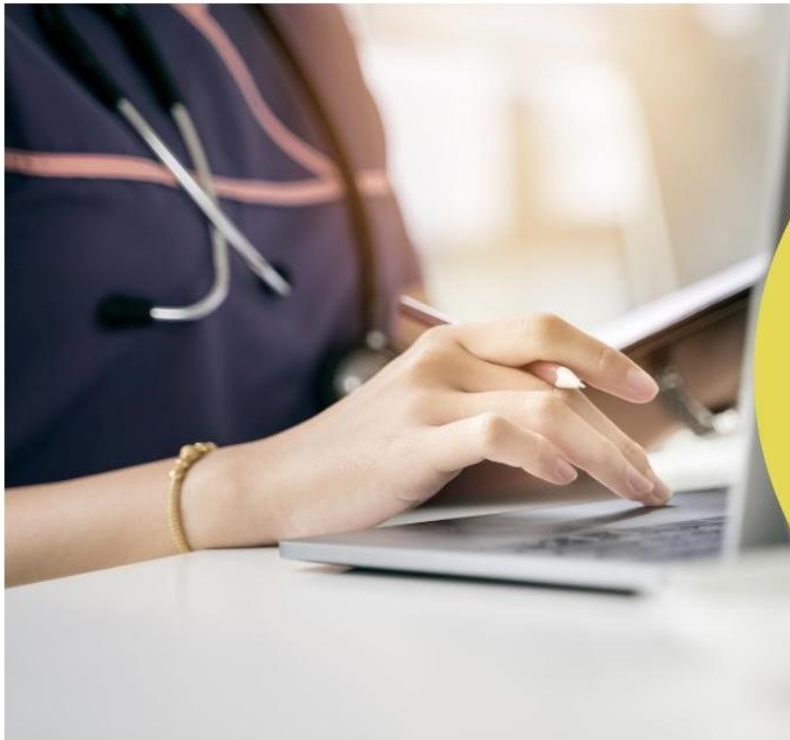


OCT INFOBLAZE

NURSING & HEALTH RELATED SCIENCES
OFFICIAL STUDENT RESEARCH JOURNAL



OLIVAREZ COLLEGE TAGAYTAY

EMILIO AGUINALDO HIGHWAY, BRGY. SAN JOSE, TAGAYTAY CITY

VOL. 2 NO. 1

ISSN - 2945 - 3038

ACADEMIC YEAR 2022-2023

2022-23

The OFFICIAL STUDENT RESEARCH JOURNAL of the COLLEGE OF NURSING AND HEALTH RELATED SCIENCES of OLIVAREZ COLLEGE TAGAYTAY is published annually by the Olivarez College Tagaytay Center for Research, Publication, Planning, and Development.

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ISSN

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FOREWORD



The College of Nursing and Health-Related Sciences has now become conscious of producing valuable research outputs for nursing students for INFOBLAZE research publication. Initiated in 2021, which features the current trends and issues in nursing education and practice brought about by the COVID-19 pandemic where student nurses play a pivotal role.

This volume contains the impact that brought out resilience in conquering the challenges brought about by the pandemic. The authors bravely manifest an earnest desire to reverse the negative repercussions by exploring the different avenues to foster positive change after the pandemic.

As the editor-in-chief, I am pleased that our nursing students were now diligently contributing to the research goals of the department and maturely taking responsibility for adding knowledge to their chosen profession.

My thanks to the contributors to this volume 2 of INFOBLAZE, the BSN Level III batch 2022, and the hardworking research advisers of each group. I look forward to the continued development and strong research vigor for the College of Nursing!

Raquel M. Perez, PhD, NEd
Editor-in-Chief

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**Research, Survey, and Publication of the
COLLEGE OF NURSING AND HEALTH RELATED SCIENCES
OLIVAREZ COLLEGE TAGAYTAY**

Vol. 2 No. 1

ISSN - 2945-3038

May 2022

“Excellence Amidst Quarantine

Environmental Factors and Independent Learning Abilities of Nursing Students in the Context of Online Learning

Keith Cathrine R. De Guzman, Jael B. Mendoza, Patricia May C. Reyes,
Cristine Joy D. Salazar, Cristina J. Sales, Erlize Kei A. Villanueva

I. ABSTRACT

This study investigates how environmental factors and independent learning abilities affect the online learning of the students since there is no research study yet conducted regarding the environmental factors and independent learning abilities that affect online learning in the College of Nursing in Cavite. This study will benefit the nursing students to identify and modify the environmental factors that affect their academic performance and value the presence of the faculty in the mastery of the concepts in Nursing and an additional as a related literature. suggested a series of action plans to improve students' intrapersonal skills. The researchers utilized Quantitative Descriptive Correlational Research Design to establish the relationship between variables and to determine how one impacts the other, and utilized a total population sampling where researchers considered the schedules, availability, and population of nursing students. The findings of the study present that there is a significant relationship between year level and environmental factors because the higher the year, the higher the adaptability. On the contrary, it resulted that there is no significant relationship between academic performance and environmental factors of the respondents. But in terms of temperature and noise, it shows that the respondents tend to be distracted because of the noise and students tend to get uncomfortable with the temperature. There is no relationship as well between their independent learning abilities and academic performance. Independent learning abilities of the students resulted in them being able to study on their own, but they cannot do 100% on their own because they still rely on their clinical instructors to better understand the concepts. The researchers suggest conducting a face-to-face survey method to ensure the accuracy of the answers to the questions. This study will also offer future researchers the background they need and will serve as a reference guide while completing a related study.

Keywords: *Environmental Factors, Online Learning, Academic Performance, Independent Learning*

II. INTRODUCTION

Online learning affects students' academic performance and attendance in their online classes. The previous information revealed that students can be exposed to uncomfortable and unsafe conditions in online classrooms and that their academic performance may be consequently affected. They have identified that these factors are comfort, light, noise, and even color. Moreover, a student is in a positive learning environment, they are the ones that show to be more motivated when it comes to online learning.

Along with this, Zhong et al. (2016) stated and mentioned that the absence of fresh air, or being exposed to hot, cold, dry, loud noise, even in a quiet room, and extremely bright or dark lighting could all have an adverse effect. It is well-known that learning environments impact cognitive, and motivational aspects of learning.

Hence, with the limited research about the impact of environmental factors on online learning in relation to academic performance, the researchers were motivated to conduct this study due to its relevance to the present condition in nursing education. In addition, there is no research study yet conducted regarding the environmental factors and independent learning abilities that affect online learning in the College of Nursing in Cavite. This study will benefit the nursing students to identify and modify the environmental factors that affect their academic performance and value the presence of the faculty in the mastery of the concepts in Nursing.

Furthermore, this study provides additional literature to the environmental factors that affect online learning and the academic performance of nursing students and independent learning affects academic performance. The hypothesis are as follows; (1) if there is no significant relationship between the demographic profile of the respondents and the extent of influence of the environmental factors in online learning, (2) To determine if there is no significant relationship between the academic performance and environmental factors of the respondents, (3) To know if there is no significant relationship between the students' independent learning abilities and academic performance, and (4) to clarify if there is no significant relationship between students' independent learning and academic performance. With this, the students are given opportunities and flexibility to be in control of their online learning environment and utilize their independent learning abilities in studying. Furthermore, this study provides additional literature to the environmental factors that affect online learning and the academic performance of nursing students and independent learning affects academic performance.

III. METHODS

The researcher used Quantitative Descriptive Correlational Research Design. To answer the statement of the problems in this research, the researchers use statistical treatment such as frequency and percentage, to show the similarities and differences. The researchers used Pearson r, to test the correlation among variables; mean is also used to get an overall idea, or picture, of the data set of the extent of influence of environmental factors in the online learning process, and the level of independent learning abilities of the respondents.

The researcher utilized a total population sampling of all BSN students of Olivarez College Tagaytay that are currently enrolled in the AY 2020-2021. One hundred seventy-four (174) nursing students were chosen to be the respondents to the said study

The research instrument that the researcher used was Modified questionnaires from Vargas, et., al, (2020) and Adopted questionnaire from Cruz, et, al (2021).

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Data were collected through a google form that the respondents rated each statement using the Likert Scale technique to assess each assertion. The first scale Modified from Vargas et. al., (2020) contains four sections and each has five items on environmental factors.

Table 1

Response anchors for Extent of Influence of Environmental Factors in Online Learning of respondents

Response	Interpretation
1	Not Effective
2	Somewhat Effective
3	Effective
4	Very Effective

The second scale was for Independent Learning Abilities, adopted questionnaire from Cruz, et al (2021) and it is composed of twenty two items.

Table 2

Likert Scale Interpretation

Response	Interpretation
1	Never
2	Sometimes
3	Often
4	Always

Although the data gathering tool was adopted and modified, it needed to be validated as it was derived from two survey tools and some items were revised. After which pilot testing was conducted. The results of the pilot test were tabulated as principal consistency analysis and internal consistency were computed. The Cronbach alpha reliability estimate of the scale was adequate towards excellent at 0.940.

Data collected from the survey were subjected to appropriate statistical tools for analysis and interpretation. First, the statement of problems number one (1), and four (4) were answered using frequency and percentage in demographic profile, gadgets utilized in learning, internet connectivity, and the Academic Performance of the respondents. While the statement of the problem number two (2) and three (3) are solved by getting the mean of the extent of influence of environmental factors in the online learning process, and the level of independent learning abilities of the respondents. However, the statement of problem number five (5), six (6), seven (7), and eight (8) the Pearson r is used to test the correlation among variables; demographic profile and environmental factors, academic performance and environmental factors, and independent learning and academic performance.

Ethical Considerations

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During the conduct of research, the researchers ensure that they are transparent in the use of resources in their research. Moreover, they made sure that they observed safety practices and avoided the deliberate violation of regulations governing research.

It is their responsibility as well to avoid the means of plagiarism in their study in the means of the use of proper citation on every information that they gather. They will guarantee that their actions and activities are free from deceit and fraud. The confidentiality of the sources was respected as well by not exposing the datas and information that they have received. In elaboration, they ensure that they protect the rights of their respondents on privacy and confidentiality and have the consent of the respondents.

IV. RESULTS

Table 3

Environmental Factors in the Online Learning Process

	Mean Score	Verbal Interpretation
Mean Influence of Lighting in Online Learning Process	2.94	High Extent of Influence
Mean Influence of Noise in Online Learning Process	2.41	High Extent of Influence
Mean Influence of Temperature in Online Learning Process	2.50	Low Extent of Influence
Mean Influence of Online Learning Space in Online Learning Process	2.79	High Extent of Influence
Overall Influence in Online Learning Process	2.67	High Extent of Influence

Table shows the mean influence of the environmental factors stated which are lighting, noise, temperature and online learning space. Which shows that the high extent of influence is lighting with a total mean score of 2.94 where respondents have adequate light, since the students take their online classes at day time and they become more focused and comfortable while attending their classes virtually. The level of lighting, according to Oselumese et al. 2016, has a direct impact on students' academic performance. Indeed, these authors stated that students cannot study unless they have adequate lighting. This also applies to students who take classes online. Similarly, the findings of this study support the findings of Hviid et al. 2020, who stated that adequate lighting.

On the contrary, the environmental factor that has a low extent of influence is temperature with a mean score of 2.50 where based on the study by López-Chao and Baafi (2019), mentioned that classroom temperature has an impact on students' academic performance. Low temperatures tend to distract pupils and make them more attentive, in a way that they feel nervous and tend to prepare their minds quickly for action. Hot surroundings, on the other hand, have a negative impact on their performance when compared to thermally neutral environments. There is a link between temperature perception and academic achievement, according to Phan (2020).

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To sum it up, respondents have adequate light, since the students take their online classes at day time and they become more focused and comfortable while attending their classes virtually. They wanted a quiet environment for them to focus and have a better understanding during their lecture and discussion. They are also uncomfortable and cannot control the temperature and there is a negative effect on their online class and academic performances. The respondents have adequate space to study online for them to use as well when they have to perform return demonstration videos that can provide the students with comfort and at ease to perform the procedures.

Table 4*Independent Learning Abilities*

	Mean Score	Verbal Interpretation
Mean Level of Independent Learning Abilities of the Respondents	2.89	Moderately Independent

Apparently, the independent learning abilities of BSN students has the outcome of overall weighted mean total of 2.89 and its verbal interpretation is moderately independent. The respondents can work independently, but somehow also need to be under supervision of the clinical instructors. In addition, the nursing students' ability to guide their own learning, can enable them to make a decision, enhance critical thinking skills, and take responsibility for their own learning activities. The students can also set goals, monitor, and evaluate their own academic development. However, students cannot do 100% on their own, because they also rely on lectures from their clinical instructors to better understand the concepts.

Independent learning frees students to carry out learning activities according to their learning style, learning speed, interests and talents according to D. Mulyono (2017). Independence is needed, especially independence in learning, because students learn from home, none of his classmates can help to study, while the lecturer is also at their home, so that internal abilities determine the continuity of each learning individual. Brookfield argues that independent learning is learning that is carried out by students freely in determining their learning goals, using learning resources they choose, making academic decisions and carrying out activities to achieve their learning goals according to S. D. Brookfield (2015).

Table 5*Relationship between Demographic Profile and Academic Performance*

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		Academic Performance	Decision
Age	Pearson Correlation	-0.94	
	Sig. (2-tailed)	.217	Accept Null
	N	174	
Gender	Pearson Correlation	.053	
	Sig. (2-tailed)	.485	Accept Null
	N	174	
Year Level	Pearson Correlation	-.164*	
	Sig. (2-tailed)	.030	Reject Null
	N	174	

Table 5 shows that gender, and age are not significant predictors of academic performance. Because based on the findings of the study whether male or female nursing students of OCT are highly superior in terms of their academic performance. In a recent review study,

Nortvig et al. (2018) identified factors affecting students' academic performance in Distance Learning and blended learning. The presence of an instructor, interactions, information, and links between online and offline, as well as practice-related activities, were the most important aspects. As pointed out by Ismail et al. (2018), students' characteristics including gender, age, status, and ethnicity are among the most significant factors influencing academic performance.

Table 6*Relationship between Demographic Profile and Environmental Factors*

		Extent of influence of the environmental factors in online learning	Decision
Year Level	Pearson Correlation	.282**	Weak Positive
	Sig. (2-tailed)	.000	Reject Null
	N	174	
Age	Pearson Correlation	.440**	Moderate Positive
	Sig. (2-tailed)	.042	Reject Null
	N	174	
Gender	Pearson Correlation	-.009	
	Sig. (2-tailed)	.905	Accept Null
	N	174	

Table 6 implicates that the year level under demographic profile showed a correlation value of .282** year level of respondents and extent of influence of the environmental factors in online learning. The value of the correlation explains that there is a weak positive relationship between the two variables. Meanwhile, the relationship between age and the extent of influence of the environmental factors in online learning shows a correlation value.440*. There is a significant relationship between year level and environmental factors because the higher the year, the higher the adaptability.

As a result, individuals with a higher level of education are more likely to approve using an e-learning tool as a learning program and thus contribute to the e-learning system's effectiveness (Hsioa, 2021). Undergraduates did not rate online learning as the most gratifying instructional method since they rated professors and course material more favorably than online videos. The explanations might be that undergraduates were distracted by visual stimuli such as online videos, or that they did not spend enough time watching the online videos to acquire information (Evans, 2015). They may have been entertaining themselves by perusing the Internet or speaking with their pals.

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Table 7*Relationship between Academic Performance and Environmental Factors*

		Academic Performance	Decision
Extent of influence of the environmental factors in online learning	Pearson Correlation	-.116	Weak Positive
	Sig. (2-tailed)	.127	Accept Null
	N	174	

Majority of the respondents have a highly superior academic performance during their first semester when they are grouped according to their general weighted average. With regards to the extent of influence of the environmental factors in the academic performance of the nursing students, there is a weak relationship between the two variables academic performance and environmental factors wherein the statistical data has an outcome of -.116 in Pearson correlation and it revealed that the null hypothesis is accepted. Wherein it shows that there is no relationship between academic performance and environmental factors of the respondents.

Academic performance is the result of the student's examination efforts. A variety of factors influence students' academic achievement (Eze et al. 2016). The total average grades and the average marks from the preceding semesters are used to evaluate academic success. In addition, according to Regier, J. (2015) Academic achievement is crucial because it is closely tied to the positive outcomes people value. Academic attainment is critical for young people's effective social development.

Table 8*Relationship between Independent Learning Abilities and Academic Performance*

		Academic Performance	Decision
Student Independent Learning Ability	Pearson Correlation	-.080	Weak Positive
	Sig. (2-tailed)	.297	Accept Null
	N	174	

The researchers gathered data to know if there is a significant relationship between students' independent learning abilities and academic performance. The data shows that the correlation between student independent learning ability and academic performance is $-.080$ resulting in a total negative linear correlation, meaning that there is no significant relationship between students' independent learning ability and academic performance.

The result shows that there is no relationship between independent learning abilities and academic performance of the BSN students in Cavite. It means that nursing students have a high IQ level, and it shows that they are diligent in their studies no matter what the conditions, they can also be independent learners at the same time but with moderate assistance from their clinical instructors.

As stated by Bennett et. al., (2017), guided independent learning settings were found to improve students' knowledge and ability to apply that knowledge in novel situations, unguided independent learning had no statistically significant effect. Unguided independent learning was also linked to a statistically significant increase in the number of student misconceptions in one of the diagnostic questions. According to the study by Thomas, L. (2015), independent or individual learning is recommended because there are people who achieved good results. Because having independent learning really helps the student understand the topics they have been studying.

V. DISCUSSION

The purpose of the current study was to determine the relationship between environmental factors and independent learning abilities in online learning. It will help the nursing students identify and modify the environmental factors that affect their academic performance and value the presence of the faculty in the mastery of the concepts in Nursing and will serve as additional related literature for future study.

The researchers concluded that the majority of their respondents were between the ages of 16 and 20, were mostly female, and most of them are BSN 1 level. When taking online classes, several of the respondents used smartphones. The majority of respondents used cellular data plans when it came to internet connectivity. Furthermore, the majority of students obtain internet speeds of 50 Mbps.

The findings of the study present that the respondents do not have any difficulty in taking online classes due to adequate light. However, the result shows that noise level has an impact on the BSN students. Students tend to get uncomfortable and cannot control their temperature and there is a negative effect on their online class that may lead to thermal discomfort and makes them feel tired and sleepy. Meanwhile, online learning space helps the students to study productively, and smartly, improves their concentration, and are less likely to be easily distracted. Also, in terms of online learning space, the respondents in Olivarez College Tagaytay agreed that they had enough space in their house when taking online classes.

On the other hand, the independent learning abilities of the students resulted in them being able to study on their own, but they cannot do 100% of their own because they also rely on their clinical instructors to better understand the concepts. It also shows that there is a significant relationship between year level and environmental factors because the higher the year, the higher the adaptability. On the contrary, it resulted that there is no significant relationship between academic performance and environmental factors of the respondents, but it shows that noise and temperature have an impact on the nursing students. There is no relationship as well between their independent learning abilities and academic performance.

Based on the findings of the study, the researchers recommend an interventional plan to modify the environmental factors identified in the present study. In terms of noise the researchers recommended to the students that they should select a quiet area, set ground rules with the people in your online learning space and block out the noise. In terms of temperature, the students must open windows and doors, use ceiling fans or mobile fans, provide blinds on windows, drink a lot of water to be hydrated, wear lighter clothing

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and reduce the use of devices that create heat. In terms of lighting, the students may place their study table near to their window to have access to natural light. During night time they can use a table lamp that can adjust the brightness and adjust the brightness of the devices such as laptop and cell phones to reduce eye strain. And lastly for the online space, the students may choose a comfortable space to study.

As a result, Clinical Instructors, as facilitators should be emphasized. Despite the fact that students have been introduced to independent learning, clinical teachers' direction is still required to help them improve their nursing knowledge and abilities.

Finally, a similar study using other locales and other programs may be conducted to further validate the results of the study. Also, the researchers suggest conducting a face-to-face survey method to ensure the accuracy of the answers to the questions. This study will also offer future researchers the background they need and will serve as a reference guide while completing a related study.

These findings of the study are restricted to non-nursing students, nursing students who are not enrolled in the academic year 2020-2021, and nursing students who are not willing to participate.

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**Work Readiness of Graduating Nursing Students among Selected Nursing Schools
in Cavite in the Context of COVID-19 Pandemic: Basis for Post-Graduate
Clinical Mentor-Mentee Program**

Clandestine John E. Amoroso, Rhea Paula A. Angcaya, Hennessy T. Belen, Laarni C. Cruz,
Dessa Maureen V. Dela Rosa, Chiara Isabella A. Dela Cruz, Jazmeen S. Ronario

I. ABSTRACT

This study was conducted to determine the work readiness of graduating nursing students in the context of COVID-19 pandemic in the four selected nursing schools in Cavite. The study quantitative type of research specifically comparative-correlational, a form of descriptive design. Participants were chosen purposively based on the smallest population in the locale study which is ten. Work Readiness Scale for Graduate Nurses (WRS-GN) developed by Dr. Walker were used in the data collection consisting of 38 items, in 10-point scale. Results showed that the majority of the respondents are 21-23 years of age, female, with a grade of 1.75. Work readiness of the respondents is “Moderately High” in all of these areas, (a) social intelligence, (b) personal work characteristics, (c) organizational acumen, and (d) work competence with overall weighted mean of 7.28. The null hypotheses are all accepted in terms of significant difference and relationship of work readiness when grouped according to their profile characteristics. The recommended mentee-mentor program should focus on the following areas: speaking ability, self-expression, prioritization and time management, and eagerness to work in any situation related to the nursing profession.

II. INTRODUCTION

The researchers would like to provide an in-depth analysis from the graduating Nursing student work readiness in healthcare delivery. Specifically, it aims the following; to discover Nursing education during COVID 19 Pandemic with the absence of face-to-face education through virtual adaptation of skills to actual patient care, to analyze the work readiness of the graduating nursing students among selected schools, and to measure the competencies of graduating nursing students to face real life situations.

Docherty and Fernandez (2014) states that companies need a workforce that can adapt and mobilize potential employees. Caballero and Walker (2010) stated that there is a gap between the company and the expectations of new graduates in terms of personal and interpersonal skills. Companies that pay more attention to the potential and capabilities of a particular position when selecting an employee, regardless of the potential employee's willingness. Willingness to work can affect your success at work. Nursing students are expected to graduate with a level of competence and confidence that will enable them to operate independently once they have obtained their professional nursing license. On the other side, undergraduate nursing programs have been chastised for not adequately preparing students. Undergraduate degrees include theory components that address the importance of understanding systematic health evaluations prior to clinical exposure. Undergraduates have a one-of-a-kind and vital opportunity to practice using these skills in a real-world setting with patient simulators. The nursing program's principal objective is to prepare students to enter the workforce as competent and self-assured future professionals (Li et al., 2019). Nursing education has been impacted by the epidemic in all sectors. Many governments have closed schools, colleges, and universities as the crisis worsens in order to protect the safety of the students, teachers, and the country. Face-to-face classes, clinical skills labs, and student learning have all decreased as a result of the epidemic on a global scale. Clinical placements have been suspended or limited, particularly in regions of the world that have been significantly impacted by the epidemic, in order to preserve and safeguard the health of staff and students. (Jackson et al 2020).

We also include in our study the research and articles about the relationship of the demographic profile of graduating nursing students to their work readiness. In gender and academic and skills performance, studies showed that girls achieved significantly higher levels than boys on some specific assessments of medical skills. It is argued that boys and girls actually learn differently, which can also affect academic performance. While in age, studies state that aged bachelors, who had experienced a deep understanding of clinical exposure and practices have a higher level of skills in comparison with the modern generation of nursing students. Therefore, there is no significant difference and relationship in the work readiness of the graduating nursing student when grouped according to age, gender, institution and 1st Semester RLE grades of the 4th year nursing students.

III. METHODOLOGY

This study is a quantitative type of research specifically comparative-correlational, a form of descriptive design, the locales are the four selected nursing schools in Cavite, and participants were chosen purposely based on the smallest population in the locale study which is ten. The instrument used is the Work Readiness Scale for Graduate Nurses (WRS-GN) developed by Dr. Walker consists of 38 items, in 10-point scale.

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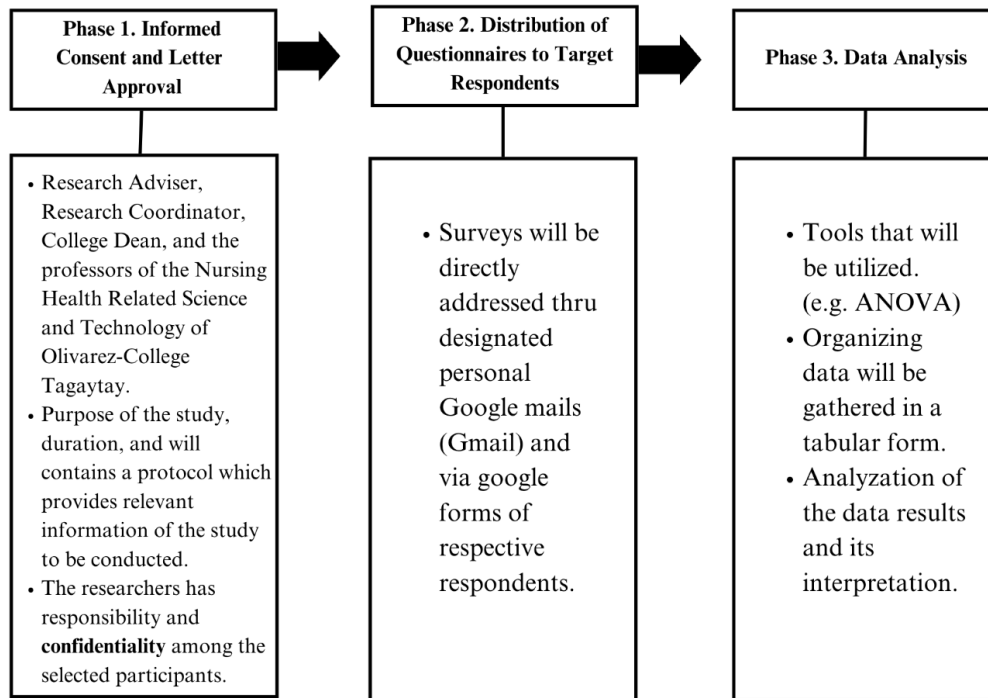


Figure 1. Data Gathering Flow of the Study

Data Gathering procedure or data collection is the part of research which a systematic approach in collecting data from the respondents will help to view and capture the interest and answer the problem of the research (Knatterud, et al, 1998).

IV. RESULTS

The study aimed to address the gaps by providing a thorough analysis of the work readiness of graduating nursing students in Cavite during the COVID-19 pandemic in preparation to work in a way that the online learning skills they acquire in the midst of the pandemic might have an impact in the practical application of actual patient care. Wherein results showed that the graduating nursing students among selected nursing schools in Cavite have a moderately high work readiness even under the effect of the pandemic in education. Results showed that the majority of the respondents are 21-23 years of age, female, with a grade of 1.75. Work readiness of the respondents is “Moderately High” in all of these areas, (a) social intelligence, (b) personal work characteristics, (c) organizational acumen, and (d) work competence with overall weighted mean of 7.28. The results indicate accepting the null hypothesis wherein there is no significant difference and relationship in the work readiness of the graduating nursing student when grouped according to age, gender, institution, and 1st Semester RLE grades of the 4th year nursing students. According to Doe, R. 2015, the demographic characteristics did not explain much of the perceived employment readiness of graduate program completers.

V. DISCUSSION

This study explored the Work Readiness of graduating nursing students among selected nursing schools in Cavite in the context of COVID-19 Pandemic. It is very necessary for graduating nursing students to determine their work readiness despite the pandemic. Work ready, a relatively new concept, is described as the degree to which graduate students are seen to have attitudes and characteristics that enable them to succeed in the workforce.

The limitation of the study was the number of participants wherein the researchers based the maximum number of participants from each school in the school with the lowest fourth year enrollees consisting of 12 students only. According to a study, 40 participants is an appropriate quantity for quantitative research. (Raluca B. & Moran K., 2021)

The unprecedented outbreak of COVID19 disrupted nursing education and required immediate attention from academic care institutions. The serious consequences of a health crisis can forever change the way caregivers are educated and trained in the future. Traditionally, learning experiences or clinical internships associated with theoretical classes are conducted face-to-face by fellows (Oducado, Amboy, et al., 2019). In 2019, an academic nursing school had to make the difficult choice to bar students from clinical practice due to the enormous difficulties brought on by a global pandemic of the coronavirus. (COVID-19).

According to Walker et al. (2013), work readiness is reflected by work competence (WC), social intelligence (SI), organizational acumen (OA), and personal work characteristics (PWC) of graduates. Once they have obtained their professional nursing license, nursing students should be able to function independently, so they should graduate with a level of competence and confidence. The nursing program's principal objective is to equip students with the knowledge and skills they need to graduate as competent and self-assured future professionals in nursing.

(Li et al., 2019). Nursing students are still in the developmental stage of their careers.

The study aimed to address the gaps by providing a thorough analysis of the work readiness of graduating nursing students in Cavite during the COVID-19 pandemic in preparation to work in a way that the online learning skills they acquire in the midst of the pandemic might have an impact in the practical application of actual patient care. Wherein, the results showed that the graduating nursing students among selected nursing schools in Cavite have a moderately high work readiness even under the effect of the pandemic in education. The skills have been labeled differently and are still in developmental stages as a construct. These talents, which have diverse labels and are currently undergoing development as a construct, are known as work ready skills. As a result, it would be assumed that graduates of work-ready graduate programs have the attitudes and characteristics necessary to succeed in the workforce. (Caballero, 2010)

The Nursing students' abilities and expertise will influence their preparation for work in a hospital or clinical setting. Despite the fact that "work ready" is a novel concept with no consensus on its definition, set of qualities, or skills, it has been used in the literature to predict graduate success in the workforce (Casner-Lotto & Barrington, 2006).

The results indicate accepting the null hypothesis wherein there is no significant difference and relationship in the work readiness of the graduating nursing student when grouped according to age, gender, institution, and 1st Semester RLE grades of the 4th year nursing students. Gender, academic background, and maturity does not influence the work readiness of the graduating students, but have an impact on motivation to their chosen profession. (Kusurkar, 2010). When it comes to job readiness, the university does not equal being "work ready". When analyzing disparities in students' assessments of their readiness for the transfer to the workforce, the gender factor does not appear to be significant.

(A. Garcia-Aracil et al., 2018). The individual's accomplishments, attitude, and demonstrated

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knowledge. and skills is by far the most important element evaluated by most firms when hiring employees (Frailey, 2018). According to Doe, R. 2015, The demographic characteristics did not contribute much to the perceived employment preparedness of graduate program graduates.

When it comes to job readiness, the university does not equal being "work ready". The individual's accomplishments, attitude, and demonstrated knowledge and skills is by far the most important element evaluated by most firms when hiring employees (Frailey, 2018).

According to Wray M.A (2017), regarding what they felt to be a shortage of preparation in critical thinking, some students expressed their displeasure. Many believed they were better equipped to write academic papers than to provide patient care in a clinical setting. The need for more clinical experiences, patient contact, clinical setting variety, and exposure to patients needing various levels of care were discussed by participants when new graduate nurses were asked the way to improve their academic preparation for work experiences. More nursing professors or clinical instructors who promote learning and questioning, according to other students, are needed.

After gathering, tabulating, analyzing, and interpreting the data, the researchers recommend the Post Graduate Mentor-Mentee Program. It is a program for all Graduate Nursing Students. Its aim is to help and support them in the transition from nursing school to practice as new graduate nurses. It will also allow them to develop competence and confidence as a professional nurse.

Our recommendations are based on the lowest weighted mean in the four aspects of work readiness which are Social Intelligence, Personal Work Characteristics, Organizational Acumen, and Work Competence. In line with this, the following are the proposed programs for the Post- Graduate Clinical Mentor-Mentee program:

Speaking Ability

IELTS

According to the International Education Specialists, 2022, The most common high-stakes English language competency test for study, employment, and immigration is called the IELTS. In more than 140 nations throughout the world, over 10,000 organizations, including colleges and universities, employers, professional organizations, and governments, accept IELTS scores. A multinational team of professionals creates the IELTS test content and conducts in-depth study to guarantee that all candidates, regardless of geography, ethnicity, background, gender, or lifestyle choices, will be treated equally.

The Post-Graduate Mentor-Mentee Program can make IELTS one of its programs for enhancing the speaking ability and English proficiency of the newly graduated nurses. This training will be conducted in a hospital setting, with a supervisor in charge of providing a comprehensive guide to everything freshly minted nurses must comprehend as they prepare for the IELTS exam. This curriculum emphasizes the oral test. The test is divided into three sections, and the nurses will gain knowledge about the four requirements that will be utilized to evaluate their spoken English. The suggestions and tactics will help individuals enhance their English speaking skills and establish techniques to assist them succeed. They will gain confidence and feel well prepared for their exam by participating in practice activities.

Self-Expression

Self-Expression and Leadership Program

According to Landmark Worldwide, 2021, "Express oneself fully, create an impact, and be a role model" is the motto of the Personal Expression and Leadership Program. The ability of individuals from having the opportunity to express one's self and exhibit leadership in making a difference contributes to the quality of life, influencing the uniformity of what a person sees as possible. Leaders of the Self-Expression and Leadership Program are experienced women and men who give freely of their time and abilities because they recognize the benefits this program offers and are committed to it. They receive

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extensive training for about two years before they can impart the significance of this program in the lives of others.

Self-Expression and Leadership Program can deal with Post-Graduate Mentor-Mentee Program by enabling the graduating nursing students to find ways to effectively articulate thoughts and ideas in a way that inspires oneself and another to align, cooperate and collaborate perspectives. This program is built to strengthen students' passion and dedication which newly graduates need in facing real-life situations, preparing to embody themselves in sharing yourself completely which relates you to the new opportunities generated. Thus, empower the students to create new opportunities and readiness for new environments once graduated.

Prioritization and Time Management

Advanced Time Management Training Program

According to Work Life Balance, 2018, Through simple-to-use, patented time management tools, Expanded Time Management Training helps graduate nurses get more out of their time. The newly graduated nurses will apply simple mental techniques for more efficient calendar utilization through highly engaging learning. However, more importantly, they can use these skills in a variety of other situations to accomplish more of what is vital to them in a shorter period of time, both on and off the job, which is crucial for recently graduated nursing students.

The newly graduated nurses will be guided by their head nurse or mentors in prioritizing and managing tasks. They should not go about their shift without a solidified plan. Prior to starting their shift, they should take a few minutes and write down how they plan to attack the known tasks. Along with planning their day, they have to prioritize their tasks based not only on importance, but also based upon other activities.

One of the most important elements a nurse has is powerful time management skills. While there are moments throughout the day that are unexpected, if the nurse is capable of sustaining effective time management, then they can juggle the unexpected with the expected. This program can help give time management tips that are refined from years of clinical work and designed to provide the foundation needed to maximize productivity without feeling completely spent at the end of their shift.

As always, time management is a personalized trait. What works for others may not work for others. Therefore, it's imperative that the newly graduated nurses build upon time management tips. After a time, they will soon become the most efficient, productive, and celebrated members of the nursing team. (Warren, 2016).

Eagerness to work in any situation related to the nursing profession

Institute of Advanced Nursing and Allied Health Professionals (I.A.N.A.H.P.) - Training Program

According to the National Kidney & Transplant Institute, 2018, the role of training and development in the individual learner should be to assist the process of learning and development by providing a setting and resources. Staff education is intended to give workers the opportunity to learn in a setting that motivates them to alter their behavior. Personal experiences are transformed into novel and distinctive ways of acting as learning takes place. The section charged with helping the staff meet their needs for training and development is the IANAHP. As the Department of Health's training division, in addition to in-service training, the IANAHP also provides specific training and nursing improvements to different institutions.

The IANAHP program offers many practices that can help new nursing graduates to have the eagerness to work in any situation and one of these is the Post-Graduate Course in Clinical Nursing Practice in which they can take this practice within 4 months. Its objective is to enhance the basic skills of the nursing program and to help new nurses overcome their fear in terms of working in the clinical

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field.

The Post-Graduate Mentor-Mentee Program can also aid in lowering the hospital's organizational costs, turnover, and vacancies while also preventing any nurse shortages. The newly graduated nurses will have the opportunity to learn and pick up new nursing abilities for various specialties. This curriculum will provide all newly graduated nurses with a significant opportunity to work in the hospital setting with great confidence and can set them on the path to realizing their most ambitious professional goals.

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The Liberating Experiences of Elderly in Covid-19 Vaccination During Pandemic: An Interpretative Phenomenological Study

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I. ABSTRACT

The coronavirus first appeared in the Philippines in 2019. SARS-Cov-2 originated in bats, most of which are zoonotic. President Duterte mandates lock down in the country in 2020. The elderly, are deprived to go outside to do daily routines. Being vaccinated is the way to reclaim elderly's lives. This Phenomenology explores and explains the liberating experiences of the elderly before, during and after taking the Covid-19 vaccine. The participants are elderly 65 years old and above who are already vaccinated, Male or female who reside in upper Cavite, and willing to participate in the study. The participants of the study engaged in semi-structured interview questions and utilized Hermeneutic's phenomenology analysis method. The seven (7) themes are classified as follows: (1) Unguarded Senescence (2) Mentally Disquiet (3) Activity: Normal Routine Before Taking the Vaccination (4) Instigation in taking up Covid-19 vaccination (5) Covid-19 vaccine: level of convenience (6) Response towards the impact of the covid-19 vaccination and (7) Disregarding the booster shot. This study concluded that the majority of the participants knew that they belonged to a vulnerable group. It shows that they still have misinformation regarding the booster even when they get the vaccine. Due to this the elderly make significant contributions to the community and should address their needs. The research benefits the community by assisting families who have elderly relatives at home in obtaining information to provide appropriate care for them. Remember that the government will not implement health protocols such as vaccines unless they are confident it is safe and has benefited everyone. The Vaccines continue to provide excellent protection against severe COVID-19 disease. The researchers suggest conducting a health education program for the elderly and other people to give awareness about the importance of being boosted and also to answer the misinformation that is bothering their minds. For the future researcher, this study may serve as reference for a wider audience in qualitative research. It is also a guideline for those who may want to conduct the same study on the same topic.

Keywords: *Covid-19 Pandemic, Elderly, Vulnerableness, Covid-19 Vaccines, Misinformation, Awareness.*

I. INTRODUCTION

The coronavirus first appeared in the Philippines in late December of 2019. MERS, which originated in camels that invaded the United Arab Emirates in 2014, and SARS-Cov-2, which has affected the entire world today, are both coronaviruses. According to experts, the SARS-Cov-2 originated in bats, and most of these viruses are zoonotic, which means these bacteria and viruses come from animals. As humans might come into contact with these animals that help spread the virus through contamination. The spread of the virus starts in the open-air wet market of Wuhan, China. A human coronavirus was initially discovered in 1965 by scientists. A common cold was the result, and later that decade, researchers discovered a collection of human and animal viruses with a crown-like appearance and named them after them. The coronavirus is airborne and can infect all ages, but the susceptible groups are the elderly where their body can no longer resist fighting this kind of virus. The virus spreads drastically all over the world and affects the economy of each country.

One of the government attempts, particularly in poorer countries, is to develop an antidote to the virus. The Philippines has not yet established institutions of scientists to innovate the vaccine. Due to the country's inability to develop a vaccine. Because of this, they were compelled to wait for the scientist's further investigation and development from other countries. That is because the vaccine is given first to the wealthiest rather than the poorest nations. There were too many vaccines that have been developed abroad, but only a few are used in the country. The most used vaccine in the country is the CoronaVac of Sinovac. The second most used coronavirus vaccine is the Pfizer – BioNTech (COMIRNATY). Next is the AstraZeneca vaccine of Oxford, the Moderna - mRNA, the Gamaleya Sputnik V of Russia, the Janssen of Johnson N Johnson, and the BIBP of Sinopharm.

The Philippine President Rodrigo Roa Duterte's mandate to lock down the entire country started last year on 15th March 2020 up to this date with some restriction categories to prevent the spread of the virus so that people will not get infected. Because of the global pandemic due to the existence of the virus. The lockdown and restrictions have affected thousands of employment, mental and physical health, and people's lives. Most of us, especially the elderly, are deprived of the right to go outside and carry out our daily routines, such as going to malls, theaters, parks, and visiting our relatives. The only way to reclaim their lives and return to their routines is to be vaccinated. As a result, several businesses offer promotions and discounts on their groceries, food, bills, and even hold a raffle to encourage the elderly to get vaccinated and another way of the government's "Resbakuna Na" initiative. The rate of vaccinated elderly is increasing through these programs. Most of the elderly are now allowed to go out and get back to their activity of daily living. They are now allowed to dine out at some restaurants that accommodate 30-50% of their customers and get double discount offers aside from their senior citizen discounts. The elderly are also allowed to visit malls, movie theaters, or even allowed to visit their loved ones. According to our respondents, they experience pain at the injection site, which is a common reaction once the vaccine had received. Some of their body reactions to the immunization results in rashes that continue for hours, if not days. There are cases where it gets worse than complications to comorbidity, and the other is death for those who have underlying conditions.

This study aimed to explore the liberating experience of a senior citizen in Cavite regarding the Covid- 19 vaccines. The researchers chose the older adults, aged 65 years old and above, as participants who are the most susceptible group to this event that is happening now. Once a person approaches the stage of aging, according to aging theories. The Immunological Theory is that the immune system is programmed to decline over time. This staged process of life describes how the aging process has an impact leading to an increased vulnerability to infectious disease as it deteriorates the physical, psychological, mental, and social health of the elderly. The researchers

chose this study because they want to know about the liberating experience of the elderly after taking the Covid-19 vaccines. This will also serve as a guide and reference for those future researchers who will conduct the same study.

III. METHODS

The researchers chose qualitative design to analyze and evaluate the elderly and gain a better understanding of the phenomena. The researchers used semi-structured interview questions because this method allows the researcher to collect open-ended data, describe participant thoughts, feelings, and beliefs about a research study, and influence personal, and sometimes sensitive, issues. The researchers also used google Forms/meet, pen and paper, and audio recordings in the study to collect information and used face-to-face interviews if the participants prefer in doing it.

DATA GATHERING

Determining who will be the participants	Elderly: <ul style="list-style-type: none"> ● Healthy elderly ● Ages 60 years old and above ● Male and Female ● Residing in Upper Cavite
Formulating Informed Consent	Contains: <ul style="list-style-type: none"> ● Purpose of the research, expected duration, and procedure ● The right to decline to participate and withdraw from research once participation has begun
Data Gathering	Consist: <ul style="list-style-type: none"> ● Interview ● Direct Observation ● Recording (Audio Recorder) ● Pen and Paper ● Google meet and other video call application
Data Analysis	<ul style="list-style-type: none"> ● Data preparation and organization review and explore the data interpretation

Data Analysis

HERMENEUTIC PHENOMENOLOGY

The study of the lived experience of the world of life is known as phenomenology (van Manen, 1997). Its emphasis is on a person's experience of the world, rather than the world or reality as something separate from the individual (Valle et al., 1989). "How is this experience for you?" Van Manen's structure breaks down hermeneutically, according to the findings. Philosophical aspects of phenomenology into a six-stage procedure, allowing the researcher to use this technique to discover occurrences in the realm of lived experience (van Manen, 1997).

Stage 1: Turning to the Nature of Lived Experience.

The researchers must formulate research questions. The researchers deeply questioned ideas linked-to to their relation to lived experiences. They attempted to make sense of their observations by exposing meanings associated with the phenomena witnessed.

Stage 2: Investigating Experiences as we Live It.

The researcher must trace etymological sources and idiomatic words within the language used by participants elaborating on their experience when analyzing the experience as it is lived (van Manen, 2014).

Stage 3: Reflecting on the Essential Themes which Characterize the Phenomenon.

The researchers sought the overall meaning of the participant's experiences when reflecting on the themes. The emphasis is on developing themes since they are supposed to produce the experiential structure from which their lived experience is created. The researchers extracted themes from the experience and text, which is equally interesting because it is a creative process of discovery and revelation that shows the true meaning of the experience.

Stage 4: Describing the Phenomenon in the Art of Writing and Rewriting.

Through the process of writing, the researchers will intend to make the feelings, thoughts, and attitudes of the participants visible.

Stage 5: Maintaining a Strong and Orientated Relation to the Phenomenon.

The researchers must strive to remain focused on the research questions. The researchers emphasized the significance of being powerful and relational because, in this form of research, the researchers can get sidetracked or distracted from the essential concepts. (Z. der Van, 2000). He or she could also easily become entrenched in one way of thinking, with one set of ideas or perceptions, unintentionally neglecting the others. The researcher should be conscious of the dangers of focusing their reflection and interpretation on their preconceived notions (van Manen, 1997).

Stage 6: Balancing the Research Context by Considering the Parts and the Whole.

The researcher is asked to “constantly measure the overall design of the study”. To guarantee that each portion of the study adds to the overall, the researcher must undertake a constant retrospective check at numerous points between the text and context.

IV. RESULT



Interpretation

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To better understand the themes of one to seven, the researchers come up with combining the themes by presenting a poster that symbolizes each theme.

Once the pandemic has started, the most susceptible group in acquiring the coronavirus illnesses are the elderly for having a weaker immune system. The researchers come up with a theme that describes both the age and the categorization of the elderly into the society and the elderly's vulnerability in acquiring viruses. According to Immunological Theory, it is where the immune system is programmed to decline over time. Immune responses decline with age, contributing to an increase in the prevalence of various chronic diseases with an inflammatory component (also known as "inflamm-aging") (Karger et al. (2014)

Anxiety occurred to the elderly due to sudden changes of the government's policy towards the pandemic by means of implementation of taking the Covid-19 vaccines. The researchers come up with a theme that represents the current emotional state of the elderly about the covid-19 vaccines when taken. According to Memurtry (n.d.), a lot of people have misinformation regarding the vaccine to begin with, are extremely worried about something, and tend to avoid or postpone it. They're at high risk of contracting the covid-19 virus, so their apprehension about immunizations is understandable.

Lockdown is also one of the government's pandemic policies for health protocol and to lessen the spreading of the virus that makes everyone, especially the elderly to be restricted in doing their normal routine activities. The researchers came up with a theme for it signifies activities before and after taking the vaccine for the elderly. During the covid-19 pandemic, older people's regular activities were stopped. The elderly have a lack of physical and social activities due to implementing lock down, Ammar (2020) stated, that the health protocols aim to reduce infection rates, but they have unintended consequences by restricting normal daily activities, physical activity, travel, and access to many types of exercise.

Later on, the elderly were encouraged to make a step to take the covid-19 vaccine for it is one of the requirements needed in order to obtain the benefits such as "ayuda", be able to go outside and start to normalize their activities before. The government wants every elderly to be immunized against the covid-19 virus. In order to achieve the goal, they required the elderly to take the covid-19 immunization by providing benefits such as ayuda, and to be able to go outside and do things they used to do. The researcher came up with the theme to signify that the participants were persuaded and decided to take a step to be vaccinated for their desire or goal to be attained such as to go outside and do things that they are eager to do. According to Kaiser family foundation 2022, with a mixture of relief and care, elderly persons who have been properly vaccinated against covid-19 are resuming activities that had been put on hold during the pandemic.

Even though the elderly took a step in having the covid-19 vaccine their preferred choice was not accomplished due to availability of the specific brand of vaccine into their vaccination site. According to the PRC Chairman and Chief Executive Officer (CEO). "It doesn't matter which brand because all of the vaccines in the country are safe and efficient in fighting COVID- 19." Gordon further emphasized that the only way for the country to achieve herd immunity is for everyone to get vaccinated against COVID-19.

The elderly felt the after-effects of being vaccinated. The only side effect experience was having a mild fever and due to obtaining a vaccination card they were able to travel and spend time with their family and friends outside again. Having the experiences of the elderly after being vaccinated will serve as a proof after taking the vaccine if it may lead to good or bad responses to their health. According to World Health Organization 2021, COVID- 19 vaccinations might produce adverse effects, the majority of which are minor or moderate and fade away on their own after a few days.

Despite having the complete doses of the covid-19 vaccine, and not having severe symptoms they still don't want to have the booster shot as evidenced by the participants' statements of "*baka ma overdose na ako*" and "*sapat na sa akin ang hanggang second dose lang*". Having two doses of Covid-19 vaccine is already contented for them and having another vaccine is already too much. They fear that they will

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overdose or the side effects of the booster may be more severe than the second dose. That is why some of the elderly refuse to take the booster shot because of misinformation that they have heard from others and social media.

V. DISCUSSION

The emerging themes from the responses of the participants in this study regarding their liberating experiences of elderly in Covid-19 vaccination are as follows; unguarded senescence, mentally disquiet, Activity: normal routine before taking the vaccination, inveigle to step up in taking the covid-19 vaccination, Covid-19 vaccine: level of convenience, Response towards the impact of the covid-19 vaccination and Disregarding the booster shot.

The researchers discovered that the majority of the participants are aware that they are part of a population that is vulnerable to acquiring viruses that can cause certain diseases. People aged 65 and up who are classified as young old are among the most vulnerable to infections due to weakened immune systems. The presence of the Covid-19 pandemic in the country had a significant impact on every Filipino's mental, physical, and emotional well-being. They used to be able to go outside for their daily activities, which allowed them to enjoy and maintain their social lives. When the pandemic strikes, they are among those who are unable to go outside because they are most risky to the virus. Participants expressed their concerns, uncertainties, and worries about the virus's spread. Television and news information can have a significant impact on a person's perception. Because of the information they had received and seen on television, the participants were fearful of getting vaccinated. They were also concerned about the number of people who died as a result of the vaccine's adverse effects.

It has shown that some of the elderly were convinced to take the vaccine due to the continuous rise in the number of cases of individuals testing positive for Covid-19. The participants rely on the side effects of the first and second doses of the vaccine to get the booster. It also demonstrates that they prefer only second doses because they believe that second doses are sufficient to protect them from the virus.

The elderly make significant contributions to the community and should address their needs. The research benefits the community by assisting families who have elderly relatives at home in obtaining information to provide appropriate care for them. Remember that the government will not implement health protocols such as vaccines unless they are confident it is safe and has benefited everyone. The vaccines continue to provide excellent protection against severe COVID-19 disease. This may change in the future as the virus evolves and vaccine immunity wears off. They must see this as a long battle between the virus and the actions to prevent that have been developed to overcome it.

The researchers recommend this study to convince those elderly who have no decisions about taking the booster shot. It is better to encourage them to take it so that their protection will be elevated to have fewer chances of acquiring the Covid-19 virus. And as a reminder, just keep in mind the saying that "it is better to be safe than sorry".

Due to misinformation, the research recommends the elderly and also those people to find reliable resources who provide depth and evidence-based information Like media, journals with authors , pamphlets and seminars that talk about the importance of being vaccinated and booster. To those elderly experiencing side effects in getting the booster shot. It is normal to experience that because Side effects after COVID-19 vaccination are expected, it can develop the protection and it needs to fend off serious coronavirus illness and the antibodies to levels strong enough to continue protecting you against severe COVID-19.

The research suggests that to conduct a health education program for the elderly and other people to give awareness about the importance of being boosted and also to answer the misinformation that is bothering their minds.

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To the students, believe that they will benefit from the findings of this study. They can use this as their basis or guide in implementing nursing intervention on how they will be able to help and improve their skills and knowledge in providing the best patient care most especially to the elderly.

For the future researcher, this study may serve as reference for a wider audience in qualitative research. It is also a guideline for those who may want to conduct the same study on the same topic.

Lastly, to the government, this may help them to know and identify the lived experiences of the elderly before and after the vaccination, it also will add up to their survey about the person or elderly who had not yet gotten a booster shot.

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