



Research Article

Phenomenologizing the mental health status of students in the midst of pandemic

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ABSTRACT

The COVID-19 outbreak and the subsequent lockdowns have taken the whole world by storm. Thus, this phenomenological study sought to explore and understand the lived experiences of college students affecting their mental health status during pandemic. It specifically sought to identify the potential mental stressors and the coping mechanisms employed by students during the pandemic. A total of 20 participants were purposively chosen to take part in the investigation. The data were collected through semi-structured interviews and analyzed using the Phenomenological Interpretative Analysis. The thickness and richness of the field texts gathered afforded the identification of the emerging five interesting themes relative to the stressors of students during pandemic. These are as follows: 1) financial struggle; 2) academic related stress; 3) health issues; 4) social isolation; and 5) relationship issues. Further, students were able to apply coping strategies to alleviate their mental stress during the pandemic: These are as follows: 1) seeking support; 2) Maintaining positive behavior; 3) utilizing social media for communication; and 4) self-management. Finally, proper dissemination of the result of the study and presentation of the proposed intervention program to the administration, deans, program chairs, and all faculty members for evaluation and proper implementation could be done to address the mental health issues of students during the pandemic.

Keywords: *Home Learning; Modular Remote Learning; Pandemic*

1. INTRODUCTION

The negative consequences of the unique coronavirus infectious disease pandemic of 2019 (COVID19) on society include illness, death, grief, unemployment, social isolation, disruption of education, and absence of access to resources and services due to infection control limitations. Further, students between the ages of 12 and 21 indicated higher levels of mental stress than other age groups, according to a longitudinal research (Wang et al., 2020). Additionally, Greek students reported higher rates of anxiety, sadness, and suicide behavior (Kaparounaki et al., 2020). Further, individuals with pre-existing mental health disorders may be more severely affected than the general population by the pandemic, with greater rates of COVID-19 transmission and worries that comorbidity and drug use may exacerbate vulnerability to a serious disease course (Barber et al. 2020). Moreover, according to an Australian research, people who deliberately having a depression had



greater psychological discomfort and undesirable lifestyle changes in response of the epidemic than those who did not reveal having a mood problem (Van et al., 2020)

In the Philippines, the repercussions of the pandemic and other scenarios may have a major effect on college students' emerging adulthood. The typical experiences of youth, including as going to school in traditional classroom, talking with peers, participating in fun group interaction, and planning for future careers, have been disturbed or transformed as a result of social distancing regulations and concern of infection. Their emotional development may be impacted by the "new normal," which includes online lectures and extracurricular school activities, limited mobility and socialization, interruptions of critical social duties and leisure activities, and an unknown future (Cao et al., 2020; and Power et al., 2020).

Moreover, the epidemic brought not only the risk of death from the viral infection but also unbearable psychological pressure to people in the country and the rest of the world. The epidemic's continued expansion, tight isolation measures, and delays in the opening of schools, colleges, and universities across the country are expected to have an impact on college students' mental health. There have been reports on the epidemic's psychological impact on the general public, patients, medical personnel, children, and the elderly (Chen et al., 2020; and Lin et al., 2020).

With the objective of assisting authorities in formulating more effective responses to mental health issues among students in this trying times, this study serve as a developing theoretical basis for evaluating psychological well-being and establishing evidence-based mental health intervention strategies to assist students during pandemic. Finally, it may provide policymakers with guidelines on potential mechanisms for mitigating the effects of mental stress on students during health emergencies.

Mental health issues are the main obstacles to academic achievement. It can influence students' concentration, motivation, and social interactions—crucial aspects for learners to succeed in education. It is in this premise that the researchers conducted this study to explore and understand deeper understanding on the lived experiences of college students affecting their mental health status during pandemic. It specifically sought to identify the potential mental stressors and coping mechanisms of students during the pandemic. Finally, the results of this investigation serve as a basis in coming with a psychological/mental intervention program to alleviate mental stress among college students during the pandemic times.

This study is based on a Phenomenological Interpretative Analysis (IPA). Smith and Osborn (2008), IPA's proponents, claimed it was the most effective method for studying unique events that result in emotionally charged experiences. Additionally, IPA is phenomenological in nature, allowing researchers to document the individual's life environment as well as their ability to make sense of their experiences with either an event or phenomenon and give meaning to those experiences. Thus, the IPA is the most appropriate method for this study because it provides a comprehensive understanding of how students' mental health status is affected in the emergent COVID-19 pandemic.

2. METHODOLOGY/MATERIALS

This study utilized qualitative design employing Interpretative Phenomenological Analysis as an approach to capture the lived experiences of college students affecting their mental health status during pandemic. IPA is a qualitative approach that seeks to provide in-depth investigations of individual lived experience. It is a beneficial approach for delving into ambiguous, complicated, and highly emotional topics (Smit & Osborn, 2015).

This research employed the purposive sampling technique. Purposive sampling is a form of nonprobability sampling approach in which the researcher's judgment is used to identify study participants. The researchers utilized the following criteria to choose research participants in this study: 1) a student must be enrolled at Quirino State University, Cabarroguis Campus for Academic Year 2020-2021; 2) he/she belongs to the top 20 students with a high degree of stress, according to a study conducted by the university's Guidance Office; and 3) he/she must be willing participate in the audio/video interview. There were 20 participants in this study who were purposively chosen by the researchers using the above-mentioned criteria.

Prior to the collection of the data, the researchers obtained consent from the campus administrator, deans, program chairs, and guidance counselor. When permission was granted, the researchers obtained a list of students who would be included in the study from the university guidance counselor. The researchers informed the participants about the study's aim, procedure, and their roles in the conduct of the study. Informing participants was accomplished in a variety of ways, including calling or messaging them on their mobile phones, as well as contacting them via Facebook or Messenger. After they agreed to participate, the researchers required them to sign an informed consent via google forms and informed them about their rights as study participants. After securing the necessary permissions, the researchers obtained consent from the study participants to record the interview and to delete the recording after the data analysis. All interviews were conducted via audio/video call in accordance with our community's safety protocol. The researchers utilized an interview guide that included three types of questions: exploratory, engaging, and exit question. In certain cases, follow-up questions are also included to clarify certain points and solicit additional explanation. The researchers devised the interview guide, which was then validated by experts in the discipline. To ensure the data's accuracy, participants were interviewed in Ilocano, their native language, which allowed them to express themselves freely. Further, each participant's interview lasted between 30 and 45 minutes. Nonetheless, this time restriction was extended since multiple comments from participants were elicited to guarantee that sufficient data was retrieved from the conversations and the saturation point was reached.

The audio-recorded interviews were transcribed verbatim, and the statements were translated, interpreted and checked to preserve the original meaning of the articulations. Further, data were analyzed using thematic analysis. They were read and re-read to extract significant verbalizations and collectively described what was common among the participants' views and experiences. Condensed meanings of significant statements were formulated and were then categorized into codes and themes. Correspondence technique

and critical friendly technique were done to ensure the trustworthiness and the reliability of the data being reported.

3. RESULTS AND FINDINGS

The goal of this paper is to explore the experiences of students affecting their mental health status during pandemic. The thickness and richness of the field texts gathered afforded the identification of the emerging five interesting themes relative to the stressors of students during pandemic. These are as follows: 1) financial struggle; 2) academic related stress; 3) health issues; 4) social isolation; and 5) relationship issues. On the other hand, students were able to apply coping strategies to alleviate their mental stress during the pandemic: These are as follows: 1) seeking support; 2) Maintaining positive behavior; 3) utilizing social media for communication; and 4) self-management.

3.1. STRESSORS AFFECTING MENTAL HEALTH STATUS OF STUDENTS DURING PANDEMIC

College students are regarded as vulnerable population when it comes to mental health issues. The outcomes of this study shed light on the impact of Covid-19 outbreak on this population's mental health and well-being.

3.1.1. Financial struggle

One of the causes of mental stress among college students is on financial issues. They were concerned about their basic needs because their family loss their jobs and income. This is apparent among the responses of the participants:

"This pandemic is challenging; we don't have enough money because my parents are unemployed. Even though there is no school fee, our daily costs are insufficient. It's the most stressful thing for me." (P3, P6)

Throughout the pandemic, students suffered from financial issues, as stated above. The finding is consistent with Bernardo's (2018) assertion that financial stress is not uncommon among Filipino students. In fact, government statistics show that a high percentage of the school-age population faces financial challenges. Furthermore, some participants also disclosed that the pandemic had placed a financial strain on their ability to attend their online class. They claim that they need to finance their loads in order to attend their online lessons. As shared by the participants:

"For us students, we find it challenging because we have to purchase a load merely to join our online class. Besides, generating money amidst this pandemic is difficult. You will almost be begging on the street just to have money. I am so paranoid all the time where to get money." (P9)

The statements above imply that students had financial difficulties and needed to maintain a load in order to attend their online classes. Students worldwide are impacted by the pandemic in a variety of ways, but particularly owing to campus closures and the replacement of face-to-face (f2f) instruction with online formats (World Health Organization, 2020). The finding of the present study is in accordance with Kessler et al., (2005) that 75 percent of all severe mental illnesses arise before the age of 24. Students

tend to be at an increased risk of developing mental health problems (e.g., Denovan et al., 2017; Williams et al., 2018). Financial problem is one of the factors that might contribute to the development of a mental condition in everyday student life (Heckman, 2014).

3.1.1. Academic Related Issues

This is the second pervasive source of long-term stress for college students. While student life has a number of advantages, it also has a number of disadvantages. During the pandemic, students admitted that they suffer from psychological stress due to various academic related concerns. As expressed by the participants:

"Yes, I'm stress in thinking that I can't learn anything in this situation. We just rely on printed modules. I am worried especially and I am still in the first year it's hard to adjust, but still I need to because I want to study." (P13)

"I feel stressed, since I don't fully comprehend my modules. Even if I look on YouTube and read more, I sometimes still don't understand and this causes me to overthink." (P3)

According to the remarks above, one of the sources of mental stress among students in this pandemic is concern about their academic future, online class, module content, and the need for teacher's guidance. This finding corroborates with De Guzman et al. (2021) that students are apprehensive about what might happen in the future. The stress will eventually damage their academic achievement, as well as their physical and mental health, as expressed is one of the leading causes of many physical and mental problems (Javed, 2021). In like manner, Sundarasan et al. (2020) confirmed that students, particularly graduating, were distressed due to their inability to establish their careers. Furthermore, according to Hulu (2020), if students are highly driven, their ability to learn can be enhanced.

3.1.3. Health Issues

"Wellbeing" refers to a range of factors in an individual's life that contribute to fulfillment and optimal physical health. It plays a multifaceted role as a predictor of children's outcomes, like as academic attainment, and as an outcome in and of itself, impacted by a variety of factors. In this study, the third cause of mental stress among the participants in these trying times is on their health issues.

"Yes pandemic gives us a disaster in our health. In fact I am mentally stressed over thinking if I and my family would be infected from the virus." (P10)

"COVID 19 causes me anxiety. Not only stress, but also fear, particularly when socializing with other people." (P17)

The articulations imply that the pandemic had a mental impact on students. They regarded the chaotic situation as a calamity that caused them stress, anxiety, and panic, negatively impacting their academic performance. Consistent with the findings of Levkovich & Altman (2021), which indicated that one of the factors contributed to participants' emotional responses and sense of threat is concern about their own and their loved ones' health. Allison et al. (2020) argued that stress can be caused by a variety of contextual factors,

ranging from prone to experiencing and future concerns to established distress and challenges; tension can then result in a variety of negative psychological and physiological consequences, including negative behaviors and anxiety. COVID-19 exacerbated the participants' concern and worries with their own health and the health of their families and love ones. They were concerned about their parents and relatives who were more susceptible to the virus. Further, Vahedian et al., (2020) posited that students are fearful of being exposed to COVID-19 patients, infecting others, or contracting the disease, of being quarantined or self-isolating, and of returning to normal. Relatedly, Brooks et al. (2020) discovered that people are terrified of the virus, either because of the epidemic itself or because they are afraid of transmitting other members of the family. Finally, a medical condition during an outbreak impacted approximately 30% of students' academic performance (Almojali et al, 2017).

On the other hand, some participants indicated that the COVID-19 epidemic significantly disrupted their sleep patterns. Students who reported experiencing some form of disruption stated that they stayed awake later or awoke later than they did prior to the COVID-19 breakout. Another destabilizing impact of the epidemic was inconsistent sleep patterns, such as irregular bedtime and wake-up hours on a daily basis.

3.1.4. Social Isolation

Depression is a mood condition characterized by feelings of despair, melancholy, self-deprecation, and worthlessness. The condition is linked to poorer chances of attaining life goals, poor health, and suicide attempts (Zhuo et al., 2020; Siegrist and Wege 2020; and Roh et al., 2020). This factor of stress experienced by students is associated with worry, depression, and anxiety. As stated by them:

“Living alone caused me stress. It's even better if I could visit home at least once in a while to see my family and to refresh my mind in a different environment.”
(P5, P8)

The verbalizations infer that students are psychologically worried as a result of the pandemic's social isolation. They believe they have been denied the opportunity to interact with their family, friends, relatives, and classmates as a result of social distance restrictions. Other students disclosed throughout the interview that since the lockdown began, several of them have been unable to return home due to being too far away. Because they are separated from their families, this scenario inhibits their ability to think clearly. They started to panic, and experienced grief and depression throughout their lives. The result of the present study is congruent to the findings of Lee et al., (2021), which indicate that students approaching graduation had an increase in anxiety, loneliness, and despair. Loneliness duration was found to be more strongly associated with mental health symptoms than degree of loneliness Loades, et al., (2021). Moreover, the students also mentioned that they were depressed by the closure of schools as social gathering places for students, peers, and teachers. This is evident from the following transcripts:

“Yes, I am depressed with the scenario that every one of us has faced. Right now, everyone's hopes and prayers are focused on putting an end to the

pandemic. It bothers me that I won't be able to attend face-to-face classes again. It crushes my heart that school is our second home, where we may learn and socialize appropriately, but because of this virus, we are isolated.” (P11, P7)

Logel et al., (2021) emphasized the importance of social connection and support during times of stress, and they recommend that universities can contribute to students' well-being by offering opportunities for them to engage with one another and with persons who are not affiliated with the college such as old friends and family. In this paper, most of the students disclosed that they were psychologically disturbed when the pandemic started. For them, it was a test of their ability to think critically in the face of enormous challenges. For them, the pandemic is a significant obstacle they must overcome. Brooks et al., (2020) confirmed that the stressors of quarantine and social isolation have a detrimental psychological effect, including increased anxiety and stress.

3.1.5. Relationship Issues

One of the most significant causes of psychological stress mentioned by the participants is related on relationship issues. They verbalized that aside from facing the challenges in this trying times, they also faced serious problems in their relationship with their family and loved ones which caused them to overthink; as a result, they fail to focus on their studies and become unproductive. As expressed by the participants:

“It really hurts that in the midst of the pandemic, the family problem is being added. We are having conflict with my younger sister.” (P14)

“Our family relationship is tough right now. My siblings and I have a lot of arguments.” (P11)

The remarks above indicate that family's misunderstanding caused extreme stress to the students. During the interview, several participants disclosed that they were affected with the conflicts in their family. They assert that this condition adds to the load they are already bearing during these tough times. It cannot be emphasized how critical family is to an individual's mental health. During the COVID-19 epidemic, residents were quarantined at their homes to prevent the virus from spreading. As a result, family has a greater influence on individuals and it is reasonable to believe that tight close family ties can effectively alleviate stress during the COVID-19 outbreak (Zeng et al., 2021).

Furthermore, several of the participants' experiences revealed their stress in life as a result of the disagreement between their loved ones. This resulted in considerable psychological stress, exacerbating the participants' condition. Conflict in their love ones has been shown to hinder their ability to concentrate on studying. As they articulated:

“My love life has become complicated, so I can't focus much on my studies. My heart was almost broken by our separation from my husband. Sometimes, I even think of committing suicide. I don't want to continue my studies either.” (P6)

“I frequently can't sleep properly at night since my boyfriend and I are fighting.” (P15)

The family conflict as expressed in the transcripts above is regarded as a potential source of depression and stress among college students. Several students confessed that they are currently going through depressing moments that could eventually result in a tragic situation. Consistent with De Guzman's et al. (2020) assertion, those relationship difficulties have been associated with stress and depression. University students between the ages of 18 and 21 often suffer with their significant other's lack of trust from their love ones owing to a lack of physical touch. Alarming, participants showed an increase in depressive and suicidal thoughts in response to the COVID-19 epidemic. Furthermore, Greek students reported higher levels of anxiety, sadness, and suicidal behavior (Kaparounaki et al, 2020). Additionally, Sher (2020) revealed that the COVID-19 virus has been connected with stress, risk of infection, anxiety, and sleeplessness between the general populace and healthcare professionals, who may face greater levels of stress as a result of increasing suicide risk.

3.2. COPING MECHANISMS OF STUDENTS DURING PANDEMIC

Students' coping mechanisms for adjusting to the new normal vary significantly. When participants were asked what kind of activities and behaviors they engage in to cope with their stress, they revealed their strategies for improving their mental health during the COVID 19 pandemic. Four recurring themes appeared: 1) seeking support; 2) maintaining positive behavior; 3) social media communication; and 4) self-management.

3.2.1. Seeking Support

This coping strategy refers to how students manage their stress by seeking support from families, friends, and teachers. The majority of participants stated that interacting with family and friends was their primary method of coping with stress and worry during COVID-19. Several individuals answered specifically that they frequently connect with family and friends. As expressed by the participants:

"There are so many problems in these pandemic times. I've almost gone crazy about the module and money constraints. It's a good thing my family is there ready to support and help me. If it weren't for my parents' support, I wouldn't be able to cope with so many problems. " (P18)

"When I was mentally stressed with my modules, I often call my classmates and friends. (P7)

"Sometimes I also chat with my instructors. This way I feel better." (P9)

The participants' responses indicated, despite the challenges they had during the pandemic, they overcame them by seeking assistance and support from family, friends, and relatives. According to them, the presence of these people helped them a lot to survive and move on with life in this crisis. Taylor (2015) asserts that the most important psychological protective resource is social support, in which emotionally satisfying social interactions mitigate the effects of stress and its adverse health consequences. Additionally, (Yang et al., 2020; and Cao et al, 2020) highlighted support from friends and family as identified coping techniques of students during pandemic.

Meanwhile, some of participants mentioned that their studying is quite stressful but because of the guidance of some of their instructors, they were able to overcome psychological pressure. The current study's results correspond to the findings of Hulu (2020) discovered that if students are significantly driven, their quality of learning might be enhanced.

3.2.2. Maintaining Positive Behavior

The second coping mechanism indicated by participants is to maintain a positive attitude when confronted with difficulties in life in the midst of the pandemic. This positive behavior includes self-esteem and resilience of students in solving the adversities in life brought by the pandemic. This is evident in the following participants' narratives:

"Of course I'm afraid of the virus but sometimes it's too paranoid to think, so what I do is read positive thoughts on Facebook or Biblical passages in the Bible." (P12)

"For me, I just need to be strong and believe in myself in this pandemic. Maybe it will all end as well." (P4)

"At times in life, I lose hope, but I also need to be optimistic, even though it's difficult. I need to be strong and trust in God." (P17)

Mosanya (2021) defines resilience as "any constructive and developmental response to academic and social demands, including such seeking new solutions or exerting greater effort." The students' prior remarks imply that exhibiting positive behavior such as being resilient and optimistic during pandemic aided them in overcoming mental stress. According to Morales (2017) problem-solving coping mechanisms such as optimistic attitude, active solution, and obtaining knowledge and support are typically used by people who believe they have an outstanding academic personality, interpersonal skills, and emotional stability. Consistent with the finding, Ran et al., (2020) discovered that psychological resilience correlated negatively with sadness, anxiety, and somatization scores. The findings of this study corroborate prior research indicating that students with improved mood control and coping adaptability demonstrated significantly more efficient coping methods when confronted with unfavorable mental health - related difficulties (Sue et al., 2018). Similarly, Thai et al., (2021) observed that medical students possessed a relatively high level of knowledge, a positive attitude, and ability regarding COVID-19 prevention and mitigation, as well as a preference for optimistic, adaptable coping mechanisms; they were subjected to significant stress during the COVID-19 pandemic.

3.2.3. Utilizing social media for communication

The third coping strategy of the participants to alleviate the stress is the use of communication through social media. In this paper, students often described their coping style to alleviate mental stress through social media platforms such as facebook, twitter, instagram, messenger, and Tiktok. As they shared:

"The pandemic caused my brain to explode! (P13) Usually I just entertain myself through reading posts from Facebook." (P6, P9)

"It is sometimes paranoid to believe that you will be infected with a virus, so I used to dance thru Tiktok just to relax for a while." (P2, P19)

Student narratives show that they recognized social media as important coping ways to help them deal with stress all throughout pandemic. When asked about the goal of coping strategies, students stated that they wanted to manage or improve their mental health situations, gain peace and stability of mind, and function better. When it comes to coping emotional stress, a substantial body of research has investigated the use of media as some kind of escape (Halfmann & Reinecke, 2021). Furthermore, they suggested that escapism through media use could be a good short-term strategy for effectively alleviating emotional discomfort and conditioning individuals for further issue recovery strategies. Allison et al. (2020) assumed that students who experienced high levels of anxiety were much more inclined to disclose increased overall media exposure as well as increased utilization eudemonic media.

4. SELF-MANAGEMENT

Zhang (2017) has stated that self-management is critical for college students in order to cope with increased academic stress, an increasingly tough job market following graduation, and other societal challenges. Some of the interviewees who were experiencing heightened stress as a result of the COVID-19 outbreak reported that they employed self-management as a coping strategy. As revealed in the following statements:

"I just avoid watching the news on TV so as not to be too affected by the bad news about the virus." (P2)"Sometimes I just sleep or do household chores to forget about the problem in this pandemic." (P9, P12)

The statements of the participants above imply that some of them resorted to negative coping strategies such as avoiding COVID-19 news, sleeping longer, and distracting themselves with other duties. On the other hand, some of them employed positive coping strategies including breathing exercises and meditation, keeping routines, spiritual measures, and positive reframing. The majority of self-management participants reported soothing hobbies such as listening to music, doing physical exercise, drawing, and reading Wattpad. Finally, some participants reported that they were preparing activities (such as making to-do checklists) for personal matters and academic work as a form of self-distraction. As shared by the participants:

"Usually, I exercise every day to be strong and resistant to the Covid virus." (P7)"For me, to avoid stress, I just listen to music." (P16) "Sometimes I just read Wattpad." (P19) "I also attend live mass on the television." (P20)

Further, Alyami et al., (2021) verified that students who claimed to manage the time and meet deadlines also had high academic grades. Similarly, Giuntela et al., (2021) concluded that the relationship between physical exercise and well-being is largely determined by psychological health, rather than lifestyle factors. In other words, changes in lifestyle may be (early) indicators of depression.

5. CONCLUSION

This result contextualizes the various mental health issues that students experienced in the midst of the present global crisis. Stressors were predominantly about financial struggle, academic related stress, health issues, social isolation, and relationship issues. To mitigate their mental stress, students were able to apply coping strategies such as seeking support from family, friends, teachers, and relatives; maintaining positive behavior; utilizing social media for communication; and the application of self-management.

The study's findings suggest a strong need for university administration to realize the necessity for an effective and comprehensive policy to identify and mitigate the psychological effect of COVID-19 or any future outbreaks that affect students. In addition, the university administration, in collaboration with the guidance counselor, technology experts, and all year level advisers, should prioritize the development of online psychological interventions, such as online applications, in addition to other services such as text messages, chat lines, phone calls, and forums. The presence of such initiatives should be communicated clearly to the whole studentry. Furthermore, the university's guidance office should offer counseling services, either in person or remotely, to help students deal with emotional and mental issues. It is important to be in connected with the students at all times. Finally, the institution should implement structured programs to address mental health difficulties, including such mindfulness therapy and life skills training, which have been shown by experts to reduce stress levels.

This study, however, has certain limitations. Because of the study location, the findings may not reflect the experiences of all students locally and globally. This study even suggests further investigation to extend deeper findings.

Finally, proper dissemination of the result of the study and presentation of the proposed intervention program to the administration, deans, program chairs, and all faculty members for evaluation and proper implementation could be done to address the mental health issues of students during the pandemic.

Author Contributions:

Roselle M. Soriano conducted the interview from the participants. Melidiossa Pagudpud contributed to the conceptualization of the manuscript particularly on the methodology part. Jennifer Serrano helped in the formal analysis of the data gathered. R.M.S. and J. S. prepared the first draft. All authors contributed substantially to the finalization of the manuscript and cooperatively planned for the intervention program to be conducted to address the mental issues of students during pandemic.

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Institutional Review Board Statement:

The study was conducted according to the guidelines stipulated in the University Research Manual and approved by the Institutional Review Ethics Committee of QUIRINO STATE UNIVERSITY last October 24, 2021.

Informed Consent Statement:

Written informed consent has been obtained from the participants for publication of this paper.

Data Availability Statement:

The data that support the findings of this study are available on request from the corresponding author, R.M.S.

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Conflicts of Interest:

The authors have declared that no conflict of interests exist.

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