Arts in Social Science (Mean Rank = 152.36)				
• Bachelor of Science in Statistics (Mean Rank = 94.67)				
• Criminology (Mean Rank = 135.96)				
• Engineering (Mean Rank = 99.25)				
• Hospitality Management (Mean Rank = 148.10)				
• Information Technology (Mean Rank = 107.75)				
• Teacher Education (Mean Rank = 115.76)				
Life experience	8.891	.352	Do not reject Ho	Not significant
• Agriculture, Animal Science, Forestry, Agribusiness (Mean Rank = 130.69)				
• Bachelor of Arts in English Language (Mean Rank = 106.40)				
• Bachelor of Arts in Social Science (Mean Rank = 149.29)				
• Bachelor of Science in Statistics (Mean Rank = 100.00)				
• Criminology (Mean Rank = 136.19)				
• Engineering (Mean Rank = 121.17)				
• Hospitality Management (Mean Rank = 137.97)				
• Information Technology (Mean Rank = 99.86)				
• Teacher Education (Mean Rank = 124.49)				

Kruskal Wallis *H* test was used to determine whether there is a significant difference on female students' life experience when they are grouped according to course. Result showed that there is no significant difference on female students' life experience when they are grouped according to course $(H=8.891, p=.352)$. This suggests that female students, regardless of their course, have the same experience during the pandemic.

Table 9. Significant difference on female students' life experience when they are grouped according to year level

VARIABLE	TEST STATISTIC	P-VALUE	DECISION FOR H_0	CONCLUSION
Domestic experience	1.944	.584	Do not reject Ho	Not significant
• First year (Mean Rank = 120.20)				
• Second year (Mean Rank = 130.87)				
• Third year (Mean Rank = 122.45)				
• Fourth year (Mean Rank = 104.09)				
Academic experience	.319	.956	Do not reject Ho	Not significant
• First year (Mean Rank = 121.00)				
• Second year (Mean Rank = 123.94)				
• Third year (Mean Rank = 125.84)				
• Fourth year (Mean Rank = 132.00)				
Affective experience	2.257	.521	Do not reject Ho	Not significant
• First year (Mean Rank = 114.93)				
• Second year (Mean Rank = 125.70)				
• Third year (Mean Rank = 131.89)				
• Fourth year (Mean Rank = 117.41)				

Social experience	2.851	.415	Do not reject Ho	Not significant
• First year (Mean Rank = 128.49)				
• Second year (Mean Rank = 114.10)				
• Third year (Mean Rank = 131.55)				
• Fourth year (Mean Rank = 123.50)				
Life experience	.388	.943	Do not reject Ho	Not significant
• First year (Mean Rank = 122.15)				
• Second year (Mean Rank = 123.36)				
• Third year (Mean Rank = 127.74)				
• Fourth year (Mean Rank = 116.27)				

Kruskal Wallis *H* test was also used to determine whether there is a significant difference on female students' life experience when they are grouped according to year level. Result reported that there is no significant difference on female students' life experience when they are grouped according to year level *(H=.388, p=.943)*. This suggests that female students, regardless of their year level, have the same experience during the pandemic.

Table 10. Significant difference on female students' life experience when they are grouped according to family monthly income profile

VARIABLE	TEST STATISTIC	P-VALUE	DECISION FOR H_0	CONCLUSION
Domestic experience	2702.000	.617	Do not reject Ho	Not significant
• Below Php 15,000 (Mean Rank = 123.23)				
• Php 15,000 & above (Mean Rank = 130.58)				
Academic experience	2355.500	.132	Do not reject Ho	Not significant
• Below Php 15,000 (Mean Rank = 126.34)				
• Php 15,000 & above (Mean Rank = 104.10)				
Affective experience	2843.000	.930	Do not reject Ho	Not significant
• Below Php 15,000 (Mean Rank = 123.86)				
• Php 15,000 & above (Mean Rank = 125.15)				
Social experience	2756.000	.733	Do not reject Ho	Not significant
• Below Php 15,000 (Mean Rank = 123.47)				
• Php 15,000 & above (Mean Rank = 128.50)				
Life experience	2847.000	.940	Do not reject Ho	Not significant
• Below Php 15,000 (Mean Rank = 124.12)				
• Php 15,000 & above (Mean Rank = 123.00)				

Mann Whitney *U* test was used to determine whether there is a significant difference on female students' life experience when grouped according to their monthly income. Result reported that there is no significant difference on female students' life experience when they are grouped according to income *(U=2847.000, p=.940)*. This suggests that female students, whether their income is below Php 15,000 or greater, have the same experience during the pandemic.

V. CONCLUSIONS

In conclusion, the researcher identified different students' learning experience during the COVID-19 pandemic. First, there is no significant difference on female students' life experience when they are grouped according to course *(H=8.891, p=.352)* which suggests that female students, regardless of their course, have the same experience during the pandemic. Second, there is no significant difference on female students' life experience when they are grouped according to year level *(H=.388, p=.943)* suggesting that female students, regardless of their year level, have the same experience during the pandemic. Lastly, there is no

significant difference on female students' life experience when they are grouped according to income *(U=2847.000, p=.940)*. This suggests that female students, whether their income is below Php 15,000 or greater, have the same experience during the pandemic.

VI. RECOMMENDATIONS

Stemming from the findings and conclusions, the following recommendations is proposed as a starting place for higher education institutions: First, *continue to communicate*. Students generally reported a high level of understanding institutional policies. As colleges and universities generate new policies and announce these decisions for the upcoming academic year, they should continue to communicate them broadly. Institutions should consider targeted outreach to certain student subgroups especially females, to relay specific policy implications. Second, *rethink technical and specialized coursework*. Given the challenges that female students encountered with technical resources and coursework, colleges and universities will need to adapt related coursework more heavily for remote instruction and/or give special consideration regarding the extent to which relevant classes can be prioritized to take place in-person. Third, *enhance connection and collaboration*. While there have been tremendous efforts across the higher education sector to ensure instructional continuity, many students reported lacking the interpersonal connection with one another that is a key component of the educational experience, especially within residential institutions. Further, from a curricular perspective, group projects and presentations were among the most difficult types of assignments especially to female students who stayed at home more than the male students. Student affairs leaders who have not yet developed robust student life offerings in a digital format and/or have not yet raised awareness of these offerings, as well as faculty who have not adapted group work for teaching and learning at a distance, will need to provide a more fulfilling college experience both inside and outside of "the classroom." Fourth, *invest in academic and financial advising*. Understandably, many students are concerned and uncertain about their financial and academic standing and want more information from departments providing corresponding services. Being prepared to reach a greater share of students and bolster awareness of these services may require investments in additional personnel and systems. Lastly, *target students with the greatest need*. Students from groups that were historically underserved and marginalized before the pandemic were more likely to face challenges like the female students. When resources are scarce, which is the case for all but very few higher education institutions, they should be made available to those who need it the most. This is not only important for furthering the mission of higher education institutions in serving the public good but is a practical step for ensuring students do not leave higher education without completing a degree.

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