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FOREWORD

The COVID-19 pandemic has remodeled the world: the way we live, work, interact with each other, and the way we deliver nursing care. It has raised the visibility of nurses like never before and highlighted that with this, student nurses are expected to deliver competent, high-quality care in a compassionate manner. To accomplish these diverse goals, student nurses continually need to access and evaluate new information, and incorporate it into their clinical decision-making. In today's world, nurses must become lifelong learners, capable of reflecting on, evaluating, and modifying their clinical practice based on emerging knowledge from systematic nursing and health care research.

As we formally launch the first volume of nursing student research digest entitled "INFOBLAZE", the College of Nursing and Health Related Sciences department is delighted with the corroboration of completed research outputs of our students. This research digest features the current trends and issues in the nursing education and practice brought about by the COVID-19 pandemic where student nurses' play a pivotal role.

Certainly, INFOBLAZE brings pride and honor to our dear student nurses who showcased their hard work and passion in the completion of research. Evidently, this led to their realization that nursing research is vital to the practice of professional nursing, and the importance of its inclusion during undergraduate instruction cannot be overemphasized.

Congratulations Olivarian Student Nurses Researchers!

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

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of the
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OLIVAREZ COLLEGE TAGAYTAY

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"Excellence Amidst Quarantine"

Impact of Home Quarantine in the Intrapersonal skills among student Nurses in Olivarez College Tagaytay

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I. ABSTRACT

Students nowadays are dealing with different emotional fear and anxiety because of the pandemic. Intrapersonal skills are a critical concern to the student because it affects their feelings, attitudes, and emotions that have importance to their behavior in daily activities. Tai Tran (2019) stated that intrapersonal skills are the inner abilities and behaviors that help people control their emotions, deal with difficulties, and learn new knowledge. This includes the analytical thinking, productivity, resourcefulness, resilience of an individual. The researcher used a total sampling population and categorized their respondents based on their year level. Descriptive quantitative research was utilized for the design. The respondents were asked to answer a self-made survey questionnaire to determine the impact of home quarantine on intrapersonal skills using Google Sheets. Pearson Correlation Coefficient (Pearson's) was utilized to determine the relationship between the variables. In general, results show that there are positive correlations between the demographic profile of the respondents (Age and Year level) and the impact of home quarantine on intrapersonal skills. Among the four categories of intrapersonal skills, analytical thinking has resulted in a moderately negative impact while productivity, resourcefulness, and resilience resulted in a moderately positive impact. The overall result of the impact of home quarantine on intrapersonal skills has resulted in a moderately positive impact. The results showed that most of the student's intrapersonal skills are not being affected during home quarantine. Therefore, the researchers concluded that some of the BSN students of Olivarez College Tagaytay could not adapt to the current situation including the new mode of learning. Based on the results the researchers suggested a series of action plans to improve students' intrapersonal skills.

Keywords: *Coronavirus, BSN students, Home quarantine, Impact, Olivarez College Tagaytay, Intrapersonal Skills.*

II. INTRODUCTION

Existing information suggests that adolescents are at risk for behavioral changes due to the pandemic. Division of Viral Diseases (2019), for individuals, the coronavirus pandemic can be traumatic. In adults and adolescents, uncertainty and anxiety about a new disease and what could happen can be daunting and trigger intense emotions. Public health behavior can make individuals feel alienated and alone, such as social distancing, and increase stress and anxiety.

As per Duan, L., Et. Al., (2020); Hussong, A. M., Et. Al. (2020); Tang, S., (2020) both stated in their study that youth groups are the most affected by quarantine in terms of mental health. Children and adolescents are most likely to have anxiety, depression, and stress. There is an impact in these age groups in executing skills, optimism, and coping and lessening their performances in daily activities.

In her study, Ye (2020) stated that being in home quarantine for a long time affects children's physical and mental health. Since children cannot focus on their typical class, they may experience limited physical activities, lack of sleep due to irregular sleep rhythm, longer electronic gadgets, screen exposure, and unhealthy diets.

Previous studies on the impact of home quarantine on people's behavior and mental health have not dealt with the students' performance in school, precisely their intrapersonal skills, which are essential for them. Winterrowd Et al. (2016), Scalcucci (2018), and Mertens Et al. (2019) mentioned in their studies that intrapersonal skills improved the capacity of the students to focus on their study and have an immense effect on academic functions during adolescence. In addition to this, based on the researcher's knowledge there is no existing study here in our country about the impacts of home quarantine on BSN students. The lack of studies about the potential impacts of home quarantine on intrapersonal skills during home quarantine has prompted the researcher to investigate this topic.

The purpose of this investigation is to evaluate the potential impact of the home quarantine on the intrapersonal skills of nursing students in Olivarez College Tagaytay. It is also to determine how students have been doing in the new normal settings and how it affects their capabilities as students and their emotional, psychological, and social well-being. The researchers hypothesized

that there is no significant relationship between the respondents' profile and the impacts of home quarantine on intrapersonal skills.

III. METHODOLOGY

The researchers used a descriptive-quantitative research method to determine if there is an impact in intrapersonal skills during home quarantine among the nursing students of Olivarez College Tagaytay. For this research, the total sample population is used for the 94 BSN students of Olivarez College Tagaytay and categorized the respondents based on their year level. The researcher's self-made questionnaire has undergone three phases of reliability and validity testing for the data gathering to conform to the data needed by the study.

Table 1.0
Number of Items per Indicators

Indicator	Number of items
A. Analytical thinking	5
B. Productivity	5
C. Resourcefulness	5
D. Resilience	5
Total	20

The researchers utilized a four-point Likert Scale to avoid a neutral score in the study. The table below is the scale used in the study:

Table 1.1
Likert Scale Interpretation

Value scale	Interpretation
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

The second table shows the indicators, mean range, and verbal interpretation, which is divided into four aspects regarding intrapersonal skills during home quarantine:

Value scale	Interpretation
3.26 - 4.00	Highly Positive Impact
2.51 - 3.25	Moderately Positive Impact
1.76 - 2.50	Moderately Negative Impact
1.00 - 1.75	Highly Negative Impact

The researchers have consulted various expert validators for their questionnaire. After approval, the researchers proceeded with pilot testing. The Cronbach alpha results revealed 0.868 with a verbal interpretation of good. With this, the researchers proceeded in surveying the BSN students of Olivarez College Tagaytay.

The researchers had requested the approval of the school administrator to conduct a study on selected students of the said school and asked permission from the respondents by providing a letter that consisted of a complete explanation of the study. Next, the researchers distributed the questionnaires to the selected respondents online via google sheets. After collecting the data, it was recorded, tabulated, and subjected to statistical analysis. Pearson correlation coefficient was used to determine the impact of home quarantine on the intrapersonal skills of BSN students of Olivarez College Tagaytay.

IV. RESULTS

1. What are the demographic profiles of the respondents based on the following?

    a. Age

Table 2.1
Demographic Profile of the Respondents (Age)

		Frequency	Percent
	18 - 22	86	91.5
	23 - 27	1	1.1
Age	28 - 32	5	5.3
			2.1
	3 - 37		
	Total		94	100.0

Table 2.1 shows the demographic profile of the respondents according to their age group. Ages 18-22 years old have the highest participants with a total number of 86 (91.5%), and this was followed by 28-32 years old with 5 participants (5.3%), followed by 33-37 years old with 2 participants (2.1%) and lastly, 23-27 years old with only 1 participant (1.1%). The result suggests that the majority of the respondents belong to ages 18 to 22 years old. It implies that students at this age are expected to come up with creative solutions to problems. As mentioned in the theory of cognitive growth proposed by Jean Piaget, thinking becomes much more sophisticated and advanced in the formal operational stage. They develop the ability to think abstractly by manipulating concepts in their heads rather than relying on concrete manipulation and solving problems. It was supported by the study of Duffin (2021) the statistic shows that of those aged 20 to 21 years of age, 54.6 percent were enrolled in higher education as of 2018, a considerable increase compared to 31.9 percent in 1970.

b. Gender

Table 2.2
Demographic Profile of the Respondents (Gender)

Gender	Frequency	Percent
Female	74	78.7
Male	20	21.3
Total	94	100.0

Table 2.2 shows the demographic profile of the respondents according to their gender. The majority is female, composed of 74 participants (78.7%), and the least is male, composed of 20 participants (21.3%) only. It indicates that there are more female students than males in Olivarez College Tagaytay. The results imply that females are still dominant in number than males in medical courses. This trend can be supported by the study of Malaga, X. G., & Oducado, R. M. F. (2021), they mentioned that the students who are graduates of the academic STEM strand from senior high school appear to be more prepared to take up the nursing course and the majority of them are female who takes the nursing course which resulted to the frequency of 94 (83.9%) than the male with a frequency of 18 (16.1%).

    c. Year Level

Table 2.3
Demographic Profile of the Respondents (Year Level)

Year Level	Frequency	Percent
1st Year	48	51.1
2nd Year	25	26.6
3rd Year	21	22.3
Total	94	100.0

Table 2.3 revealed that 1st year BSN students have a frequency with 48 participants (51.1%) followed by 2nd year BSN students with a frequency of 25 (26.6%), 3rd year BSN students have a frequency of 21 (22.3%). This study revealed that first-year BSN students have the highest frequency; this implies that the student number decreases as the year level goes up. It can be explained in the study of Bernando & Fernando (2019) that the nursing course in the Philippines was one of the high costs and expensive education, every year in the semester tuition fee was increasing. Many of the learners that dropped out of their studies were mentioned because of insufficient financial support, working early to help the family, and unstable salary.

    d. Economic Status

Table 2.4
Demographic Profile of the Respondents (Economic Status)

Economic Status	Frequency	Percent
4000 - 9999	7	7.4
10000 - 15999	24	25.5
16000 - 21999	27	28.7
22000 - 27999	9	9.6
28000 - 33999	16	17.0
34000 - 39999	5	5.3
40000 AND ABOVE	6	6.4
Total	**94**	**100.0**

Table 2.4 revealed the monthly income of the selected participants. Monthly income of 16,000 – 21,999 has the highest frequency with 27 of the participants (28.7%), followed by the monthly income of 10,000 – 15,999 with a frequency of 24 (25.5%), next is the monthly income of 28,000 – 33999 which has a frequency of 16 (17%). The monthly income of 22,000 – 27,999 has a frequency of 9 (9.6%), and 7 of the participants (7.4%) have a monthly income of 4,000 – 9999. A monthly income of 40,000 and above has a frequency of 6 (6.4%), and last is the monthly income of 34000 – 39,999, which only has a frequency of 5 (5.3%). A total of 94 participants made a valid percent of 100%. The results conclude that most respondents belong to the low-income class which has a monthly income of Php 10,481 to 20,962. As it was supported by the article of Zoleto (2020), the latest family income and expenditure survey by the Philippine Statistics Authority (PSA) shows that the majority (58.4%) of Filipinos belong to the low-income class.

2. What are the impacts of home quarantine on intrapersonal skills of the respondents in the aspect of the following?

Table 3.1
Impact of Home Quarantine to the Intrapersonal Skills

Indicators	Mean Score	Verbal Interpretations
A. Analytical Thinking		
1. I do not experience difficulty in making decisions during the home quarantine.	2.33	Moderately Positive Impact
2. These days, I do not experience difficulties in answering my professors' activities and questions.	2.17	Moderately Negative Impact
3. Having an asynchronous class is convenient and gave me more time to study and answer my activities.	2.86	Moderately Positive Impact
4. Being in-home quarantine while having an online class made me do not have difficulty understanding the lesson.	2.90	Moderately Positive Impact
5. During these moments, I do not experience an episode of indecisiveness or low concentration.	2.02	Moderately Negative Impact
Total Mean Score for Analytical Thinking	2.45	Moderately Negative Impact
B. Productivity		
6. During these times, I do not experience difficulties in performing school tasks and home chores simultaneously.	2.16	Moderately Negative Impact
7. During online class, I could still comply with my requirements on time.	3.06	Moderately Positive Impact
8. During my free time, I choose to do my activities in advance or do household chores.	3.12	Moderately Positive Impact
9. During quarantine, I have much energy and think creatively while doing school work and activities.	2.49	Moderately Negative Impact
10. Since I have more time during home quarantine, I tend to enhance my skills by practicing them from time to time.	2.64	Moderately Positive Impact

Total Mean Score for Productivity	2.69	Moderately Positive Impact
C. Resourcefulness		
11. I always look for reasons why I can accomplish a task rather than accept why I cannot	2.46	Moderately Negative Impact
12. Instead of reacting to or worrying about conditions over which I have little or no control, I focus my time and energy on things I can control.	3.02	Moderately Positive Impact
13. I always browse and study my references, notes, and lectures when I do not understand the discussion.	2.86	Moderately Positive Impact
14. When experiencing difficulty answering the questions, I can still think of other options to finish the task.	3.15	Moderately Positive Impact
15. I can visualize the possible ways to overcome problems during online classes.	3.38	Highly Positive Impact
Total Mean Score for Resourcefulness	2.97	Moderately Positive Impact
D. Resilience		
16. I do not usually feel down and give up when getting a low grade in academics.	3.15	Moderately Positive Impact
17. I do not easily give up on trying during online class if I fail once.	3.09	Moderately Positive Impact
18. During these times, when I face new challenges, I can take control of the situation.	3.03	Moderately Positive Impact
19. During home quarantine, I use the setbacks that happened to me and use them as part of my development.	3.05	Moderately Positive Impact
20. I'm looking at the positive side of my failure and learning from it.	2.88	Moderately Positive Impact

Total Mean Score for Resilience	3.04	Moderately Positive Impact
TOTAL IMPACT OF HOME QUARANTINE	2.79	Moderately Positive Impact

a. Analytical Thinking

The study revealed that analytical thinking has the lowest mean score among the four variables, with a mean score of 2.45 and a verbal interpretation of moderately negative impact. Among the analytical thinking indicators, the highest mean score is "Being in-home quarantine while having an online class made me have difficulty understanding the lesson," with a mean score of 2.90 and verbal interpretation moderately positive impact. While the indicator with the lowest mean score is "During these moments, I do not experience an episode of indecisiveness or low concentration," with a score of 2.02 and verbal interpretation moderately negative impact. Based on the result most of the respondents agreed that they are having episodes of low concentration. In the study of Katherine N. (2020) it might be hard for the students to grasp the content of the discussion and understand the concept and develop problem-solving in an online class. With this, the researchers suggested that students should turn their cameras on during the discussion. It can be supported by the study of Mesiter (2020) that when other people can see what you are doing in class, it forces you to focus and chances are, students will want to present the best version of themselves.

b. Productivity

This study revealed that productivity has an overall mean score of 2.69 with a verbal interpretation of moderately positive impact. Out of the five indicators on this variable, the indicator that has the highest mean score is "During my free time, I choose to do my activities in advance or do household chores" with a score of 3.12 and verbal interpretation of moderately positive impact. On the contrary, the lowest mean score indicator is "During these times, I do not

experience difficulties in performing school tasks and home chores simultaneously," with a mean score of 2.18 and verbal interpretation of moderately negative impact. The results imply that the majority of the students lack time management, resulting in low energy in performing tasks both in school and at home. It is congruent with the study of Sunil (2020) that many students encounter problems in productivity, due to a lack of time management during home quarantine. Some of the students fail to organize effective time management for their daily school tasks and home chores. Based on the result, the researchers suggested the use of journals for the students. Indeed, the Career Guide (2021) stated that using journals, sticky notes or notebooks can help students by tracking the progress of his/her school work.

c. Resourcefulness

The resourcefulness mean score resulted in 2.97 with a verbal interpretation of moderately positive impact. "I can visualize the possible ways to overcome problems during online classes" with a mean score of 3.38, and verbal interpretation of highly positive impact is the indicator that has the highest mean score among the five indicators for resourcefulness. Nonetheless, the indicator with the lowest mean score is "I always look for reasons why I can accomplish a task rather than accept why I cannot," with a mean score of 2.46 and verbal interpretation of moderately positive impact. In resourcefulness, the majority of the respondents agreed that they do not look for reasons why they can accomplish a task rather than accept why they cannot. The results imply that most of the respondents lack the motivation to accomplish tasks during home quarantine. It can be supported by the study of Gualano et al. (2020), that the Coronavirus disease 2019 has been acknowledged as a cause of psychological and social consequences that might affect mental health and the way of thinking of a person. The researchers suggested having a program about how students deal with their stress during this pandemic. This program includes advising the students to have a break if they feel tired when doing something, sharing their problems and concerns with their family, friends, or professor. This can be supported by Robinson et al. (2020) statement that you be assertive and express your thoughts openly and respectfully if something or someone is bothering you. If you do not express your emotions, disappointment will grow and your stress level will rise.

d. Resilience

The study revealed that resilience has a mean score of 3.04 with a verbal interpretation of moderately impact. Among the indicators in resilience, the indicator that has the highest mean score is "I do not usually feel down and give up when getting a low grade in academics," with a mean score of 3.15 with a verbal interpretation of moderately positive impact. On the contrary, the indicator that has the lowest mean score is "I'm looking at the positive side of my failure and learning from it," with a score of 2.88 and a verbal interpretation moderately positive impact. The results conclude that the respondent's mental health, specifically when being resilient, is affected by home quarantine. As supported by the study of Loades et al. (2020), there is a significant impact on children and adolescents in terms of mental health. It was also mentioned that children's self-efficacy in executing achievements, optimism, and coping significantly impacted their behavior. With this, the researchers suggested the promotion of school guidance programs including one on one counselling. According to Loyola (2021) many are suffering from anxiety and stress but are not open about it to their family. With this, counselling from the guidance counsellor will help address this kind of concern from the students.

The total impact of home quarantine has a result of 2.79 with a verbal interpretation of moderately positive impact. The findings implied that most students are unaffected by home quarantine when it comes to intrapersonal skills. This study's result contradicts what Tang et al. (2021) mentioned in their study. He says that adolescents' perceived home quarantine as more positive than negative, which yielded less psychological distress and more life satisfaction. It is also mentioned that the advantage of home quarantine includes spending more time with relatives and personal activities.

3. Is there a significant relationship between respondents' profile and the impacts of home quarantine on intrapersonal skills?

Table 4.1
Respondents Profile and the effects of Home Quarantine to the Intrapersonal Skills

Age	Pearson Correlation	.329** .001	Reject Null
	Sig. (2-tailed)		
	N	94	
Year Level	Pearson Correlation	.210	Reject Null
	Sig. (2-Tailed)	.042	
	N	94	
Economic status	Pearson Correlation	.119	Accept Null
	Sig. (2-tailed)	.253	
	N	94	
Gender	Pearson Correlation	-.112 .283	Accept Null
	Sig. (2-Tailed)		
	N	94	

a. Age & Year Level

Table 4.1 shows the significant result on the respondents' profile (Age) and the impacts of home quarantine on intrapersonal skills. The Sig. (2-tailed) computed value was .001; in addition to this, on the respondents' profile (Year Level), the Sig. (2-tailed) computed value was

.042. Thus, the null hypothesis on these two variables was rejected. It suggests a significant relationship between respondents' profile (Age and Year Level) and the impacts of home quarantine on intrapersonal skills. Age and year level has also resulted in a positive correlation. It suggests that the higher the year level and age of the students the higher that impact. According to Liang et al. (2020), youth groups prone to psychological problems due to COVID-19 are 14 to 35 years old while Sasangohar (2020) mentioned that higher education or college students are more affected by home quarantine than basic education. Their study suggests that the higher the year level, the higher the effect is. With this, the researchers encourage the professors and faculties to monitor and approach those students who are having difficulties in academics during home quarantine especially those in higher year. Reach them out and create opportunities to talk about how they manage their difficulties during home quarantine. Be alert of those students who have changes in behavior or performance in academics.

b. Economic Status & Gender

On the other hand, on the respondents' profile (Economic Status) and the impacts of home quarantine on the intrapersonal skills, the Sig. (2-tailed) computed value was .253. Also, on the respondents' profile (Gender), the Sig. (2-tailed) computed value was .283. Thus, the null hypothesis on these two variables was accepted. Therefore, it suggests no significant relationship between respondents' profile (Economic Status and Gender) and the impacts of home quarantine on intrapersonal skills. The result indicates that everyone is being affected by home quarantine when it comes to intrapersonal skills. Males, females, the poor, and the wealthy are equally being affected in the same way. The result of this study is not aligned with Bonati's (2021) statement, which mentioned that during the COVID-19 pandemic, women are more vulnerable to depression and are more likely to experience post-stress symptoms in the long run. As per De Miranda et al. (2021) analysts found that adolescents who originate from families with more critical financial difficulties tend to show higher depressive symptoms and lower belongingness.

V. DISCUSSION

At this juncture, the limitations of the study need to be clarified. The research study focused only on the impacts of home quarantine on intrapersonal skills of the BSN students of Olivarez College Tagaytay. The intrapersonal skills had focused only on analytical thinking, productivity, resilience, and resourcefulness. The research would only determine the relation of home quarantine to intrapersonal skills. The respondents were the Bachelor of Science in Nursing students of Olivarez College Tagaytay. The limitation of the study was that the researchers did not physically meet the respondents to the survey due to the pandemic's health guidelines. With this, the survey questionnaire was disseminated online through the use of Google Sheets.

The present study provided comprehensive data regarding the impact of home quarantine on the intrapersonal skills among student nurses in Olivarez College Tagaytay. Most of the study respondents are 18 to 22 years old, and females are more significant. The majority of the respondents are also from the first year, and most of them have a monthly income of Php 16,000 to Php 21,999.

The study results show that home quarantine has a moderately positive impact on the intrapersonal skills of BSN students in Olivarez College Tagaytay. Analytical thinking has the lowest mean score among the four variables with a verbal interpretation of moderately negative impact. This result means that most of the BSN students have problems with their analytical thinking during home quarantine.

Based on the result, some students are experiencing troubles during online class that affects their productivity. Even though most students do not have problems with their productivity, it does not change that they still encounter conflicts that could affect their productivity. According to Sunil (2020), some students encounter difficulties during synchronous classes.

The findings implied that many of the students of OC Tagaytay are still capable of being resourceful during home quarantine. However, this does not conclude that all of the students are resourceful in this current situation. The results show that some students are struggling to be resourceful during home quarantine. Iliza (2020) stated that students could access and comply with the requirements because of a wide variety of resources on the internet and thus improve their resourcefulness.

According to Jiang et al. (2020), adolescents faced various challenges during the COVID- 19 pandemic, including being taken out of school and unable to socialize with their peers. However, it is unclear whether adolescent resiliency diminished or whether the defensive power of resilience was sustained during the global crisis. Based on the study results, resilience has a verbal interpretation of moderately positive impact which means that most students are resilient. However, it is undeniably evident that some students cannot cope up with the pandemic.

To summarize, this study confirmed that home quarantine has an impact on the intrapersonal skills of the BSN students. This study also provided knowledge and understanding of intrapersonal skills and how to improve them; specifically, analytical thinking, productivity, resourcefulness, and resilience. For future researchers, the result of this study will contribute to the existing body of knowledge and can be used as the foundation of future research

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The implications of Problem-Based Learning to the academic performance of Nursing Student in Olivarez College Tagaytay

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I. ABSTRACT

In a virtual learning setting, teaching knowledge and expected competencies in the field of health and medicine remarks as a great challenge. To enhance the skills and knowledge, the application of Problem-based learning or PBL in the process in higher education is utilized. The study aimed to determine the implications of Problem-based learning. Specifically, this study seeks to identify the effects of Problem-based learning to the academic performance of BSN students in Olivarez College Tagaytay. The study utilized a mixed method design convergence-parallel approach to directly compare the quantitative statistical results and qualitative findings. The data were collected through review of records and through interviews by which the participants described their experience. The collected material formed the basis for analysis and discussion of the results using thematic analysis. The findings showed that the PBL teaching approach is beneficial to students' learning because it encourages the integration of theory and practice, which improves motivation to learn. This is reflected through the three emerging themes; Overwhelming Problem-based Learning Requirements, Augmentation of Cognitive Ability amidst Difficulty and Inducement of eagerness to adaptation of PBL demands, thus clearly addressing multidimensional experiences of the participants. In the quantitative, the P value result is <0.5 which shows that there is a significant relationship between the theoretical and RLE component to the academic performance of Nursing students.

Keywords: *Problem-based Learning, Academic Performance, Nursing Student.*

II. INTRODUCTION

The continuing nursing education embodied integrative learning strategies in order to address the holistic competencies outcome of the professionals. At this extent, Problem-based learning (PBL) has been identified as an approach that improves the training of nurses by teaching them how to apply theory to clinical practice and by developing their problem-solving skills, which could be used to overcome environmental constraints within clinical practice (Shin et al., 2013). The process facilitates learning and knowledge retrieval. Retrieving knowledge and applying it to a clinical setting is an important step to help a novice nurse to become an expert. Rapidly advancing medical technology and science requires nursing education to become "hybrid," combining old teaching methods with innovative methodologies. Nursing education has begun to shift from teacher-centered learning to student-centered learning where students are required to actively seek knowledge. Instead of training for the nurses who only can see one problem, PBL offers a more holistic perspective of the problem in its own contextual nursing environment (Zhang, 2014). Problem-based learning (PBL) has rapidly swept across the medical education communities in Asian countries. Problem based learning emphasizes the principles of critical thinking and problem solving strategies. PBL in health sciences education in Asia is certainly no panacea, and is probably heading for a thorny path, despite the ultimate hope for a promising future (Rangachari, 2019).

On this view, previous research shows that there is a worldwide shortage of qualified nurses in the healthcare workforce. As a consequence of this, there had been several significant government enquiries into issues associated with the recruitment and retention of nurses. These enquiries have also sought to understand the relationship between educational processes and preparation of student nurses for their eventual role in the nursing workforce. It could be reasonably argued that the effort and resources that are employed to recruit nursing students, has little value when the educational resources and curricula may not be preparing graduates for academic success. What is required is a mechanism to predict academic success for nursing students during the course of their studies. In this way, educational resources can be honed to meet the best needs of the students and the profession/workforce (Hass et., al 2004).

The researcher conducted this study because many studies have looked at the effects of Problem-based learning. As individuals who had first-hand experience of the implementation of PBL in the institution, it's a great opportunity to explore the gaps mentioned above. The objective of this study is to determine the implications of Problem-based learning. Specifically, this study seeks to identify the effects of Problem-based learning to the academic performance of BSN students in Olivarez College Tagaytay. In addition, a lot of existing research about problem-based learning is outdated, therefore more rigorous controlled experimental studies need to be carried out to further uncover the mechanisms behind how PBL works. In line with this, this would help nursing students to be prepared to function as caring and competent professional nurses; they need a strong knowledge base and the ability to correlate this learning into clinical practice. As they will be able to have an understanding of how they think and make decisions. This research adheres to address the following research questions (1) how do study participants describe their related learning experience in the implementation of PBL as an alternative in pandemic? (2) What is the academic performance of the respondents in their RLE component? (3) What is the academic performance of the respondents in the theoretical component?   (4) Is there a significant relationship between the theoretical component and the RLE component? And (5) what curriculum enhancement can be proposed based on the findings of the study?

III. METHODOLOGY

This study utilized a mixed method design convergence-parallel approach. A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyses the two components independently, and interprets the results together. Mixed method research which integrates the components of qualitative and quantitative research helped us in expanding and strengthening our research conclusion. The study used Purposive Sampling technique in determining the samples. Purposeful or purposive sampling, sometimes referred to as "judgmental" or "selective" sampling, the researcher consciously selected certain participants, elements, events, or incidents to include in the study. Researchers have selected 9 from 2nd year

and 10 from 3rd year nursing students, a total of 19 as sample for this study from the whole population of Nursing in Olivarez College Tagaytay. They were the chosen respondents because this group already had their Related Learning Experience (RLE). The main instrument in this study included the following semi-structured questions through interview and review of records. The researchers used semi-structured interviews as the researcher-developed interview guide. It contains a fixed set of questions, no fixed responses. A semi-structured question was based on the grand tour question "How do study participants describe their related learning experience in the implementation of PBL as an alternative in pandemic?" in which there are predetermined and follow-up questions. On the other hand, the quantitative data was gathered through the review of records. To test the validity of the instrument, the interview questionnaires are submitted to the 4 experts: 1) Nurse educator, 2) School nurse, 3) Palliative nurse and an English grammarian for grammar consultation.

The researcher used the convergence parallel mixed method design in the study. The researcher used the semi-structured interview form to be able to ask additional questions to analyze the issue in depth and to understand the reasons behind participants' answers. The interview form was composed of five main questions and probe questions to understand the reasons behind participants' answers. The researcher employed the use of thematic analysis. The interview was done thru online and was recorded using an audio recorder. After that, qualitative data had undergone thematic analysis. It is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset. This method, then, is a way of identifying what is common to the way a topic is talked or written about, and of making sense of those commonalities (Braun et al., 2006).

The researcher compared what the interview participants say based on their experience– then created 'themes' for each person. In the quantitative stage, the raw data had undergone Pearson Correlational Coefficient to determine the significant relationship between theoretical and RLE components. The researchers employed the use of mean and standard deviation; this sought to answer the research questions: What is the academic performance of the respondents in their RLE component, and what is the academic performance of the respondents in theoretical

component and Pearsons R Correlational Coefficient, this sought to answer the research question: Is there significant relationship between theoretical component and RLE component, in analyzing the quantitative data.

After thorough analysis of combined qualitative and quantitative data, data were compared and contrasted in which interpretation was obtained. Moreover, data were presented through a convergent-parallel mixed method in which quantitative data and qualitative data was obtained at one point in time in order to formulate interpretation. The purpose of convergent parallel design mixed methods was to provide a comprehensive analysis of the research problem by converging or merging quantitative and qualitative data. Finally, the data gathered have undergone a comprehensive interpretation in which the result was used for curriculum enhancement with regards to problem-based learning implementation.

IV. RESULTS

This chapter presented the result of quantitative and qualitative data in two sections and a discussion of the result. The first section presented the data analysis of qualitative data whereas the second part presented the data analysis of quantitative data.

Problem No. 1: How do study participants describe their related learning experience in the implementation of PBL as an alternative in pandemic?

The researchers identified three distinct themes that talk about their experience during PBL. These themes were categorized based on the significant statements of the participants during the interview. These three distinct themes will address the research question "How do study participants describe their related learning experience in the implementation of PBL as an alternative during pandemic?"

TABLE 1: Theme 1

PARTICIPANTS	CATEGORY	CLUSTER	THEMES
1	Difficult/ Challenging	Difficulty brought by massive requirements	Overwhelming Problem-based Learning Requirements
1		Difficulty due to lack of resources	
1		Difficulty in diagnosing	
1		Difficulty lack of guidance and support	
1		Difficulty in Analyzing, Time Management and Group Collaboration	
1		Challenging in time management	
1		Challenging in requirements	
1		Copy pasting without analyzing	
1		New group is equal to new challenge	
2		Inadequate learnings on how to apply	
2		Lack of preparation	
2		Fear in new case exposure	
2		Peer factor	
2		Pressure prevails	
3		Challenging approach	
3		Happenings seems unexpected	
3		Lack of idea	
4		Short term memory problem	
4		Seious discusion is a must	
5		Different learning process	

5		Thinking skill level	
5		Challenge by all difficulties	
5		Challenge the critical thinking skills	
6		Learning alone with no support	
6		Challenge by the new normal teaching methods	
7		Difficulty in managing learning skills	
7		Difficulties into new normal teaching methods	
8		Challenge by the toxic teaching method	
8		Challenge to learn and focus	
8		Challenge by the new group collaboration	
8		Difficulty in group communication and group connection barrier	
9		Difficulty with regards to therapeutic communication	
10		Difficulty in self-directed learning	
10		Difficulty without the guidance of Clinical instructor	
10		Challenging in self-directed learning	
10		Difficulty in KNL	

10		Difficulty in imagining and reading	
10		Difficulty in return demonstration	
10		Difficulty To improve skills and learnings	
11		Challenging in analyzing the case	
11		Difficulty in adjusting	
11		Difficulty in time and approaching	
11		difficulty in complying requirements	

In the first theme "Overwhelming PBL Requirements" all of the participants have mentioned difficulty and challenges in the interview. Participants stated they are having difficulty in terms of analyzing the case scenario as it required self-directed learning, having limited time in answering given questions due to limited data information. In addition, they are having difficulty in learning and catching up due to some circumstances including opinionated information.

TABLE 2: Theme 2

PARTICIPANTS	CATEGORY	CLUSTER	THEMES
1	Analyzation	Analyzation as a bridge to develop critical thinking	Augmentation of cognitive ability amidst difficulty
2		Difficulties turns to enhance thinking capacity	
2		Helps to enhance skills	
2		Experience is the best teacher	
2		Helping yourself	

3		Helps in focusing	
3		Applying current knowledge	
3		Success based on actions	
4		Applying current knowledge	
6		Improve and enhance critical thinking skills	
6		Improving in analyzing information	
7		Improve analyzation skills	
8		Improving deeper information	
8		Improve analyzation skills and grow their knowledge	
8		Analyzing the nursing care plan	
9		Enhancing imagination	
9		Enhancing knowledge	
10		Analyzing without the guidance of Clinical Instructor	
10		Analyzing the limited information	
10		Analyzing information in books and internet	
11		Analyzing given information	

In the second theme "Augmentation of Cognitive Ability amidst Difficulty" ten out of eleven participants mentioned that PBL helped them in analysis in the interview questions. In this certain theme, they find Problem Based Learning helpful and effective in acquiring new ideas, academic performance, analysis, reading, teaching methods, learning new things. On the other hand, some of the participants find it not helpful because they don't have actual experience in hospital duty.

TABLE 3: Theme 3

PARTICIPANTS	CATEGORY	CLUSTER	THEMES
4	Motivation	Preparing ahead of time	Inducement of eagerness to adaptation of PBL demands
4		Way to focus	
5		Being prepared	
5		Encouraged to develop my own skill	
5		Motivate yourself to improve	
6		Motivate to enhance your dynamic learning	
6		Applying learning skills	
6		Independent learning	
6		Motivate yourself to surpass all those challenges	
7		Improve your understanding and collecting reliable sources	
7		Motivate to learn more	
8		Reading in advance	
8		Self-directed learning	
9		Motivated to learn	
9		Motivated to read medical books	
10		Motivated to read books again	
10		Providing video in demonstration	
11		Motivated to help and learn individually	
11		Motivate to do the given task	

In the third theme "Inducement of Eagerness to Adaptation of PBL Demands" eight out of eleven participants mentioned that difficulty in PBL served as their motivation to adapt. Respondents mentioned having limited time and limited information or data given in terms of answering a certain problem.

Problem No. 2: What is the academic performance of the respondents in their RLE component?

Table 4
Second Year Nursing Student Academic Performance in RLE

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	85.22	6.38	Good academic performance

Mean score of the respondents was 85.22 in RLE component as shown in Table 4 above. It can be seen that the majority of the student's GPA fall within the weighted average of 2.50 which can be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 5
Third year nursing student academic performance in RLE

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	89.30	3.19	Superior academic performance

Mean score of the respondents was 89.30 in RLE component as shown in Table 5 above. It can be seen that the majority of the student's GPA fall within the weighted average of 1.75 which can be described as superior academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 6
Academic Performance in terms of Community Health Nursing

NCM 104 - Community Health Nursing			
	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	85.95	5.94	Good academic performance

Mean score of the respondents was 85.95 in RLE component as shown in Table 6 above. It can be seen that the majority of the student's GPA fall within the weighted average of 2.50 which can be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 7
Academic Performance in terms of Care of Mother, Child and Adolescent

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	84.52	6.83	Good academic performance

Mean score of the respondents was 84.52 in RLE component as shown in Table 7 above. It can be seen that the majority of the student's GPA fall within the weighted average of 2.25 which can be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 8
Academic Performance in terms of Care of Client with Problem in Oxygenation, Fluid and Electrolytes, Infectious Inflammatory and Immunologic Response, Cellular Aberrations Acute and Chronic

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	90.88	1.75	Superior academic performance

Mean score of the respondents was 90.88 in RLE component as shown in Table 8 above. It can be seen that the majority of the student's GPA fall within the weighted average of 1.75 which can be described as superior academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 9
Academic Performance in terms of Community Health Nursing 2 Population Groups and Community as Clients

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	88.76	3.05	Very good academic performance

Mean score of the respondents was 88. 76 in RLE component as shown in Table 9 above. It can be seen that the majority of the student's GPA fall within the weighted average of 2.00 which can be described as very good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 10
Academic Performance in terms of Care of Older Adult

	Mean Score	Standard Deviation	Interpretation
RLE COMPONENT	88.26	3.88	Very good academic performance

Mean score of the respondents was 88. 26 in the RLE component as shown in Table 10 above. It can be seen that the majority of the student's GPA fall within the weighted average of 2.00 which can be described as very good academic performance based on Olivarez College Tagaytay's Grading Policy.

Problem No. 3: What is the academic performance of the respondents in their Theoretical Component component?

Table 11
Second Year Nursing Student Academic Performance in Theoretical Component

	Mean Score	**Standard Deviation**	**Interpretation**
THEORETICAL COMPONENT	85.75	8.12	Good academic performance

Mean score in the theoretical component was 85.75 as shown in table 11 which is equivalent to 2.00, which can also be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 12
Third year nursing student academic performance in Theoretical Component

	Mean Score	**Standard Deviation**	**Interpretation**
THEORETICAL COMPONENT	87.05	8.48	Very good academic performance

Mean score in the theoretical component was 87.05 as shown in table 12 which is equivalent to 2.00 which can be described as very good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 13
Academic Performance in terms of Community Health Nursing

NCM 104 - Community Health Nursing		
	Mean Score	**Standard Deviation**	**Interpretation**
THEORETICAL COMPONENT	88.04	8.99	Very good academic performance

Mean score in the theoretical component was 88.04 as shown in table 13 which is equivalent to 2.00 which can be described as very good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 14
Academic Performance in terms of Care of Mother, Child and Adolescent

	Mean Score	**Standard Deviation**	**Interpretation**
THEORETICAL COMPONENT	83.56	6.65	Good academic performance

Mean score in the theoretical component was 83.56 as shown in table 14 which is equivalent to 2.25 which can be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 15
Academic Performance in terms of Care of Client with Problem in Oxygenation, Fluid and Electrolytes, Infectious Inflammatory and Immunologic Response, Cellular Aberrations Acute and Chronic

	Mean Score	**Standard Deviation**	**Interpretation**
THEORETICAL COMPONENT	84.19	6.59	Good academic performance

Mean score in the theoretical component was 84.19 as shown in table 15 which is equivalent to 2.25 which can be described as good academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 16
Academic Performance in terms of Community Health Nursing 2 Population Groups and Community as Clients

	Mean Score	Standard Deviation	Interpretation
THEORETICAL COMPONENT	90.46	9.10	Superior academic performance

Mean score in the theoretical component was 90.46 as shown in table 16 which is equivalent to 2.25 which can be described as superior academic performance based on Olivarez College Tagaytay's Grading Policy.

Table 17
Academic Performance in terms of Care of Older Adult

	Mean Score	Standard Deviation	Interpretation
THEORETICAL COMPONENT	86.5	8.63	Very good academic performance

Mean score in the theoretical component was 86.5 as shown in table (no) which is equivalent to 2.00 which can be described as very good academic performance. Based on Olivarez College Tagaytay's Grading Policy.

Problem No. 4: Is there a significant relationship between theoretical component and RLE component?

Table 18
Correlation

		LECTURE	RLE
LECTURE	Pearson Correlation	1	.298[**]
	Sig. (2-tailed)		.001
RLE	Pearson Correlation	.298[**]	1
	Sig. (2-tailed)	.001	

Legend: P-value < .05 Reject Null Hypothesis

Table 8 showed that P-value 0.001 is less than .05 therefore the decision was to reject the null hypothesis. As a result, there is a significant relationship between RLE component and theoretical component and academic performance of nursing students in Olivarez College Tagaytay.

V. DISCUSSION

This section provided the discussion of the result for qualitative data and quantitative data. It was divided into three parts, the first part is for qualitative data discussion, the second part is for quantitative discussion and the last part is for the discussion of the relationship between qualitative and quantitative discussion.

In the first theme "Overwhelming Problem-based Learning Requirements" the participants describe their experience during Problem Based Learning as difficult and challenging since they have first-hand experience towards the implementation of PBL in the institution. Though they have the pursuit to get involved with the PBL they don't have a clear direction on how they will be able to adapt to the PBL. Difficulties and Challenges are reflected on their immeasurable expectations on how PBL will drive their academic progress since it's quite newly introduced to the participants. For instance, participants stated they are having difficulty in analysing the case scenario as it required self-directed learning, having limited time in answering given questions due to limited data information. In addition, they are having difficulty in learning and catching up due to some circumstances including some of the information being opinionated. In line with this, participant 1 mentioned that "*PBL medyo mahirap na approach kasi more on ang daming kailangang i-submit dahil case study tapos merong individual na learning*" on the other hand, participant 2 stated that "*Everytime na magkakarooon ng RLE nangangapa ako ng sobra, Nahihirapan ako*". In a study done by Verkoeijen et al., (2006) "Self-directed learning includes an additional premise of giving students a broader role in the selection and evaluation of learning materials. Furthermore, a review of empirical studies on Self-directed learning and Self-regulated learning in PBL was conducted. Results suggested that SDL and SRL are developmental processes, that the "self" aspect is crucial, and that PBL can foster SDL. It is concluded that conceptual clarity of what SDL entails and guidance for both teachers and students can help PBL to bring forth self-directed learners'' In

line with this, Savery (2006) quoted that "problem-based learning, students are in the driver's seat and take on a lot of responsibility. The approach is student-centered and they utilize the guidance of an instructor when necessary". Unlike the first two participants who are having difficulties in terms of self-directed learning and submission of requirements, the fourth participant expressed that *"PBL is ano talaga mahirap siya kahit ilang buwan na natin siyang ginagawa, para sakin… mahirap pa rin siya kasi… uhmmm, more on analyzation siya"*. This can be supported by Nicoll (2017) by which being an active learner and keeping abreast with current knowledge is a necessary trait for being a nurse. Nursing education has begun to shift from teacher-centered learning to student-centered learning where students are required to actively seek knowledge. Instead of training for the nurses who only can see one problem, PBL offers a more holistic perspective of the problem in its own contextual nursing environment. PBL fits well with the concepts of the nursing metaparadigm. According to Ashipala (2018), In the Philippines, the clinical practice of students is often termed under Related Learning Experiences (RLE). RLE are teaching-learning opportunities designed to develop the competencies of students utilizing processes in various health situations that may be sourced from, but not limited to hospitals, Rural Health Units, clinics, schools, industrial establishments and community settings CHED (2009). These beliefs carry a possible challenge as students' academic achievement in the classroom setting might not echo on their competence in the clinical area. It is debated that academic grades in the classroom may not always reflect students' competence in the clinical or practice setting Mendoza et al., (2014). To add, the disconnect between theoretical classroom instruction may also cause increase stress among students during actual practice in the real-world setting Nouhi et al., (2017). Previous scholars found evidence that the theory-practice relationship is understood in many ways. Despite substantial efforts, the gap between nursing theory and practice has been bothersome among the academic and practice community of nurses Fealy (2018). On top of this is the tendency to think of theory and practice as a divided discipline. The redefinition of beliefs and assumptions which underpin nursing appear to have been a factor in the increasing discrepancy between nursing theory and nursing practice (Miller 2014). Moreover, it is argued that the beliefs that practice may develop without knowing theory and being knowledgeable of theory is not an assurance for good practice added to the divergence between theory and practice Saleh (2018). On the other hand,

another part of PBL is group collaboration, since participant 8 mentioned having difficulty communicating with one another voice out that "*Actually, nahihirapan ako sa communication lalo na kapag may gusto akong sabihin nahihiya ako*". On this note, Dolmans (2014) point out that when confronted with problems in group work, such as students who only maintain an appearance of being actively involved and students who let others do the work, teachers all too often implement solutions which can be characterized as teacher- directed rather than student-directed. Lastly, just like the first participant who's having difficulty in self-directed learning, participant 10 also stated that *"Nahihirapan talaga ako kasi uhmmm mas komportable ako na may guide ng CI mismo uhh hindi lang yung self-directed learning, yun lang"*, *"Pag magpaparetdem yung mga CI sana is mabigyan muna nga ano yung mga estdyante ng demo and then ng uhhh propper guidance kasi syempre hindi din naman… nahihirapan din kasi yung iba na manuod lang ng mga videos sa youtube* this arguments supports the idea of Newman (2003) in which there are still many academics who suggest that it is not possible to say that problem-based learning is any better than lecture-based learning because there have been no quantitative studies that have proved this, attempted to undertake a randomized controlled trial that compared two curricula, one problem-based and the other traditional. Yet it seems it was questionable whether the curriculum that was alleged to be problem-based was any more than the implementation of problem-based learning as an instructional design strategy.

Furthermore, participants mentioned that it is challenging to understand the case study; it also challenged their thinking skills. However, the majority of them state that related learning experience and PBL itself is challenging. Thus, PBL is really challenging. As participant 3 stated that *"I encountered PBL as the implementation of ahm ganun nga po alternative ng RLE or duty natin sa hospital, so unang una po challenging po talaga sya for me kasi po lalo na po yung sa community"*. Participant 5: *"Ahm challenging sya in a way mo kasi dapat mabilis yung thinking skills mo kailangan meron ka agad"*. Lastly, participant 11 coincided that *"I think of PBL as a bit challenging alternative teaching method since we're currently using that during our online classes, Ahm. Challenging in such a way that all of us should analyze and dig deeper in each and every case that will be assigned to us.* With accordance to Wilkinson (2014), it is possible to conclude that the test for the contents covered in the PBL should rather be focused on application and analysis,

which require a breadth of knowledge, while tests for measuring the subject focused in-depth knowledge should be complimented with at least some lecture format to ensure that the basic knowledge has been mastered. Given the fact that PBL was designed for higher education and for students who have already learned some self-directed learning skills, it is not difficult to conclude that those students would do better in a test with questions related to applied knowledge and analysis component (high level) than in test questions that only require memorization or simple retrieving and comprehensive knowledge.

Moreover, the second theme "Augmentation of Cognitive Ability amidst Difficulty", as the participants found out that Problem Based Learning is helpful and effective in acquiring new ideas, academic performance, analysis, reading, teaching methods and learning new things. It only proves that after a tough process the outcome will fade away all the hardships and despair as it improves their analysis. In line with this, participant 6 mentioned that *"Masasabi ko po yes po nag improve grades ko haha ganun po"*. This is similar to what participant 7 and 8 observations in terms of their progress in academic performance that's why as per participant 7 said *"So meron sa grade ko hindi naman ako grade conscious honestly, pero sa tingin ko nag improve talaga ang ganitong approach"* and participant 8 describe *"Sa tingin ko nag improve na tumataas na and then satisfaction to sa akin kasi alam kong hindi magbibigay yung teacher na hindi mo deserve and then tapos pagdating sa mga lectures na both theoretical and RLE PBL nag improve po yun and then I can see na hindi lang yung grades ang nag improve sa akin, kasi nag improve din po yung knowledge ko ayunn yung skills and yung attitude ko towards sa mga patient ko and not just sa patient ko pati rin po sa mga classmate ko yun".* According to Breton (2010), some empirical evidence on the superiority of the problem-based learning (PBL) method supports the claim that PBL produces better results than lecturing in terms of students' perceptions of acquisition and retained knowledge, long-term problem-solving skills and grades. This is also supported by Beers et al., (2017), stating that one study showed that PBL will produce proactive learning and suggested that nursing education should incorporate PBL. Beers and Bowden reported that those nursing students taught with PBL had significant improvement in long-term knowledge retention compared with their counterparts. One study indicated that Korean nursing students who were taught by PBL had better test performance than the traditional group. Lastly, PBL also deals in

relation to evidence based practice as per participant 11 quoted that *"It help me to improve din yun nga yung pagsunod sa evidenced based practice and then it help me to improve my knowledge starting from the assessment of our patient down to the evaluation*." In a study done by Visconti (2010), he stated that "Those who have taught EBP suggest the necessity of having students wrestle with and gain comfort with the ambiguity and complexity that comes with thinking critically about real practice situations, as well as the research and evaluation efforts related to each unique client situation. Consequently, one common recommendation among EBP educators is to use problem-based learning or active learning to provide students with multiple and repeated opportunities to apply the EBP model to practice in real settings with real or realistic clients."

For the third theme "Inducement of Eagerness to Adaptation of PBL Demands" most of the participants mentioned that difficulties in PBL served as their motivation to adapt. Like for instance, participant 1 stated that PBL enhance dynamic learning of clinical assessment during RLE as it acts as an alternative modality which helps you to visualize the condition of your patient based on the given on scenario in which participant stated that *"Nakakatulong siya para magbigay ng ideya or at least ma-visualize mo konti"*. During PBL students were assigned to perform specific procedures as part of their skills enhancement. Since it improved their analysis it reflected on their academic performance. In a study conducted by Shin (2013), the field of nursing education, in particular, has devoted a substantial amount of research to exploring the effectiveness of PBL in healthcare training in order to prepare nursing professionals for a growing range of patient care services. A meta-analysis of studies related to the effectiveness of PBL in nursing education revealed that PBL has positive effects on student satisfaction with training, clinical education and skills development. Another review of related literature on the effect of PBL on developing nursing students' critical thinking showed a positive relationship between the implementation of PBL as an instructional model and improvements in critical reasoning. PBL is an alternative teaching method for RLE during pandemic, according to participant 5 *"I see it as an effective teaching method for some students because we could learn actively engaging into an ahh actual scenario"* Tsou et al., (2009) stated that "students in their study claimed that they were more active in learning and had better learning skills and confidence in self-directed learning as compared with students from the lecture-based curriculum.". As part of self-directed learning, students were

given an opportunity to be resourceful enough in order to understand the given problem, therefore, Participant 6 way to cope with this is through watching videos in finding relevant information. Lastly, participant 8 guaranteed that PBL is really helpful as he claimed that *"Nakakatulong na siya satin o sa akin kasi it's uhm, ginagamitan natin siya ng critical and analytical thinking"* and *"Nakatulong po yun sa akin, masasabi ko po na 100% nakatulong siya kasi nag increased yung knowledge ko about sa PBL".* A study by Neimer et al., (2010), he stated that "Optimizing patient care requires nurses to be expert clinical decision-makers and critical thinkers to recognize changes in patient conditions, to prioritize care, and provide effective nursing interventions. So, nursing and multidisciplinary college faculty enhance student's success through improving critical thinking, student's knowledge acquisition, retention and to be independent learners. Thus, in the recent development of pedagogical approach, one new method that has been claimed promoting students' critical thinking ability is using problem-based learning (PBL). This method is derived from constructivism and focuses on students' existing knowledge as a starting point in assisting them to construct and arrange new knowledge."

The second part of this section showed the result for quantitative data which underwent Pearsons and correlation statistical evaluation. Quantitative data shows a P-value 0.001 is less than .05. This means that there is a significant relationship between RLE and the theoretical component and academic performance of nursing students in Olivarez College Tagaytay. According to Buck Institute (2015), problem-based learning (PBL) has been shown to be effective in improving student academic performance, self-efficacy beliefs, and overall satisfaction with the learning experience. This can be supported in a study of theoretical knowledge learned in the classroom is needed to lay theoretical foundations and provide students with concepts likely to be encountered in the clinical setting. Therefore, it can be expected that theoretical classroom instruction enhanced the performance of students in the clinical setting in the same way that the clinical practice of students reinforced what is learned in the classroom Mendoza (2014). Academic and integrated performance assessments were linked with clinical performance scores among podiatric medical students and with performance as practicing physicians Carr et al., (2012). Another study disclosed the important role of the curriculum in acquiring clinical competence in nursing education Hakimzadeh et al., (2013). Correspondingly, nursing students' perceptions of

their clinical experience was associated with their performance in the clinical practice course Murray et al., (2018). Nursing faculty should strategically monitor students during their RLE to provide appropriate guidance and support to underperforming students. The positive correlation between theoretical classroom instruction and RLE may have contributed to closing the gap between educational preparation and practice readiness of new graduates. Moreover, students having a greater mastery of knowledge acquired in the classroom were able to more aptly transition and demonstrate this knowledge into practice Yoho (2012). This finding may indicate the successful transfer of learning, wherein nursing students were able to transfer what they have learned in the classroom to their practice with actual patients. Medical education schools, including nursing institutions, have made efforts to enrich classroom-based learning with timely clinical experience to enable the spontaneous connection between the two settings Peters et al., (2017). Nursing students were able to successfully form connections between what was learned in the classroom into the practice setting. This may contribute to students' satisfaction with their learning experiences in the program. The students' ability to finish or leave the program is influenced by the difficulty of the courses taken, poorly organized class schedules, quality of learning experiences, and satisfaction with clinical placements Papastavrou et al., (2018). Nursing faculty must continuously strive to provide students satisfactory learning experiences to promote successful completion of the degree. A prior study among nursing students revealed that grades in the first semester Nursing, Psychology, and Biology subjects account for 51 to 76 percent of the variance in clinical performance. Besides, while this study found that performance in theoretical classroom accounts for 64 percent of the variance in the RLE component which is relatively high, the remaining variance may still contribute to the prevailing issue of theory-practice gap reported by students in some studies. As a final point, it cannot be discounted that while there could still be a gap, the findings provide support on the positive effect of success in theoretical classroom instruction has on RLE performance. When students are provided with sufficient theoretical instructions, they will be able to translate this knowledge in the clinical area. It is therefore imperative for nursing schools to provide students with the necessary guidance in their academic life Papastavrou et al., (2018).

The last part of the discussion provided the integration of qualitative and quantitative results. As mentioned above, three major themes were identified that deal with their learning experience in PBL as an alternative in pandemic, whereas the quantitative result reveal to reject the null hypothesis which means that there is significant relationship between theoretical component and RLE component in the academic performance of the nursing student. Integration is a key process, as in the final analysis stage of this study when using mixed methods. In our case, qualitative and quantitative data were compared for similarities and differences, integrated or combined as appropriate.

In the quantitative, the result indicates that the null hypothesis is rejected. Therefore, there is a significant relationship between the theoretical and RLE component to the academic performance of Nursing students in Olivarez College Tagaytay. This is contradicting the presenting result of the first theme of the qualitative wherein participants stated they are having difficulty in analysing the case scenario as it required self-directed learning, having limited time in answering given questions due to limited data information. Participant 1 stated that *"PBL medyo mahirap na approach kasi more on ang daming kailangang i-submit dahil case study tapos merong individual na learning".* Though participants experienced difficulty and challenges, it cannot be reflected on the result of their academic performance as it showed a positive effect on it. To support this, in a study entitled Problem-Based Learning: An Overview of its Process and Impact on Learning done by Shin et al., (2013) suggest that in a typical PBL setting, learning is triggered by a problem which needs resolution. This clearly shows that the struggles they faced didn't stop or hindered them from acquiring and learning but it only goes to show that it serves as their motivation to strive more which reflect to the positive outcome of their academic performance.

There is statistical significance found between the RLE component and theoretical component. Similarly, it is evident due to the result of qualitative data wherein the three emerging category are directly pertaining to its difficult/ challenging, analyzation and motivation. Like for instance, according to participant 5 *"I see it as an effective teaching method for some students because we could learn actively engaging into an ahh actual scenario"* while participant 8 describe *"Sa tingin ko nag improve na tumataas na and then satisfaction to sa akin kasi alam kong hindi magbibigay yung teacher na hindi mo deserve and then tapos pagdating sa mga lectures na both*

theoretical and RLE PBL nag improve po yun and then I can see na hindi lang yung grades ang nag improve sa akin, kasi nag improve din po yung knowledge ko ayun yung skills and yung attitude ko towards sa mga patient ko and not just sa patient ko pati rin po sa mga classmate ko yun" and finally participant 8 guarantee PBL is really helpful as he claimed that *"Nakakatulong na siya satin o sa akin kasi it's uhm, ginagamitan natin siya ng critical and analytical thinking."*

Furthermore, in this study, qualitative results showed students experienced difficulty during PBL, but the quantitative data result revealed high grades both in RLE and theoretical. This showed that despite these challenges, it gave them the urge to study and improve their performance, knowledge and skills in which students develop resiliency to adapt to these challenges and make it as a learning habit. In addition, the student's response to the challenges made a great impact in handling their duties and responsibilities as students. This clearly shows the eagerness of students to compensate for what is lacking in this teaching method and get better outcomes. To support this, in a study entitled Problem-Based Learning: An Overview of its Process and Impact on Learning done by Shin et al., (2013) suggest that in a typical PBL setting, learning is triggered by a problem which needs resolution. Dewey explains the cognitive element of learner engagement by describing how the origin of thinking is some "perplexity, confusion, or doubt" that is triggered by "something specific which occasions and evokes it." Students make connections to this "perplexity, confusion, or doubt" by activating their individual and collective prior knowledge and finding resources to make sense of the phenomenon; they also engage in peer learning through small-group discussions and consolidate their learning through reflective writing. Beyond enabling students to make sense of the concepts and subject matter, this learning experience is also likely to help students "develop understandings of themselves and their contexts, and the ways and situations in which they learn effectively". For instance, PBL is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection. Hence, the underpinning philosophy of PBL is that learning can be considered a "constructive, self-directed, collaborative and contextual" activity. The principle of constructivism positions students as active

knowledge seekers and co-creators who organise new relevant experiences into personal mental representations or schemata with the help of prior knowledge. Similarly, proponents of PBL claim that it helps improve the quality of learning by developing students' reflective, critical and collaborative skills. Studies on the effectiveness of PBL appear to be mixed but have generally shown that students who have experienced PBL achieve similar or less learning gains when it comes to short-term knowledge acquisition when compared to students in a lecture-based learning environment. However, in terms of longer-term knowledge retention, the results are significantly in PBL's favour. A number of meta-analyses on the effectiveness of PBL and found that PBL is more effective than traditional approaches when the measurement of learning outcomes focused on long-term knowledge retention, performance or skill-based assessment and mixed knowledge and skills. It was only when the focus was on short-term knowledge acquisition and retention that PBL appeared less effective. PBL therefore appears to be a superior and effective strategy to "train competent and skilled practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience".

Conclusion

Problem-based learning has been shown in several studies to be an effective teaching method. The study shows a relationship between RLE and theoretical components and academic performance. The researchers conclude that PBL is a method, like all the others, which works in some situations with some students. PBL can increase students' engagement in their education and promote life skills, the study says. It has been suggested and proven in this study that it is one such method that is effective during pandemic. Like for instance, it is viewed that PBL according to the majority of the research, increases the ability of many students to find the answers through the development of problem-solving skills and independent thinking, increase students' engagement in their education, and promote life skills which is also evident to the response of the participants of this study. Overall, to enhance the skills and knowledge, the application of Problem-based learning or PBL in the process in higher education is utilized. In times of pandemic, we strive to fulfil our duties as students just like when we were in the face-to-face setting. To accomplish this, we need the best possible teaching method.

Moreover, due to the pandemic, it was impossible for the researchers to interview the participants face-to-face, thus, a thorough review and content analysis of the data collected and significant literature from various studies were utilized to achieve the goal of this study. On the other hand, the findings for recommendations are subject for approval and are applicable only in the present situation since PBL is an alternative teaching method in the institution as a result of pandemic.

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Practices on self-preventive measures against COVID-19 among College Students of OC-Tagaytay

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I. ABSTRACT

COVID-19 is a disease caused by a new strain of Coronavirus. 'CO' stands for corona, 'VI' for virtues, and 'D' for disease. Formerly, it was referred to as "2019 novel Coronavirus" or "2019-nCoV". The COVID-19 virus is a new virus linked to the same family of viruses as severe acute respiratory syndrome (SARS) and some types of the common cold (Bender, 2020). Fairley (2020) stated that the strategies of the preventive measure of COVID-19 included border closure, reduction in nonessential services, and forbidding crowd gathering to reduce person-to-person contacts. In addition, self-imposed prevention, such as social distancing, hand washing, and face mask usage, were implemented to various extents across affected areas. The respondents that were currently enrolled at Olivarez College-Tagaytay were grouped according to their demographic profile. In this study, the researcher used the descriptive-comparative research design. During the gathering of data and information from the respondents, a survey questionnaire was the major instrument that the researchers used. A one-way ANOVA revealed that there were significant differences in practices on self-preventive measures when grouped according to their profile. Based on the result, most of the respondents regularly followed the use of personal protective equipment but lacked eagerness in monitoring their health and following the right diet. With that, the researchers wanted to suggest the use of ICT material that provides more accurate information that comes from reliable sources. This built the gap between massively unfiltered news to more credible information.

Keywords: *College students, COVID-19, Information and Communication Technology, Self-Preventive Measures.*

II. INTRODUCTION

The World Health Organization affirmed that COVID-19 upsets the respiratory system of a person resulting in different symptoms such as shortness of breath, they also experience a mild to severe cough, sore throat, and fever. An infected person might be able to recover without receiving a special medical intervention if the person's immune system is strong enough to handle the virus itself. But on the other hand, people who are over 60 years of age and have pre-existing medical conditions such as diabetes, lung infection, cardiovascular issues, etc. had a higher chance to acquire the said virus that may lead to death.

Self-preventive measure is important especially right now that we are currently experiencing a global pandemic. In a study written by Bedford et. al (2020), the general techniques included activities like touch tracing and self-isolation or quarantine; implementation of public health interventions, included hand-washing, respiratory etiquette, and social distancing; planning of health care systems for acutely sick patients that were in-need of insulation, oxygen, and mechanical ventilation; upgrading of health facilities to inhibit and prevent diseases.

Accordingly, students took precautions on their own to alleviate possible infections from COVID-19. However, knowledge varies by age, year level, and courses. According to Singh, et al. (2020), there was an existence of mass perception among the students and self-preventive techniques depends on the protocol implemented but there was a low-consequences about the disease transmission and nature of COVID-19 among the respondents which implicates that there is a need to improve communicating information about the disease. Zhang et al. (2020) stated that "self-imposed prevention strategies have very limited impact on the economy" yet, but it can still contribute to the control of pandemic.

In contrast to the statement of Ding et al., (2020), Singh et al. (2020) and Zhang et al. (2020), mentioned that there was a need to raise public awareness because college students differ in their level of knowledge and perception about the pandemic situation which affects their level of awareness and attitude towards the pandemic.

De Caro (2020), coined the term "infodemia" which basically means a large amount of information is emerging as circulating. According to Thomas (2020), health literacy was an important factor in guiding students to modify their behavior. Knowledge of the pandemic around the world affected how one would apply self-preventive measures for COVID-19. The general public's health beliefs played an important role in bridging the knowledge and gaps associated with disease and could contribute to the management of the pandemic. It has shown that disease-related literacy plays an important role in the implementation of self-prevention techniques in infection control during the pandemic (Lin et al., 2020).

Massive information regarding COVID-19 was increased, however, not all news came from reliable sources. Data came from different platforms such as Twitter, Facebook, Instagram, Google, and other media. This made the entire population confused on what to believe and what are the right things to do about self-preventive measures. It is important to be knowledgeable enough with regards to the disease process for us to do the proper interventions. The main goal of this study was to know the difference between the self-preventive measures among the respondents when grouped according to their profile. Practices on self-preventive measures against COVID-19 included usage of personal protective equipment (PPE), social distancing, hygiene and disinfection, diet, and exercise, so monitoring health was also presented. Based on the findings of the study, an ICT material was developed for the college students of Olivarez College-Tagaytay to provide comprehensive information about the self-preventive measures against COVID-19. It built the gap between the massive information that lacks reliable sources which answer the hypothesis about the significant difference in practices on self-preventive measures against COVID-19 when they are grouped according to profile.

III. METHODOLOGY

The researchers utilized the descriptive-comparative research design in order to examine and compare where there are differences in the practices of each group on COVID-19 among the college students of OC-Tagaytay. This quantitative study used Analysis of Variance (ANOVA) that compares the means of three or more groups. It is used to determine if the groups or levels of an independent variable differ on a dependent variable. The respondents were all college students

from different departments with a total population of 723. Unfortunately, this pandemic made the researchers' data gathering hard and information narrower. Out of the 674 sample size, only 606 answered due to internet and communication problems. The sample size was determined through the use of Slovin's Formula.

Population: 723 currently enrolled College students

Confidence level: 95%

Confidence interval: 5%

The respondents were taken from the following courses namely: BSA, BSN, BEED, BSBA, BSCRIM, BSTM, BSHM, BSIT, and Caregiving courses. The convenience sampling method was used to get participants wherever you can find them which is typically practical right now.

Data were gathered using a self-made questionnaire or a survey form designed with four-point Likert scales. The respondents would rate each statement using a Likert four-point scale system. The researcher considered the four-point scale system to avoid a neutral score in the study.

Table 1
Interpretation of Likert four-point scale

Response	Interpretation
1	Never
2	Rarely
3	Often
4	Always

The second table showed the indicator and the mean scale. The data gathered by the researchers regarding self-preventive measures against COVID-19 were divided into six categories.

Table 2
Indicators, mean scale, and verbal interpretation

Indicator	Number of items
A. Use of personal protective equipment	5
B. Social distancing	5
C. Hygiene and disinfection	5
D. Monitoring health	5
E. Diet and exercise	5
F. Web-based information	5
Total:	**30**

The researchers submitted the instrument for validity from an expert - an infection control nurse and nursing educator. After validation of the research instrument, it was being forwarded to an English grammarian for consultation. The statistician was tested for the reliability of the research instrument. After which pilot testing was conducted. The results of the pilot test were tabulated and the Cronbach alpha reliability statistical tool has a verbal interpretation of good at 0.861.

Data collected from the survey were subjected to appropriate statistical tools for analysis and interpretation. First, we got the frequency distribution table of the respondents per profile then we got the percentage from the self-preventive measures done. Weighted mean was used to know the significant difference between the self-preventive measures of the respondents when grouped according to their profile. Analysis of variance (ANOVA) for independent means was calculated to find out what ICT material can be developed based on the findings.

IV. RESULTS

Problem No. 1: What are the profiles of the respondents in terms of the following?

a. Age

Table 3
(Distribution Table of Respondents in terms of Age)

Age	Frequency	Percent
15-20	393	64.9
21-25	180	29.7
26-30	15	2.5
Above 30 Years Old	18	3.0
Total	606	100.0

As shown in Table 3, the majority of the respondents' age ranges from 15 to 20 with a frequency of 393 and a percentage of 64.9%. It was followed by ages 21 to 25 with a frequency of 180 and a percentage of 29.7%. Next to it aged 31 and above which garnered a frequency of 18 respondents and a percentage of 2.5%. Not too far from this data were respondents that were from 26 to 30 with a frequency of 15 and a percentage of 3%. The result was a clear manifestation of the majority of the respondents of ages 15 to 20.

The Almanac (2020-2021) issued an article on August 21, 2020, about the age distribution of college students categorized by sectors around the fall season of 2018. The sectors included are 2 and 4-year public institutions, and private non-profit and profit institutions. It revealed the statistical analysis on the United States Department of Education data. The leading age group among the enrolled students were under 21 years old and younger with a total percentage of 51.6%. This is followed by the age group of 22 to 24 with a total percentage of 16.0%. To correspond with the data gathered by the researchers, the 2 age groups (30 to 39 and 40 and above) were combined and had a total percentage of 19.3%. The least number of students according to age group are aged 25 to 29 which have a total percentage of 13.1%.

b. Gender

Table 4
(Distribution Table of Respondents in terms of Gender)

Gender	Frequency	Percent
Female	346	57.1
Male	260	42.9
Total	606	100.0

As shown in Table 4, the total respondents of females had a frequency of 346 and a percentage of 57.1%. On the other hand, the male respondents had a frequency of 260 and a percentage of 42.9%. Therefore, the majority of the respondents were female students. Bienvenu et.al. (2020), stated that "male patients with COVID-19 are more symptomatic and exhibit increased disease severity, higher complication rates, and ultimately higher mortality". This concluded that there is higher mortality in males than in females due to their immune response and cardiovascular comorbidities.

The study from Guzek, Skolmowska, and Glabska (2020), showed that there is a difference with regards to self-preventive measures in terms of gender. They said, "Female students were characterized by a higher level of knowledge and exhibited better behaviors when compared to male respondents''. This includes doing hand hygiene and other preventive measures. Chen et al (2020), was not opposed to the first article because they figured out that girls showed 1.12 times the possibility of superb hand-washing technique compared with boys.

c.   Year Level

Table 5
(Distribution Table of Respondents in terms of Year Level)

Year Level	Frequency	Percent	Cumulative Percent
1st Year	264	43.6	43.6
2nd Year	213	351	78.7
3rd Year	118	19.5	98.2
4th Year	11	1.8	100.0
Total	606	100.0	

As shown in Table 5,   Most of the respondents were from Level 1 with a frequency of 264 and a percentage of 43.6%. It was followed by Level 2 with a frequency of 213 and a percentage of 35.1%. Next to it were students from Level 3 with a frequency of 118 and a percentage of 19.5%. Last in the line were students from Level 4 with a frequency of 11 and a percentage of 1.8%. Based on the data, it was evident that there was a greater number of respondents from freshmen than the other levels.

This pandemic as per Copeland, McGinnis, Bai, Devadanam, Rettew, and Hudziak (2020), has an impact on the wellness behaviors of freshmen university students. As per Ding et al., (2020), it was mentioned that college students have higher risk awareness and knowledge of our current pandemic. The majority were aware of the current pandemic but some disagree that a healthy person can be infected by COVID-19 which underrated the risk characteristics of negligible signs and symptoms of infection. Singh, et al. (2020), proved that their knowledge varies by age, year level, and courses.

d. Courses

Table 6
(Distribution Table of Respondents in terms of Courses)

Course	Frequency	Percent
BSHM	68	11.2
BSTM	53	8.7
BSN/CG	100	16.5
BSBA	61	10.1
BSA	66	10.9
BSCRIM	193	31.8
BEED	36	5.9
BSIT	29	4.8
Total	606	100%

As shown in Table 6, the frequency of respondents in each course was based on the sample size computed by the researchers. With a total of 606 respondents, 68 were from BSHM (11.2%), 53 were from BSTM (8.7%), 100 were from BSN/CG (16.5%), 61 were from BSBA (10.1%), 66 were from BSA (10.9%), 193 were from BSCRIM (31.8%), 36 were from BEED (5.9%), and 29 were from BSIT (4.8%). The majority of the respondents were under Bachelor of Science in Criminology while the least number of respondents were from Bachelor of Science in Information Technology.

In BSHM, according to Bartik et.al (2020), the pandemic has presented an unprecedented challenge to the hospitality industry. Strategies to flatten the COVID-19 curve, such as community lockdowns, social distancing, stay-at-home orders, and travel and mobility restrictions, have resulted in the temporary closure of many hospitality businesses and a significant decrease in demand for businesses that were permitted to continue operating. Almost all restaurants were instructed to limit their operations to take-out only. Travel restrictions and stay-at-home orders issued by the authorities resulted in a sharp drop in hotel occupancy and revenue. However, the reopening process has begun gradually, and authorities have begun to relax restrictions, such as allowing dine-in restaurants to reopen at a reduced capacity with strict social distancing guidelines, and gradually reducing restrictions on domestic and international travel.

The novel coronavirus (COVID-19) is challenging the world. As per Gossling et al., (2020), the tourism and hospitality industries thrive on visitor patterns, and significant efforts are made by decision-makers to attract visitors in order to support the sector and increase the industry's multiplier effect. However, due to the ongoing situation, travel restrictions are in place at both the national and international levels. Travel bans, border closures, event cancellations, quarantine requirements, and the fear of disease spread have all posed significant challenges to the tourism and hospitality industries. International, regional, and local travel restrictions had an immediate impact on national economies, including tourism systems, which include international travel, domestic tourism, day visits, and segments as diverse as air transport, cruises, public transportation, accommodation, cafés and restaurants, conventions, festivals, meetings, or sports events.

According to Aslan & Pekince (2020), the COVID-19 pandemic has affected the entire world, and it has also affected nursing students in different ways. Students have been surprised by the interruption of education for nursing students. Furthermore, clinical practice for nursing students in hospitals has been discontinued. Because clinical practice accounts for a large portion of nursing education, students may have been concerned about their clinical skill development. Moreover, the application skills are insufficient, and the uncertainty of when, where, and how to perform compensatory training to eliminate inadequacy may stress nursing students.

As per Donthu & Gustafsson (2020), the COVID-19 pandemic has forced many businesses to close, causing unprecedented disruptions in most industry sectors. Short-term challenges for retailers and brands include those related to health and safety, the supply chain, the workforce, cash flow, consumer demand, sales, and marketing. However, overcoming these obstacles does not guarantee a bright future or even a future at all. This is due to the fact that once we have recovered from the pandemic, we will find ourselves in a world that is vastly different from the one that existed prior to the outbreak. Companies, particularly start-ups, have imposed an indefinite hiring moratorium. Simultaneously, online communication, entertainment, and shopping are experiencing unprecedented growth.

The pandemic has highlighted the significance of online education for accounting professionals who now work remotely. In-person training and large conferences vanished with no warning. Simultaneously, CPAs were asked to learn new rules and regulations in order to effectively guide their clients through unprecedented business times. CPAs may benefit from the COVID-19 pandemic. Experts predict that as the supply of online content expands, we will see lower-cost continuing education, which the profession has desperately needed for far too long. Accountants, as a community of lifelong learners, will benefit from the current shift to online education, which allows students and presenters to save time and money (Scott, 2020).

According to Stickle & Felson (2020), the COVID-19 pandemic of 2020 is unquestionably one of the most significant global events in recent history, with long-term implications for culture, government operations, crime, economics, politics, and social interactions. The government's response of issuing legal stay-at-home orders in an attempt to slow the spread of the virus is one

of the crisis's distinguishing features. As a result, researchers argue that the legal stay-at-home orders (i.e., lock-down, shelter-in-place) implemented to slow the spread of the virus by promoting social distancing are the single most noticeable aspect of the steep drop-in crime rates during the COVID-19 pandemic. Despite these challenges, approximately overnight, the entire country ceased or significantly reduced day-to-day travels, including commutes from home to work, as well as leisure activities, shopping trips, social gatherings, the ability to dine out, and other activities.

According to Flores & Gago (2020), the COVID-19 pandemic has had a wide-ranging impact on education, particularly teacher education. Due to the closure of universities and schools, teachers and students were forced to quickly adapt to remote teaching. Teacher education is no exception. The need to create learning environments for student teachers completing their teacher education preparation implied decisions, choices, and adaptations in order to meet not only student expectations, but also the requirements of teacher education as well as the conditions under which both universities and schools had to operate.

According to Ye et.al (2020), the coronavirus disease (COVID-19) epidemic is posing a significant challenge to the global health system, and governments have implemented active preventive and control measures. The Chinese health informatics community has taken active steps to leverage health information technologies for epidemic monitoring, detection, early warning, prevention and control, and other tasks. Due to the extreme popularity of the Internet and social media, "information epidemics" frequently occur alongside disease outbreaks; therefore, it is critical to use information technology to increase the transparency of epidemic information, reduce public panic, and boost public confidence in the measures taken to combat epidemics. The technology side (technology companies) must prevent technology abuse, while the regulatory side (government agencies and platforms) must ensure that technology is promoted for the good and benefit of the public.

Problem No. 2: What are the practices on self-preventive measures against COVID-19

Table 7
Practices on Self-Preventive Measures against COVID-19

A. Use of Personal Protective Equipment	Mean Score	Verbal Interpretation
A1. I wear a face mask whenever I go out.	3.92	Often Practice
A2. I change my mask after every use.	3.79	Often Practice
A3. I wear my face shield correctly whenever I go to public places.	3.60	Often Practice
A4. I make sure that my mask covers my entire nose and mouth.	3.88	Often Practice
A5. I dispose of my mask properly.	3.84	Often Practice
Total Mean Score PPE	3.80	Often Practice
B. Social Distancing		
B1. I distance myself at least 1 meter apart from other people.	3.41	Often Practice
B2. I avoid physical contact with other people as much as possible.	3.56	Often Practice
B3. I avoid handshakes, hugs or kisses especially to those who are vulnerable individuals.	3.59	Often Practice
B4. I do not attend unnecessary social gatherings.	3.35	Often Practice
B5. I prefer communicating on social media rather than meeting in person.	3.46	Often Practice
Total Mean Score Social Distancing	3.47	Often Practice
C. Hygiene and Disinfection		
C1. I use soap and water or alcohol-based solutions before and after holding any object.	3.77	Often Practice
C2. I count at least 20 seconds to wash-off all the residue in my hands.	3.21	Sometimes Practice
C3. I avoid touching my eyes, nose, and mouth as much as possible.	3.37	Often Practice

C4. I bring hand sanitizers or alcohol every time I go out.	3.72	Often Practice
C5. I follow the proper cough etiquette whenever I sneeze.	3.76	Often Practice
Total Mean Score Hygiene and Disinfection	3.56	Often Practice
D. Monitoring Health		
D1. I monitor myself for possible signs and symptoms such as difficulty of breathing, shortness of breath, and fever.	3.62	Often Practice
D2. I monitor my body temperature every 4 hours.	2.50	Rarely Practice
D3. I tend to be honest every time they ask me about my health condition.	3.77	Often Practice
D4. I regularly check if I still have a sense of taste and smell.	3.53	Often Practice
D5. I monitor myself for any sign and symptom for 14 days after exposure.	3.24	Sometimes Practice
Total Mean Score Monitoring Health	3.33	Often Practice
E. Diet and Exercise		
E1. I eat nutritious foods to have a strong body and drink 1.5 liters of fluid every day.	3.43	Often Practice
E2. I tend to sleep for at least 7-8 hours at night.	3.09	Sometimes Practice
E3. I avoid smoking and drinking alcoholic beverages.	3.53	Often Practice
E4. I take vitamin supplements to strengthen my body's immune system.	3.07	Sometimes Practice
E5. I perform exercises regularly.	2.92	Sometimes Practice
Total Mean Score Diet and Exercise	3.20	Sometimes Practice
F. Web-Based Information		
F1. I make sure that all of the information about COVID-19 comes from reliable sources.	3.77	Often Practice

F2. I use social media platforms to gather daily updates about the pandemic.	3.57	Often Practice
F3. I read articles about the pandemic that are being shared over the internet.	3.27	Often Practice
F4. I look for infographics in doing the practices on self-preventive measures against the COVID-19.	3.28	Often Practice
F5. I am satisfied with the information about COVID-19 found on the internet.	3.17	Sometimes Practice
Total Mean Score Web-Based Information	3.41	Often Practice
Grand Total Mean Score Self-Preventive Measure	**3.47**	**Often Practice**

The data gathered by the researchers regarding self-preventive measures against COVID-19 were divided into six categories. Each category was composed of five statements answerable by always, sometimes, rarely and never.

The first category was the use of personal protective equipment (A). All indicators from A1 to A5 fall under the scale of 3.26 to 4.00. This indicated that most of the respondents are always wearing face masks, changing face mask after every use, wearing face shield correctly in public places, making sure that the mask covers the entire nose and mouth, and disposing masks properly. A1 with the highest weighted mean of 3.92 and A3 with the lowest weighted mean of 3.60. According to Rhee (2020), due to the extremely rapid spread of coronavirus disease 2019 (COVID-19), the amount of used personal protective equipment (PPE) such as face masks and protective clothing has increased significantly. The use of PPE in a hospital can result in an indirect infection with COVID-19. As a result, it has been recognized that managing used PPE is critical to preventing the spread of COVID-19. It can be recommended that all people in developed and developing countries must wear any kind of mask as protection from of COVID-19 infection. All PPEs including used masks, used gloves and used personal clothes related to COVID-19 infection in households should be separately discharged with any type of closed garbage bags to transport them to final treatments such as incineration facilities safely.

The second category was about following the social distancing community protocol (B). All indicators from B1 to B5 fell under the scale of 3.26 to 4.00. This indicated that most of the respondents were always following social distancing community protocol which includes distancing themselves at least 1 meter apart from others, avoiding physical contact, handshake, hugs and kisses, not attending unnecessary social gatherings, and preferring to communicate to others through social media. B3 with the highest weighted mean of 3.59 and B4 with the lowest weighted mean of 3.35. According to Maragakis (2020), maintaining a distance of at least 6 feet and avoiding crowded places in indoor places must be observed at all times. Postponing events and large meetings, switching from face-face to-face online classes, and visiting other people by using electronic devices as some of the examples of social distance in order to prevent the spread and acquisition of the virus.

The third category was about hygiene and disinfection (C). All indicators except C2 fell under the scale of 3.26 to 4.00. This indicated that most of the respondents always practice good hygiene and disinfection through using soap and water or alcohol-based solutions before and after holding an object, avoiding touching eyes, nose, and mouth, bringing hand sanitizers or alcohols, and following the proper cough etiquette. On the other hand, C2 fell under the scale of 2.51 to 3.25. This indicated that there were times that the respondents did not follow the proper hand washing technique. C1 with the highest weighted mean of 3.77 and C2 with the lowest weighted mean of 3.21. According to Dowling (2020), washing hands for at least 20 seconds is one of the best ways to protect an individual from acquiring the virus. Scientifically speaking, 20 seconds of washing hands allows the soap to be lather with the use of water. This gives ample time for the chemical reaction to occur between the lipid membrane and the soap. Thomas Gilbert stated that "There are other benefits that allow the soap to do a good job getting rid of the material." And with the use of warm water, Gilbert includes that all of the virus-fighting "happens a little quicker".

The fourth category was about monitoring health (D). Indicators D1, D3, and D4 fell under the scale of 3.26 to 4.00. This indicated that respondents were always monitoring themselves for possible signs and symptoms, being honest every time they are asked about their health condition, and regularly checking if they still have a sense of taste and smell. D5 fell under the scale of 2.51

to 3.25. This indicated that respondents did not monitor themselves for 14 days after exposure from time to time. D2 fell under the scale of 1.76 to 2.50. This indicated that respondents rarely monitor their body temperature every four hours. D1 with the highest weighted mean of 3.62 and D2 with the lowest weighted mean of 2.50. According to Torrance (2020), monitoring temperature regularly for every four hours is important especially during a pandemic. Checking the body temperature will help the individual to determine if he/she has a presence of disease. This is very important to know whether the individuals might have an early sign of having the virus and to protect others. As per Gao et. al. (2021), monitoring self for 14 days after exposure is a must to prevent and control the risk of acquiring COVID-19 disease. The individuals are recommended to screen for high-risk populations such as close contacts, especially in one confined space with diagnosed or suspected infected people, which will be helpful for early control of this global epidemic effectively.

The fifth category was about diet and exercise (E). Indicators E1 and E3 fell under the scale of 3.26 to 4.00. This indicated that most respondents always eat nutritious foods and drink plenty of water every day, as well as avoid smoking and drinking alcoholic beverages. Indicators E2, E4 and E5 fell under the scale of 2.51 to 3.25. This indicated that respondents did not usually sleep for at least 7 to 8 hours at night, taking vitamin supplements, and performing exercises. E3 with the highest weighted mean of 3.53 and E5 with the lowest weighted mean of 2.92. According to Naja (2020), during the COVID-19 pandemic, the individual's responsibility is to choose a healthy lifestyle, eat lots of fruits and vegetables, exercise in their spare time, maintain a healthy weight, and strive to get enough sleep. In addition to managing dietary intake, an individual's shared responsibility is to avoid the spread of COVID-19, misinformation regarding nutrition and dietary intake.

The sixth category was about web-based information (F). All indicators except F5 fell under the scale of 3.26 to 4.00. This indicated that most of the respondents were always making sure that information came from a reliable source, gathering daily updates from social media, reading articles over the internet, and looking for info-graphic regarding self-preventive measures against COVID-19. F5 fell under the scale of 2.51 to 3.25. This indicated that they were not fully satisfied

with the COVID-19 information found in the internet. F1 with the highest weighted mean of 3.77 and F5 with the lowest weighted mean of 3.17. According to Naja (2020), since the outbreak, social media networks have overflowed with messages from single foods/herbs promising the treatment or prevention of the infection. The effects of such unfounded claims can have negative effects, from providing a false sense of protection against infection to toxicity.

The researchers computed the average of each category. The highest among six categories was the use of personal protective equipment (A) with an average of 3.80, followed by hygiene and disinfection (C) with an average of 3.56, social distancing (B) with an average of 3.47, web-based information (F) with an average of 3.41, monitoring health (D) with an average of 3.33, and lastly, diet and exercise (E) with an average of 3.20. This indicated that most of the respondents were regularly following the use of personal protective equipment but lack eagerness in monitoring their health and following the right diet.

Problem No. 3: Is there a significant difference in the practices on self-preventive measures against COVID-19 when they are grouped according to profile?

Table 8
Difference in the Practices on Self-preventive Measures According to Age – ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.783	3	.261	2.795	.040	Reject Null
Within Groups	56.222	602	.093			
Total	57.006	605				

A one-way ANOVA revealed that there were significant differences in practices on self-preventive measures among the four groups, *F* (3,602) = 2.795, *p* < .040.

Table 9
Difference in the Practices on Self-preventive Measures According to Course – ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1.704	7	.243	2.632	.011	Reject Null
Within Groups	55.302	598	.092			
Total	57.006	605				

A one-way ANOVA revealed that there were significant differences in practices on self-preventive measures among the four groups, $F(7598) = 2.632$, $p < .011$.

Table 10
Difference in the Practices on Self-preventive Measures According to Year Level – ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.989	3	.330	3.544	.014	Reject Null
Within Groups	56.016	602	.093			
Total	57.006	605				

A one-way ANOVA revealed that there were significant differences in practices on self-preventive measure among the four groups, $F(3,602) = 3.544$, $p < .014$.

V. DISCUSSION

The main goal of this study was to know the difference between the self-preventive measures among the respondents when grouped according to their profile. The majority of the students were practicing self-preventive measures often. Yet, 4 out of 6 variables had practices that were either sometimes or rarely performed by the students. In hygiene and disinfection, students do not often perform proper hand washing techniques. In monitoring health, students rarely check body temperature but sometimes monitor for possible signs of COVID-19. For diet and exercise, students do not get enough sleep, do not take vitamin supplements, and sometimes exercise.

In web-based information, students were not fully satisfied with the information that circulates around the internet. Researchers were able to find out the need to provide a trusted website that contains necessary information about practices that are not fully met by the students. According to Bento et al (2020), people react by seeking information on what they can and should do in response to the epidemic. However, De Caro (2020), was concerned about the difficulty to inform and orient people regarding health-related topics about COVID-19 due to the difficulty of identifying reliable sources.

The findings implied that every student has different self-preventive measures. Even though they often practice the different self-preventive measures, they lack eagerness in following the right diet and exercise. Researchers found out that the respondents are not satisfied with the information about COVID-19 circulating around the internet. Despite previous research about COVID-19, there was still a lack of information validity and credibility throughout some journals, articles, and websites. Moreover, websites found in the internet should have a reliable source of the information regarding COVID-19.

The study confirmed the importance of health literacy about self-preventive measures against COVID-19 through reliable sources. This study provided adequate knowledge and understanding about safety precautions for the disease. For future researchers, the result of this study will contribute to the existing knowledge and be used in the emergence of nursing interventions to enhance infection control practices.

The study was limited to the self-preventive measures utilized by the college students of the institution. Researchers prepared a questionnaire to gather data. However, this pandemic made the researchers' data gathering harder and information narrower. Out of the 674-sample size, only 606 responded due to internet and communication problems from Criminology, Information Technology, and Hotel Management.

The gathered data showed that the respondents always read articles, look for infographics, and use social media for daily updates. Hence, not all the respondents are satisfied with the

information about COVID-19 on the internet. It is very evident nowadays that not everyone is content with data lingering around the different media platforms.

Cinelli et al., (2020) highlighted that "the case of the COVID-19 epidemic showed the critical impact of this new information environment". The voluminous number of information spreading on different platforms was strongly influencing people's behavior.

With that, the researchers wanted to suggest the use of ICT material that provides more accurate information that comes from reliable sources. This built the gap between the massively unfiltered news to more credible information. As a result, the respondents learned how to distinguish the difference between fake and real news. This made them more responsible citizens by following the right protocols. Practices on self-preventive measures were done according to what is right which leads to the satisfaction of the respondents.

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Transitional Experiences of BSN Students to Online Learning: A Transcendental Phenomenology

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I. ABSTRACT

The threat brought by the COVID-19 had obliged the educational sector to change from traditional learning to online learning which provides safety to the learning community while facing the health crisis (Mishra 2020). Therefore, the Commission on Higher Education (CHED) declared general guidelines regarding the implementation of flexible learning which is the CMO No.4 Series of 2020 that indicated the implementation of flexible learning to be adopted beginning the academic year 2020-2021. Hence, this study was conceptualized to explore the nursing students' experiences with the transition to online learning. The researchers utilized transcendental phenomenology as the research design and were conducted in a selected nursing school in Cavite that is currently using online learning. Data were gathered through virtual interviews and were transcribed and analyzed using Moustakas transcendental phenomenology framework. Five themes emerged from a thorough examination of the interview corpus: Understanding Online Learning as the New Trend in Education, Difficult Chapters of Online Learning, Coping and Adjusting to Synchronous Class, Seeking for Equity, and Accessibility to Technology, Desire for a Need of Physical Classes. The participant's transition to online learning has been found that most of them already recognized that online learning is incredibly challenging which leads the participants to express trouble adapting to online learning. Despite the challenges the participants shared that their transition experience in online learning was helpful, they managed to accept change and learned to cope and adjust to synchronous classes. The findings of this study can be of help to proposed peer-to-peer counseling that will serve as a help for other students to cope with the transition. Moreover, the study can contribute to building research literature in nursing online education.

Keywords: *online learning, transcendental phenomenology, transitional experience.*

II. INTRODUCTION

The worldwide spread of COVID-19 has brought health threats and significant changes in our lives. The rapidly rising cases and deaths of COVID-19 have resulted in a global lockdown. The education sector has also been greatly affected by this crisis. Many colleges were forced to remain temporarily closed by the Covid-19 outbreak. The threat brought by the COVID-19 had obliged the educational sector to change from traditional learning to online learning. Online learning provides safety to the learning community while facing a health crisis (Mishra 2020).

Educational institutions are promoting flexible learning, meaning that there are learning programs created based on the capacity of the students, schools, or the community and delivered their curriculum through online platforms using their preferred Learning Management System (LMS) in which educators can carry out their classes. Through this method, learning is not hindered even in the presence of the pandemic.

In the Philippines, the Commission on Higher Education (CHED) declared general guidelines regarding the implementation of flexible learning which the CMO No.4 Series of 2020 is. It was indicated there that the implementation of flexible learning shall be adopted beginning the academic year 2020-2021. The main objective was to provide learners with the innovative assessment with aid of using digital and non-digital tools.

Different authors were cited by the researchers and combined necessary information to provide a brief overview regarding the chosen study. Based on the findings, (Rajab, 2020) argued that effective online instruction is dependent upon the following; A.) Well-designed course content regarding nursing training with well-prepared and fully-supported instructions. B.) creation of a sense of online learning on how the online system will serve the same broadened knowledge in the fields of nursing towards the instructors for educating online C.) The rapid advancement of technology that learners needed in order to undergo the said curriculum for supplementing the same strategies in the actual class.

Nevertheless, Claywell (2017) said: to have a successful online class, one must have self-discipline and time management skills. In line with this, being well-organized is very crucial in

online classes. Online learning helps resolve these issues. However, Ferrel and Ryan (2020), stated that, despite the sudden change of traditional delivery to online platforms by universities and other schools of learning during this pandemic, the challenges experienced by faculty and students are well explored and transformed into opportunities. The use of technology, communication, and ICT applications gave many opportunities on how students will learn during this time. Online learning has become mainstream in light of its potential in giving more adaptable chances to get to substance and guidance whenever and any spot (Sharma, 2018).

Olivarez College Tagaytay implemented this new educational approach before the mandate of CHED transpired. It was back then when the Taal Volcano eruption happened that the institution decided to go online. Furthermore, when COVID 19 pandemic began the institution kept up with the implementation of online learning where the academic force was trained and capacitated to face this transition. Recalibration of the syllabus was done and Schoology as the Learning Management System (LMS) used by the school was enhanced for utilization to suit the demand of this online transition.

As this study focuses on the lived experiences of nursing students transitioning to online learning, transcendental phenomenology has been chosen as the only suitable approach that aligns with the researchers' questions. This often sought to understand and describe the phenomena using the experiences of the individual participants and not the researchers' interpretation. The researchers provided textural descriptions of what was experienced by the nursing students during the transition and how the nursing students experienced the transition to online learning in the structural descriptions. (Cordens, 2014).

Hence, this study was conceptualized to explore the nursing students' experiences with the transition to online learning. The result of the study can be of help to proposed peer-to-peer counseling that will serve as a help for other students to cope with the transition. Moreover, the study can contribute to building research literature in nursing online education.

III. METHODOLOGY

This study made use of a qualitative research design to determine the transitional experiences of nursing students' online learning. This elucidates social issues by emphasizing human values, experiences, and perceptions (Stake, 2010). The design enabled the researchers to gain an understanding of transitional experiences of nursing students who have experienced online learning.

Moreover, transcendental phenomenology was the philosophical approach used which brings grounded concept and conditioned upon setting aside all preconceived ideas to see phenomena through unclouded glasses, thereby allowing the true meaning of phenomena to naturally emerge with and within their own identity and add dimensions to the study of human experiences (Moustakas, 1994). This phenomenology focuses the study around rich, textural descriptions, structural descriptions, and the essence of the study (Creswell, 2013; Moustakas, 1994).

Purposive sampling was used by the researchers to subjectively select participants based on who they think will be representative of the population (Polit & Beck, 2012). The following criteria were as follows: a.) regular nursing student, b.) currently enrolled in the academic year 2020-2021 and engage in online learning, and c.) who are willing to share and talk about their experiences about online learning.

Virtual interviews were conducted to uncover the transitional experiences of nursing students to online learning. This virtual interview consists of open-ended questions designed to motivate the participants to reflect upon the experiences associated with online learning. The virtual interviews are recorded, transcribed, analyzed and all of the personal information is kept entirely confidential. The data coming from the participants went through bracketing, an act of suspending judgment by focusing on the analysis of experience.

IV. RESULTS & DISCUSSION

Researchers have come up with the significant findings into five themes from ten participants that were chosen to answer the questions through a virtual interview, whereas the researcher came up with different thematic clusters, based on the responses of the participants.

Among those were understanding online learning as the new trend in education**,** difficult chapters of online learning, coping and adjusting to synchronous classes, seeking equity and accessibility to technology, and desire for a need for physical classes.

Understanding Online Learning as the New Trend in Education

This theme deals with the participant's perspective of online learning as the new learning system in education, as well as the understanding of the participants in the new trend of education. Participants suggested that online education is the latest trend in education because it allows them to learn at their own speed and at their own time. According to Clever (2017), one of the advantages of the internet is web-based learning. It allows the student to learn in the comfort of their homes.

Participant 2

"Helpful in a way that "hindi tayo napapatigil sa Pag-aaral"imagine a span of a year it's really a big waste especially to us that we are now 1st batch of the K-12 so if we are not to enroll this time, another one year of waiting just to graduate a degree course."

Participant 3

"Challenging sya and then helpful at the same time. Challenging syempre kase from halos ilang years din na nakasanayan naming face to face classes tapos in a span of initial span of time biglang online classes dahil sa pandemic so challenging sya dahil ang dami mong kailangang baguhin sa sarili mo, yung oras na dapat nag aaral ka"

Participant 5

"Ngayon online class mas nakakapag basa na ako kaya nakaktulong siya saken para maincrease pa yung nalalaman ko kahit papano. Meron mga changes. I was able to spend more time in studying during online, I have more time on reading books. Mas nagagawa ko na mag-absorb ng madaming information, Tapos prinapractice ko ngayon yung pag aanalyze."

Participant 6

"For me honestly talaga very very helpful because online classes help me mag lighten ang lahat." We're hitting like two birds at the same time."

According to Clever (2017), one of the advantages of the internet is web-based learning. It allows the student to learn in the comfort of their homes. Online learning includes learning courses through the internet. In this learning setup, hyperlinks are found on web pages that will lead students to another page and open up an amount of information on the internet. Generally, an online course includes course information, schedules, notice board, and curriculum map, teaching resources such as handouts, discussion board, summative and formative evaluations, and student management tools such as statistics, records, and student tracking. Online learning allows the student to access resources anytime and anywhere. It also promotes independence for students who engage in online learning. Part-time students have a significant benefit in this learning setup. Also, if there is unclear information, the students can re-access educational materials found on the internet.

Participants significantly indicated that online education is the new trend in education learning at their own pace and chosen time. The participants eagerly motivated for the benefit of flexibility in online courses cannot be overstated due to its prevalence in reasons why students are attracted to online learning. Online learning allows students to work at a time and in a place that is compatible with their learning needs.

As previously mentioned, the term adapting is one of the observed points in coping and adjusting to synchronous class. According to Claywell (2017), to have a successful online class, one must have self-discipline and time management skills. In line with this, being well-organized is very crucial in online classes. Considering writing or creating an electronic schedule or to-do lists will help learners to stay on track. Aside from being organized, learners must have a clear understanding of how they will adjust their learning style and properly adapt to online learning.

Difficult Chapters of Online Learning

This theme is focused on the participants' different kinds of challenges that they were experiencing during the transition to online learning. These experiences vary in the scope and complexity of the participants. Online learning during the pandemic showed that the students were having difficulties, this included distractions, workloads, and technological problems (Hussein, 2020).

Participant 1

"Diba every time na mayroon tayong meeting in RLE kapag ka tinanong tayo ng CI naten hindi natin siya agad nasasagot kasi hindi natin maimagine kung ano talaga ibig-sabihin non. "Hindi siya ganun ka-effective para sakin because really hard to visualize the given scenario."

Participant 2

"We don't manage to see or even to touch a certain patient", "we don't have an actual patient."

Participant 7

"Actually, Challenging siya sa akin oo kasi hindi ako fast learner gusto ko kasi yung ano face to face yung nakikita ko yung kung paano I stink kung papaano gawin yung dinedemo ni ma'am mas pumapasok sa isip ko yun kesa yung ganito yung naka ano ko sa google meet nakkausap mo lang siya naano lang siya nag eexplain nag tuturo duon."

Participant 8

"I see it as challenging of course. Kasi po ano nga, due to the fact na kulang po ako sa resources. Ang hirap, mag mind map sa phone. Diba po ano cellphone lang po gamit ko."

According to Smith (2009), online learning with nursing does present challenges to the learning of the students of the program, among those were providing nursing students authentic learning experiences that relate to real-world nursing situations, which may compromise both the high-stake and interpersonal elements of learning the course. Other difficulties on learning online were technological difficulties and a significant difference between course instructional strategies and each presence and course satisfaction (Schyndel, 2015).

Participants during the transition to online learning, have difficult chapters in online learning. The first notable invariant constituent from the participants' responses were the overwhelming coursework. Online learning during the pandemic showed that the students were having difficulties, this included distractions, workloads, and technological problems (Hussein, 2020).

The next invariant constituents, prevalent from the responses of the participants, was uncertainty to pursue studying. Specifically, the study refers to the financial aspects of learning when it comes to the uncertainty to pursue studying. Studies showed a difference in the uses of technology, internet, and equipment by the teachers before the start of pandemic and during the pandemic, which was believed to be related to the finance for education (Hasan & Islam, 2020). Moreover, the term financial was referred to as the inability to buy technology and pay for internet services in another study (Abuhammad, 2020).

The next invariant constituents from the responses of the participants was that it was a challenging platform. This theme mainly refers to the responses of the participants that mentions lack of in-person interaction and adapting to unfamiliar technology. Other foreign studies also mention difficulty of the students in adapting to online learning, wherein some students preferred a face-to-face learning setup (Aguilera-Hermida, 2020). Furthermore, it is believed that online learning may not be able to produce desired educational progress in underdeveloped countries, this is due to the inability to access good internet due to technicality and monetary issues as well. Also, the lack of face-to-face interactions was really among the highlighted issues with regards to the online learning platform (Muhammad & Kainat, 2020). Also, social interaction is much more suggested to have a significantly positive effect on online learning (Baber, 2021).

Coping and Adjusting to Synchronous Class

This theme describes how the participants deal and adapt in synchronous classes. Participants accepted that change comes with overcoming weaknesses, learned to set up a time to do tasks on time, and find another way to cope and adjust to synchronous classes. Participants were able to cope and adjust with the transition to online learning by doing different strategies

that will help them cope and adjust to online learning. According to Kazmer (2020), in a distance learning environment, students are often immersed in new educational environments that are facilitated by unfamiliar technologies.

Participant 1

"In my opinion, nakatulong naman ang online learning I tried my best to cope with this kind of learning"

Participant 3

"Para sakin mas nagiging responsable ako like kagaya sa pag comply sa mga activities usually ang ginagawa ko ahead of time. Halimbawa binigay sya today if may time ako mamaya gagawin ko na agad para hindi ako matambakan ng activities."

Participant 5

"You have to think about the ways, what can help yourself on how to learn and have more knowledge. Talagang more on reliant to yourself po tayo ngayon, siguro mag put ako ng effort na magkaroon ng time management sa online class and mag gawa na ako ng schedule para sa school din."

Participant 9

"I must say na medyo, na, naadapt na, nakapag-cope na ako kase ngayon ahead ko ginagawa lahat ng assignments ko, you have to set, you have to give time sa ginagawa mo sa kung ano yung passion mo. It's just a matter of time management lang talaga."

According to Kazmer (2020), in a distance learning environment, students are often immersed in new educational environments that are facilitated by unfamiliar technologies. They can depend on available people and resources for help as they adapt to this learning environment, as well as changing their own living and learning patterns.

The next invariant constituent, evident from the statements of the participants, was their understanding of the essence of time. Marcillo A. J. et al. (2020) stated that the COVID-19 pandemic has significantly affected the nursing students' activities that allow them to perform skills and knowledge they acquire during classes. Hospital and clinical duties are part of the nursing curriculum. Because of the spread of COVID-19 presence of the nursing student in hospitals was

suspended to ensure safety. Nursing students considered time management as a crucial aspect of online learning.

Seeking Equity and Accessibility to Technology

This theme focuses on suggestions of participants to improve the implementation of online learning and help faculty and participants to have self-improvement and help them in focusing on online learning. Also, the suggestion of two-way communication of participants and faculty. Participants were able to give recommendations that will impose equity and accessibility to technology for both students and professors. According to Dhawan (2020), the implementation of online learning techniques is very effective in addressing the educational needs of every student.

Participant 1

"I suggest na continue lang iimprove ang online classes para masustain ng students. Lagyan ng humor yung pagtuturo para mas makinig at maretain ang tinuturo."

Participant 2

"I hope that the faculty continue to understand our situation that we are still adjusting and we sometimes can't sustain our internet connections. I hope that will continue to provide us with engaging activities even when we are on virtual."

Participant 3

"Magtulungan lang yung students' para sa mga nahihirapan sa online para maencourage pa yung iba naming classmates kahit mahirap ang online class."

According to Dhawan (2020), the implementation of online learning techniques is very effective in addressing the educational needs of every student. There are several online resources available that are necessary for an accessible and productive learning environment. The statement of the participant says that: "We can also recommend that they can supply us ah, alternative references like eBook's, PDF's yun." According to Clever (2017), online learning allows the student to access resources anytime and anywhere. It also promotes independence for students who engage in online learning.

The Desire for a Need of Physical Classes

This theme focuses on suggestions and the desire of participants to have limited face-to-face classes that will help the students in other aspects that online classes cannot implement well. The participants were able to provide suggestions on how to improve the online learning system and also participants desire to have face-to-face classes to accommodate the needs of students that cannot be given in online learning. According to Garcia (2017), combining education and technology can lead to massive improvement of the common educational system in the Philippines.

Participant 4

"Challenging sya dun sa mga medical courses na kailangan ng skills sa laboratory. Kasi ang hirap din lalo na tayo nagde-demo tayo tapos hindi actual na nakikita ng ci natin kung ano yung ginagawa natin kasi very limited lang yung nakikita ng camera during the demo."

Participant 7

"Gusto ko kasi yung ano face to face yung nakikita ko yung kung paano, papaano gawin yung dinedemo ni ma'am mas pumapasok sa isip ko yun".

Participant 8

"Sa program natin hindi lang po talaga natin ma-apply kasi nga po wala po tayong on-hand experience."

As mentioned by Rotar (2018), online assessment of students is only knowledge-based rather than practice-based, the participant intends to persuade his thoughts that tells; "Challenging siya dun sa mga medical courses na kailangan ng skills sa laboratory. Kasi ang hirap din lalo na tayo nagde-demo tayo tapos hindi actual na nakikita ng ci natin kung ano yung ginagawa natin kasi very limited lang yung nakikita ng camera during the demo".

According to Garcia (2017), combining education and technology can lead to massive improvement of the common educational system in the Philippines. In this part the participants were able to provide suggestions on how to improve the online learning system somehow.

Textural-Structural Descriptions

From the thematic analysis, the researcher then provides a description of "what" was experienced in textural descriptions, and "how" it was experienced in structural descriptions. Textural descriptions are considered and additional meanings are sought from different perspectives, roles, and functions International Journal of Qualitative Methods 2004, 3(2) 31 (Moustakas, 1994). This process of imaginative variation leads to the structural textures resulting in essential structures of the phenomenon. What did the nursing students experience through understanding online learning as the new trend in education.

Nursing students used words such as "Helpful," "Learning is everywhere," and "Learning never stops." One Participant talked about it as "We're hitting like two birds at the same time." Some participants spoke about how online learning is new to them and not quite sure what to do but their school is very organized about the new trend in education. These nursing students see their experience in online learning as helpful because they didn't stop a school year because of the pandemic, they didn't waste one school year and it helps nursing students to learn despite the pandemic going on around the world.

Meanwhile, when the nursing students talked about the difficult chapter of online learning, they used words such as "hard to visualize the given scenario," "we don't have an actual patient.," "internet connection interruption", "lack of resources", "lack of time management, "time zone difference'", "health risk".

Moreover, they have difficulty answering questions and participating in online classes due to difficulty in visualization because of lack of an actual patient and lack of resources that are needed in their course. Also, students have trouble in an online class because of internet interruptions that most nursing students encounter. There are some students who experience difficulty because of time zone differences that lead them to not be able to adapt at first and nursing students see online classes as a health risk because the time immersed in the computer is long.

Nursing students expressed their experience in coping and adjusting to synchronous classes as "manage to make a study plan", "be responsible", "nag aadvance reading", "comply sa mga activities usually ang ginagawa ko ahead of time", 'have time management",'' I have to suck it up, I have to really make sure na alam ko yung goal ko", "Inaccept ko wholeheartedly", "humahanap po ako ng alternative ways, para po maggawa po yung mga task" and "put the effort in online class".

Similarly, they cope and adjust to their synchronous classes by creating their own class schedules that helped them ensure they had enough time to participate in class, learned to set up a time to do tasks on time, and find another way to cope and adjust to synchronous classes. Also, embracing the new learning method and concentrating on the target, and improving time management and analytic skills. Nursing students used their free time to do the advanced reading so that they have an idea on the topic that the professor will teach them in an online class.

Students expressed their seeking equity and accessibility to technology by suggesting "recommendation that they can supply us with alternative references", and "raising concern in communication between students and teachers".

Furthermore, participants recommended that the institution hold a forum to discuss the issue and thoughts about how an online class could be far more beneficial. Also stated that more references to be given in each course so that there will be alternative references for them to read on. References will aid them to better understand each topic that was not discussed during synchronous class. Participants believe it would be easier for the students if they would have equal opportunity to utilize the computer other than mobile phones. Also, they mentioned "gusto ko kasi yung ano face to face", "Wala po tayong on-hand experience." and "recommend na yung iba, magface-to-face."

Essence of the Experience

Using the information gathered from ten participants who were nursing students, the interviews exposed the group's perceptions of what it was like to learn in an online environment.

The participants' transition to online learning has been found that most of them already recognized that online learning is incredibly challenging because of the following reasons: distractions, workloads, and technological problems, which leads the participants to express trouble on adapting to online learning. Despite the challenges participants manage to accept, change comes with overcoming weaknesses, learning to set up a time to complete their task on time, and discovering means to cope and adjust to synchronous classes. Participants suggested and wished to have limited face-to-face classes to accommodate the needs of improving their skills and real-life application.

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The Lived Experiences of Elderly on Home Quarantine amidst the Covid-19: A Phenomenological Study

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I. ABSTRACT

This study aims to explore the experiences of elderly in home quarantine. The researchers tackled the physical, social and mental impacts of home quarantine to elderly during the Covid-19 pandemic. The gap has been identified by the researcher as the spiritual aspect of the elderly is not seen to be assessed in the other related studies. This study is a qualitative design used to understand ideas, thoughts, or perceptions. The researchers had chosen the phenomenological type of research as to explore and examine the experiences of the elderly and to understand the phenomenon. The researchers chose to use the Moustakas phenomenology as the data analysis as the Transcendental Moustakas-based phenomenology (1994) offers a systemic approach to the study of vivid experience results. The interviews conducted by the researchers resulted in exploring the experiences of elderlies during the time of pandemic. This research had its positive and negative results. Most of the participants gain weight as they lack physical activity because of the health protocols mandated by the government. There had been restrictions and limitations on the activities of daily living such as going outside their homes. Watching television and listening to radios resulted in fear, worry and anxiety to the participants. The positive effects of Covid-19 pandemic to the elderlies were having a closer relationship with God and with their families. They also took their time to rest and enjoy their lives. Most of them had been productive by doing the household chores. They are being supported financially by the government. Some were supported by their children and some were selling their planted fruits and plants to support their everyday necessities.

Keywords: *Covid-19 Pandemic, elderly, home quarantine, Phenomenological Study*

II. INTRODUCTION

Coronavirus disease 2019 (COVID-19) represents a complex respiratory distress syndrome that can evolve into multi-organ failure caused by the beta-coronavirus SARS-CoV-2. (Chen et al., 2020; Control, E.C.f.D.P.a.,; Garg et al., 2020; Huang et al., 2020; Liang et al., 2020; WHO; Zhou et al., 2020). The 2019 novel-coronavirus has affected 181 countries with approximately 1197405 confirmed cases (by April 5). More than 80% of infected are mild disease cases, about 14% have severe complications, and about 5% are critical disease victims.

According to Buenaventura (2020), as the world grapples with the public health emergency and economic crisis from the coronavirus disease 2019 (COVID-19) pandemic, developing countries become the most vulnerable to its profound negative impact. The current struggles of developed countries in responding to the pandemic despite their wealth of resources, stable economies, and established healthcare infrastructures are magnified and intensified for developing countries.

The first suspected case in the Philippines was investigated on January 22, 2020, and 633 suspected cases have been identified as of March 1. Of them, 183 were in Manila's National Capital Area, all admitted to Manila's San Lazaro Hospital (SLH), the national referral hospital for infectious diseases (Edrada et al., 2020). The Philippines confirmed local transmission of COVID-19 on March 7, 2020, and implemented enhanced community quarantines (ECQ) from March 20 to April 30 on half the country's population (Philippine CNN Staff, 2020).

This study aims to explore the experiences of the elderly in-home quarantine. The researchers tackled home quarantine's physical, social, and mental impacts on the elderly during the Covid-19 pandemic. The researcher identified that the gap is that the spiritual aspect of the elderly has not been assessed in the other related studies.

The researcher differentiates the daily living of the elderly before and during Covid-19. Moreover, the researcher also identified how the elderly cope with the struggles of being isolated. The researcher aims to provide a reference for future researchers based on clinically tested and effective coping interventions for the elderly.

III. METHODOLOGY

This study is a qualitative design used to understand ideas, thoughts, or perceptions. Qualitative research includes gathering and evaluating non-numerical data. The researchers chose to use the Moustakas phenomenology as the data analysis as the Transcendental Moustakas-based phenomenology (1994) offers a systemic approach to the study of vivid experience results. Phenomenology is knowledge as it appears to consciousness, the science of describing what one perceives, senses, and knows in one's immediate awareness and experience (Hegel, as cited in Moustakas 1994.p.26).

Transcendental phenomenology studies conscious experience as experienced from the subjective or first-person point of view (Standford Encyclopedia of Philosophy, n.d., para. 4). It aims to describe an experience as it is experienced freshly and purely (Merriam, 2009).

The researchers used the purposive sampling method, this sampling approach to determine the chosen participant that fits into the study. This sampling method was the best way the researchers used to obtain knowledge and information that assisted the researchers in understanding the elderly situation during the pandemic.

IV. RESULTS

Theme 1. Curtailment of freedom

The restriction is the state of implementing rules that limit or control people from going outside their homes, especially individuals (like the elderly) who were susceptible to acquiring the COVID-19.

Participants	Significant statement	Codes of Unit Meaning	Themes
	Table 1. Theme 1 and Evidence		
Mang Pasyo	Kaya ang masasabi ko lang, yung little bit, ang karanasan ko, dati free. Free kaming lumabas as a senior citizen. Nahihirapan. Kasi nga yung nagagawa naming noon, hindi na namin nagagawa ngayon. Kasi alam mo naman ang age limit,	*Lack of freedom due to health protocols*	

	mula sa 18 years old hanggang 65. And I am over 65.	
	Marami ang pag babago ok? Unang-una, yu-ong, yun nga hindi kana makalabas, may pera ka man, hindi ka naman makabili kasi nga, restricted ka sa bahay, ngayon, hindi naman araw-araw na meron kang pwede utusan na ibili ka ng kailangan mo.	*It's hard for them to do the things they used to do because of age restrictions.*	***Curtailment of freedom.***
	Wala naman masyadong epekto, ang… meron kaunting epekto kasi nga dati nagpa-pa-check-up kami… Pumunta sa doctor, eh nakalockdown kami, hindi na kami makapag pacheck-up, kaya nangyayari, pinagtutuloy lang namin ang aming maintenance na ibig-…naibinigay sa amin, iniresita sa amin, bago mag pandemiya hanggang sa ngayon, saka ang epekto pa, as a senior yung aming mga prescription na drugs hindi narin kami makakuha ng discount as a senior, kasi nga expired na, wala na … ubos na yung aming… yung nakasulat doon sa aming prescription kaya malaking epekto sa amin.	*Age restrictions made a lot of changes as a result of COVID-19 occurrence.*	
	Parang wala naman, ganon parin naman dati kaya nga lang medyo boring lang, hindi kami makalabas ng bahay, kung may pupuntahan na importante.		
	Nung bago sa akin, ay yung ako'y hindi makalabas.	*Unable to go to hospitals for check-ups due to COVID-19 pandemic.*	
	Nag-stay home kasi pinagbabawal lumabas ang matatanda. Mas gusto ko yung umaalis kami, pumupunta sa mall, naglalakad ng dalawang oras, tatlong oras. Namimili, kung ano-ano ang binibili. Yun lang.		

Lola Luciana	Hindi na ako lumabas ng bahay. Baka'y ako'y mahawaan… ng ano covid. Nung walang pandemic pa kasi… naghahatid ako sa mga apo ko sa school, ngayon hindi na at tsaka tuwing linggo namamalengke ako ngayon hindi na bawal na sa mga matanda e. Sa loob na lang ako ng bahay. Meron akong maintenance iniinom araw-araw. Yung anak ko ang bumibili… hindi na ko lumalabas para mag ingat lang. yung anak ko. Yun ang bumibili ng gamot namin nang asawa ko, tsaka pagkain. Ay talagang tumigil nalang sa bahay, hindi na kami lumabas, pagkasabing wag na kayong lumabas, ika'y dito. Tulad nalang sa umaga, mag eexercise ka paikot-ikot sa mga ano kaya lang pinatigil na yun… gawa ng me… may ano ang gobyerno na wag na muna lumabas ng bahay… Magipon-ipon sa mga lugar na maraming tao. Protocol ng gobyerno na kailangan masunod.	*Age restrictions made a lot of changes as a result of COVID-19 occurrence.*	
Nanay Hilda		*Following the mandated health protocols.*	
Nanay Lyla		*Following the mandated health protocols.*	

		Limitations of Activities of Daily Living due to COVID-19.	
		Unable to purchase medications due to health protocols.	
Nanay Narcica		*Following the mandated health protocols.*	
Tatay Luna		*Limitations of Activities of Daily Living due to COVID-19.*	

Data Analysis:

During the interview, the researchers found out that the participants like to spend more time outside. Due to the Covid-19 pandemic, the participants expressed their thoughts about the implementation of home quarantine. They were unable to do the things that they usually do, such as purchasing medications, buying their necessities, walking for hours, and unable to go to hospitals for check-ups.

According to Barth et al. (2020), community quarantine has restricted their movement, except for those who are self-sufficient, since they are forbidden from leaving the house and going to public places such as grocery stores and malls. There have been reports of older Filipinos violating quarantine to make a living because they have no one else to depend on or do not want to burden their younger family members. Even though older adults must remain at home due to a higher risk of coronavirus disease (COVID-19), they must avoid a sedentary lifestyle. Physical exercise is essential for older people to preserve their stability, mental health, and overall well-being. Mobility is essential in old age because it can predict the lack of independence in older adults.

Theme 2. Adamantine Kinship

Aids in the development of genuine relationships. We have all been so busy living the 'life' that many of us have missed out on those genuine, real-life moments with our loved ones. The pandemic made them realize and appreciate the value of home and family.

Table 1. Theme 1 and Evidence			
Participants	***Significant statement***	***Codes of Unit Meaning***	***Themes***
Mang Pasyo	Kasi kasabay ko sila kumain, kulang nalang eh, magsabay sabay pa yung sa pagtulog, manood kayo ng TV. Almost, laging sama-sama, lagi kayong nagkikita araw-araw. Hindi mo man lang madalaw ang iyong kamag-anak, mga malalapit sa iyong kaibigan, Tama… nakakaepekto yan. Kasi nga dati just like I say, mga once a week, twice a week napupuntahan ko yung mga pamagkin ko… Mga kapatid ko Oo, dati kasi may pasok sila, ngayon kasama namin sila araw araw. At kung minsan, ay kung isa kong anak eh nasa malayo, nayakag ako ng isa kong anak na pumunta duon. Ayun, pero di nalang ulit mag punta ruon Dito nga sa kapatid ko ritong kalapit, hindi rin ako nakakapunta.	*Leisure time with the family.* *Unable to visit the relatives due to COVID-19.*	***Adamantine Kinship.***

Tatay Luna	Kahit hindi ako lumalabas kasi marami naman na ako nakakausap, natatawagan. Pag-gising ko sa umaga tinatawagan ko yung kapatid ko na may sakit…	*They were able to bond with their family during the pandemic.*	
Lola Luciana	Oo, nahihirapan ako dahil hindi ko na nakikita ang mga kapatid kong nasa maynila, nag uusap lang kami sa tv, meron akong kapatid na nagka sakit. Ilang... Tatlong buwan na nasa hospital ngayon nasa bahay na. Gusto ko sana madalaw hindi rin naman ako makaalis dahil nga sa edad ko. Hindi naman ako papayagan…yun ang malaking tiis na nararamdaman ko. Oo, nakikita ko sila through ipad. Pero yung personal, hindi ko sila nakikita, hindi ko sila nata-touch.	*Unable to visit the family due to COVID-19.*	
Nanay Hilda	Naging lalong close ang family relationship.	*Maintaining Communication is important during COVID-19.* *Closer relationship with family.*	
Nanay Narcica		*Limitation in physical contact due to COVID-19 pandemic* *Closer relationship with family.*	

Data Analysis:

Due to the Covid-19 pandemic, the elderly's relationship with their families became closer. They do things together, such as watching television. They used their time to reconnect with their families as everyone had been very busy before the Covid-19 pandemic. They also used the time to rest and enjoy life.

According to Kamdi & Deogade (2020), people spent more time with their families, enjoyed hobbies, and learned a variety of new skills due to the lockdown. This pandemic is a great opportunity for humanity to experience a lot of new things.

Theme 3. Spirituality: Ceaseless piety

During this time, some families are participating in faith services via online streaming. While not as effective as in-person services, these alternatives provide faith communities and attendees with new ways to participate in worship. Individuals could use some creative thinking, and a crisis might provide that opportunity.

Table 1. Theme 1 and Evidence			
Participants	*Significant statement*	*Codes of Unit Meaning*	*Themes*
Tatay Luna	Mas lalong lumapit. Kasi noon bihira lang ako maka-ano sa kaharap sa altar. Sa ngayong nakikita mo Araw-araw ang altar mas lalo kang umano eh. Sa gabi dasal lang hanggang…halos araw araw.	*Spiritually devoted to God.*	
Nanay Luciana	Dahil kahit bawal yung pagtitipon ng marami kami dito sa loob bahay nagpupuri sa diyos. At ika nga kahit ika palihim ang pagsamba, eh kami nalang ang nagtitipon mag anak para kami makasamba sa panginoong diyos. Patuloy ang pag pupuri sa diyos kahit na di napunta ng kapilya ay kami eh araw gabi nananatili dahil wala ka namang dapat takbuhan kundi ang panginoon diyos ikalawa'y ang taong nagsisitulong. Oo, mas napalapit sa Diyos. Nagrorosary ako minsan, every other day… yun lang. Madalas	*Despite the prohibition of mass gathering they still find ways to connect with God.*	*Spirituality: Ceaseless piety.*

Nanay Hilda	ako mag rosary. Oo, mas nakakatulong… parang na ano ka… iniisip mo something magbibigay ng miracle ang ating Diyos at lahat ng tao matulungan dahil pag nababasa mo na milyon milyon, daan daang tao ang namamatay. Naawa ka pero wala ka naman magawa… Maliban pag graduate na kayo baka matulungan yung mga taong nagkakasakit. Oo, marami akong sakit at awa ng Diyos naliligtas ako… Tatlo na ang surgery ko pero okay lang naman ako ngayon. Yun lang kasi nagkaka edad. Humihina. Yun lang. Ay syempre pag wala kang… anong tawag dito. Walang kang pananampalataya o faith sa kanya. Eh yung takot ko dati. Nawawala. Nakakatulong yun. OO, talagang dagdag ang panalangin. Talagang oras oras, talagang yun lang din ang aming pinanghahawakan. Basta sa awa ng Diyos wala naman nararamdaman. Eh talagang pananaw namin eh ano, lalo ako non eh bahagya ng nakakapagdasal, ngayon eh naging triple na siguro. Oo naging triple na ang pagiging relehiyoso sa pag dadasal. Minsan sa isang buwan isang beses lang ako nag sisimba, minsan eh hindi pa, Ngayon araw araw, minsan dalawang beses pa.	*Doing their devotion every other day.* *Thank God for the strength and good health.* *The participants' faith helps conquer fears.* *The participants' faith helps*	
Nanay Lyla			

Nanay Narcica		*conquer fears through the time of pandemic.* *Strengthen participants' spiritual life during COVID-19 pandemic.* *Closer relationship with God.*	

Data Analysis:

Upon collecting and gathering data, participants were able to show that pandemic has a positive impact on their lives. These favorable impacts were having a closer relationship with God as they prayed every day and recited the rosary. Praying is an aid for them to lessen their anxiety and fears. Their faith in God was strengthened during this pandemic.

According to Buenaventura et al. (2020), Older Filipinos could not attend church services because they were too old. Going to church every Sunday accompanied by family celebrations is a practice many older Filipinos look forward to, but it is no longer possible.

According to Fardin (2020), spirituality can act as a sedative in populations experiencing an epidemic. Humans will benefit from spirituality and faith during periods of bereavement and crisis. Religions positively affect human mental health by performing health assessments, delivering social care, and increasing self-efficacy and community solidarity.

Theme 4. Health: As fit as a fiddle

During a crisis like this, it is not easy to maintain a healthy lifestyle. Uncertainty and concerns about finances, childcare, aging parents, and job security disrupt routines, lifestyles, and mental health. Eating nonstop and not exercising contributed to the extra kilos gained during the pandemic. Exercise is critical in losing weight gained during the pandemic.

Table 1. Theme 1 and Evidence			
Participants	*Significant statement*	*Codes of Unit Meaning*	*Themes*
Tatay Luna	Siguro, nag aano din yung, umaakyat din yung timbang ko kasi syempre dahil hindi na ako kumikilos eh.	*Physical changes due to COVID-19 pandemic.*	*Health: As fit as a fiddle.*
Nanay Hilda	Madalas masakit ang aking arthtritis. Mula nong nagka ganyan hindi na ako masyadong nakakalakad kung saan-saan, humina na ang katawan ko… saka itong, operasyon ko sa paa… amm nanghihimay. Ayan, nagluluto, laging masarap ang niluluto kaya tumataba ako. Aba'y tumaba ako. Eh puro kain ang ginagawa eh puro eh ako pa ang nagluluto	*Lack of physical activity due to COVID-19 pandemic.*	
	Tumaba tsaka di… sa bukid nga lang nakakapunta, pagkaka ano din walang ginagawa dito lang.	*Physical Changes due to COVID-19 pandemic.*	
Nanay Lyla	Edi, wala, kain laang, puro gulay, yan oo. Puro inom laang ng inom ng tubig ayan. Kain ng prutas.	*Physical Changes due to COVID-19 pandemic.*	

Nanay Narcica		*Eating healthy foods to fight against COVID-19 pandemic.*	

Data Analysis:

Lack of physical activity during the pandemic results in participants' weight gain and triggers their underlying illnesses, such as arthritis. One of the participant's everyday routines is to walk for hours but change due to the health protocols. Overeating and lack of physical activity is a significant problem nowadays that causes our health to be compromised.

According to Graham (2020), daily checkups, non-emergency provider appointments, and medical procedures are being canceled, putting elderly people at risk of worsening health.

Theme 5. Effects: Apprehension to Covid-19

The COVID-19 pandemic had a significant impact on people's lives. Many are confronted with challenges that can be stressful, overwhelming, and elicit strong emotions in children and adults. Public health interventions, such as social distancing, are necessary to slow the spread of COVID-19 but can make an individual feel isolated and lonely and increase stress and anxiety.

Table 1. Theme 1 and Evidence			
Participants	***Significant statement***	***Codes of Unit Meaning***	***Themes***
Tatay Luna	Ma-ano din, medyo kabado din at saka kailangan maano eh, mag ingat, sa mga ano ng pandemya nayun. Dahil diyan sa mga pinapalabas sa mga radio, telebesiyon, saka mga ano... mga pahiwatig ng mga broadcasters. Ako'y natatakot. Baka'y ako'y mahawaan.	*Feeling nervous caused by the news reports.*	***Effects: Apprehension to Covid-19.***

Lola Luciana	Syempre, takot na takot. Abay eeeh, syempre eh magkasakit ka nun eee napaka-aa, napakahirap wala… Ooh, wala ka naman pangpa, pangpa-gamot na. Saka pag pupunta ka don sa hospital, pagka mag paka ano ka eeh, natatakot ka ng pumunta at baka mahawa ka… Edi natatakot nga sa ano eeeh. Para bilang pag iingat na talaga.	*Fear caused by the contagious disease.*	
Nanay Lyla		*Fear caused by the contagious disease.*	
Nanay Narcica		*Afraid to get infected by the COVID-19 virus.*	

Data Analysis:

The Covid-19 pandemic in the country had a significant impact on every Filipino's mental and emotional well-being. During the interview, the elderly participants expressed their fears and anxieties regarding the spread of the virus. They feared going outside and interacting with other people for the tendency of acquiring the disease.

Listening to the radio and watching the television triggered the said feelings of the elderly. They were worried about getting infected with the virus if they went to the hospital for their check-ups. They were also anxious about the expenses incurred if they were admitted to the hospital and infected by the Covid-19 virus.

According to Avasthi & Grover (2018), the outbreak of a new pandemic, which no one has ever seen before, has put fear in the population, especially the elderly, who are thought to be at greater risk of developing the disease. As a result, they have been housebound, only venturing out when necessary. It is challenging to cope with prolonged confinement, especially when it is followed by mandatory isolation.

Theme 6. Activities: Preoccupied with housework

The COVID-19 pandemic is causing problems all over the world. Globally, extensive social distancing policies are in place, restricting people's daily activities, and governments worldwide are pleading with people to stay safe and stay at home. This, of course, means that most people will spend most of the time (if not all the time) at home.

Table 1. Theme 1 and Evidence			
Participants	*Significant statement*	*Codes of Unit Meaning*	*Themes*
Tatay Luna	Nagwawalis sa labas, naglilinis ng mga sasakyan namin. Dito lang sulat-sulat ng kuwan. Yung mga ano ng kanta, basta malilibang ka lang ba sa mga… Kumakanta, videoke o ano. Medyo palakad lakad, kahiga, ganon.	*Was able to perform ADL's and had been productive.*	*Activities: Preoccupied with housework.*
	Nandito lang sa bahay paikot-ikot dapat laging nakikipag daldalan sa ipad. Nanonood ng tv, natutulog, ganon ang buhay ko. Oo dito. Nakakalakad lakad, malaki naman ang yard natin diba?		
	Ako'y nagluluto, naglilinis ng bahay at tsaka naglalaba. Naglalaba… tsaka nagwawalis dito sa ano sa loob ng bakod hindi na sa labas.		
Nanay Hilda	Kapag nakapagpahinga naman eh okay na mga pagtitinda.	*Was able to perform ADL's.*	
	Syempre, wala kang magagawa, hindi ka makakilos na ano eh, ng gusto mong ikilos na puntahan o may bibilhin ka na ganito, wala. Hindi mo magawa yun. Kaya naboboring ka eh.		
	Kailangan busy ka din. Para hindi ka mababagot.		

Nanay Lyla		*Was able to perform ADL's and had been productive.*	
Nanay Narcica		*Rest helps them to regain their strength.*	
Nana Luna		*Unable to do things that leads to boredom.*	
Nanay lyla		*Spending leisure time doing house chores to alleviate boredom.*	

Data Analysis:

As the government mandates laws' regarding the rules and regulations applied during the pandemic, everyone is seeking something out of boredom. Most of the elderly participants chose to be productive such as doing the household chores. These chores include sweeping the floors, cleaning their backyards, washing their cars, writing songs, singing karaoke, walking around the house, watching the television with the family, cooking, doing the laundry, and even selling their planted fruits and plants. They also grabbed the opportunity to rest as some were not just physically tired but moreover mentally exhausted.

According to Owen et al. (2010); Malm et al. (2019), encouraging or requiring people to stay at home and refrain from engaging in everyday activities can unintentionally increase

sedentary behavior, significantly reduce PA, and have negative health consequences. Reduced PA reduces mechanical load, metabolic rate, and energy expenditure, possibly due to decreased physical health and an energy surplus. Many of these are well-known risk factors for potential illness manifestations, contributing to society's economic burden.

The health protocols attempt to decrease infection incidence, but they have negative consequences by limiting normal daily activities, physical activity (PA), travel, and access to many types of exercise (Ammar et al., 2020).

Theme 7. Learning: Cognizant for Betterment

Every miserable situation hurts, but it always teaches us something. In the same way, history is witnessing a new lesson for a human lifetime. History is witnessing COVID-19, a horrible and strange situation caused by fighting with a microscopic enemy. The pandemic creates new scenes in people's lives in unexpected ways, which will serve as life lessons for them. Such lessons should be remembered for the sake of the safety of living beings, among other things.

Table 1. Theme 1 and Evidence			
Participants	*Significant statement*	*Codes of Unit Meaning*	*Themes*
Mang Pasyo	Para sa akin lang. yun bang, sumunod ka lang sa ipinagbabawal ng… yung protocol ng gobyerno, Kaya maganda yung makisama ka… yung… tulungan mo yung mga kapitbahay mo, kung meron ka… Yung bang sharing. Yun ang sinasabi ko na…kung tutulungan mo sila, tutulungan ka nila. Oo. Kailangan ma-ingat at saka kailangan wag lumapit sa mga mataong lugar.	*Obey the health protocols.* *Doing good deeds to others.*	*Learning: Cognizant for betterment.*
Tatay Luna	Na kailangan mag-ingat. Kailangan makatulong sa mga tao dahil hindi mo hawak ang buhay mo, at baka bigla ka nalang mamatay kaya kailangan maging	*Do unto others what you want*	

Nanay Hilda	mabait. Ang pananaw ko ay kailangan kong mag ingat sa sarili. Para hindi ako magka sakit kasi meron pa akong asawang aalagaan pa na may sakit din. Saka din iniwas ang pag labas. Okay lang naman, basta ano nga lang kasi nga iniingatan nga eh.	*them to do unto you.* *Following rules is better than breaking it.*	
Nanay Lyla		*Safety and positive thoughts.*	
Nanay Narcica		*Health conscious due to COVID-19.*	

Data Analysis:

The elderlies' learnings during the Covid-19 pandemic were to obey the health protocols mandated by the government for prevention, help and get along well with each other, avoid crowded places and follow safety precautions such as practicing social distancing.

According to Daoust (2020), older people's attitudes about COVID-19 and compliance with prevention strategies would substantially reduce morbidity and mortality. The findings show that the elderly, the most vulnerable group, are not systematically more responsive in terms of possible self-isolation (if told to) and willingness to isolate.

Individual Textural Description

Textural descriptions for each research participant are another important step in phenomenological analysis. The person's Textural Description is a text that defines what happened in an individual's experience. This text compresses the participant's interview transcript compilation into a concise summary of the experience, using horizons and invariant constituents,

such that the reader will grasp what the person went through without needing to read all of the transcripts and struggling over unnecessary and unorganized information. "Using the appropriate, validated invariant constituents and themes, create an Individual Textural Description of the experience for each co-researcher," Moustakas (1994) states.

As a result, the researchers created textural descriptions for each person that are organized all around themes and include quotations from the interviews for this chapter.

Mang Pasyo's experiences does not differ from other experiences of the elderlies:

"Kaya ang masasabi ko lang, yung little bit, ang karanasan ko, dati free. Free kaming lumabas as a senior citizen."

Mang Pasyo is an outgoing kind of person. Almost every day, he is in the mall to go shopping. As the government mandated the law regarding the home quarantine, people, especially the elderlies who were highly at risk of acquiring the virus, curtailment of freedom as they were restricted from going outside their homes. There have been many changes that happened in the occurrence of the pandemic. They could not purchase their medications, buy their necessities, watch movies in the cinemas, and visit their relatives and do the things they usually do. Also, he was unable to go to the hospital for their monthly check-up. The home quarantine had a significant effect on them; not being able to visit their doctors, they continued to use their prescriptions for their maintenance medications for the meantime. Also, their discount cards are already expired, not having discounts in purchasing their medications.

There had been no changes in his life during the pandemic for his spiritual life as he still prays every day with his family. He learns to obey the health protocols as he knows that obeying the government's mandated law will help prevent him and his family from acquiring the Covid-19 virus. He also learns that having a good relationship with his neighbors will do well for him in return. No act of kindness, no matter how small, is ever wasted.

Social media has been a great help for him to communicate with his loved ones. It is the only way to be in touch with the outside world. For the financial aspect, Mang Pasyo and his family had no problem when it came to money. He is a retiree; that is why the government was sending him money every month. They had a fixed income with or without the pandemic. There were times that they got financial assistance from the government.

NANAY HILDA

Nanay Hilda's experiences do not differ from other experiences from the elderly:

Nanay Hilda was afraid of being infected with the Covid -19 virus. She does not want to die yet as she still wants to enjoy her life while she can and wants to live longer. Nanay Hilda stays at home as elderlies are not allowed to go out. Before the pandemic occurred, she used to go out with her family. There had been a drastic change in her life because of the restrictions due to the pandemic. Her daily activities include watching television for almost two hours, chatting with her loved ones on her iPad, taking a nap, and roaming around their home. It has been a year since the pandemic started and the home quarantine was implemented.

Nanay Hilda has already been used to the restrictions and has adjusted to the changes by now. She may not have the chance to go out, but she could communicate with her children and ill sister and spend one to two hours a day and three times a week talking to them. She stated that most of the time, she spoke to her sister in Manila through the television. She was longing for her relatives and friends as she was unable to see them. She has a sister recently discharged from the hospital that she wanted to visit but could not do that due to the health protocols.

Due to the limitation of physical activity, she often experiences pain due to her arthritis. She was unable to walk for an extended period. Before the pandemic, she used to go to the mall and walk for hours. She needs to be more cautious because of the Covid-19 disease. Since she could not go for a walk, she started to feel weak and experienced numbness in operation on her hips. She gained weight because of overeating. She prefers to go outside their home and be at the mall and do some shopping, but due to the protocols, she could not do those things. She has someone to buy her needs and wants.

Her devotion to God was sustained for her spiritual life, and her faith brought her closer to Him. Spending hours in rosary prayer strengthens her. She believes in God's miracle. Through praying, she never felt neglected by God.

She is a helpful, kind, and generous person as she likes helping the ones in need because no one knows what life may bring. She is also concerned about other people who were the same age as her and sympathized with their miserable situations, such as not having enough money to

buy food and a comfortable place to stay. She considered herself lucky for not experiencing those kinds of things.

Tatay Luna

Tatay Luna's experience does not differ from the experiences of other elderlies:

Tatay Luna stated that his first impression and thoughts about the Covid-19 are to be more cautious and extra careful when dealing with other people outside their home because he knows that Covid-19 is contagious and can have the virus. Due to watching the television and listening to the radio, she felt nervous and worried regarding the Covid-19 disease. He is aware of the pandemic and how it can be acquired, so Tatay Luna and his family obey the health protocol.

During the pandemic, he usually does the household chores such as sweeping in the backyard and cleaning their vehicle as part of his activities. According to him, he felt dissatisfied with not going outside their home and attending to important family matters. The pandemic affects him and his daily living activities like walking in the morning for his exercise. Tatay Luna is aware of the mandated law of the government that people should be in an in-home quarantine, avoiding going to crowded places. For him, protocols from the government must be followed as it is okay for him to be at home, yet it makes him feel bored. He experienced boredom because he had nothing to do and was not able to buy what he wanted.

Before the pandemic, Tatay Luna usually goes out to buy goods and other necessities for their home. During free time, Tatay Luna writes songs, sings in the videoke, and watches TV that consumes his time for about two to three hours. These kinds of activities help him alleviate his boredom.

Lack of physical activity makes Tatay Luna think that he gained weight. As they were restricted from going out, he could not perform his morning exercises, so he just walked around their house to exercise.

For Tatay Luna's spiritual life, he developed a closer relationship to God as he prayed every day, unlike before that it was very seldom for him to pray. He usually prays upon waking up in bed, in the evening, and before bedtime. Tatay Luna has difficulty sleeping as the pandemic made him feel nervous and worried. Praying helped him to calm, have a good sleep, and have peace of mind. He was also cautious of interacting with people and avoided going to crowded places.

He is financially stable as his daughter and wife support him. Within his relationship with the family, he was able to have more time with them, especially with his grandchildren during this pandemic because of home quarantine. Unlike before, they had school and spent less time with the family.

Nanay Lyla

Nanay Lyla's experience does not differ from the experiences of other elderlies:

Nanay Lyla was one of those people who got scared of the pandemic. He felt fear of acquiring the disease. After hearing the news of the Covid-19 pandemic, she stayed at home for her safety. There had been changes in her activities of daily living (ADL's). Before the pandemic, she fetches her grandchildren to school and to go to the market to buy some goods. The pandemic forced them to stay at home and restrained them from doing what they usually did. During home quarantine, she cooks, cleans the house, does the laundry as part of her activities, and alleviates her boredom. It is okay that these changes occurred for her because this will help prevent people from acquiring the disease. She also did not have any hard time adjusting or cope up with the current situation. Nanay Lyla did have changes in her physical health during this pandemic as she lacked physical activities, and due to too much eating, she gained weight as she is the one who cooks their food.

Whenever she feels bored, she watches movies on the television. Watching television consumes a lot of her time as she finishes watching until five in the afternoon.

She has been missing the times that she could go out, do some shopping, go to the market, and fetch her grandchildren from school. She stated that "Namimiss ko din yun." The pandemic teaches her that she needs to take good care of herself and be more cautious than before as she is also taking care of her sick husband. She is hypertensive and is currently taking maintenance medication. Her daughter buys her medication so she can stay at home.

For Nanay Lyla's spiritual beliefs and practices, she developed a closer relationship to God as her faith alleviated her anxiety about covid-19. It is evident when she stated that "Eh…yung takot ko dati nawawala." It means that praying helps her to manage her worries and anxieties. The home quarantine had a positive effect on her as she could rest from going out and waking up early

in the morning to fetch her children to school. Nanay Lyla was able to rest from those activities even though she missed those times.

Nanay Luciana

Nanay Luciana's experiences do not differ from other experiences of the elderlies:

Nanay Luciana is a "homebody," a person who likes to stay at home. Before the pandemic, she always does some household chores like washing her clothes and visiting her sister nearby. However, since the pandemic started, she cannot visit her sister due to the mandated protocol that elderlies were required to stay at home. Wearing face masks makes her feel uncomfortable.

Out of boredom and wanting to go out, there were times when she would go to her sister to have some chitchats that only lasted just for a minute as she knew that elderlies were not allowed to go out as they were the most vulnerable during this time of the pandemic. This home quarantine does not impact her usual routine because she is usually staying at home or walking in their neighborhood. Regarding her health, no changes occurred as she feels the same thing, same pain, same symptoms just like before the pandemic started. Nanay Lyla was not able to have her regular check-up because of some financial matters. There had been a situation that her daughter could not go to work and earn some money for the family because of the pandemic, as being cautious not to acquire the disease. There is an instance when the government gives support to the people in need like them.

God helps her to cope up and feel better. Even though mass gatherings were not allowed, they could still manage to pray together by having their prayer sessions inside the house for them to continue praising and glorifying Him. She maintains to be strong and have her faith remain despite the pandemic because only God can help and provide for her.

As she lives alone by herself, her grandchildren used to have some time visiting her and watching television with her. Their routine is to watch one show together then go home after finishing. With that simple gesture, they make her genuinely happy.

Individual Structural Descriptions

Mang Pasyo

During the interview with Mang Pasyo, the theme that stood up the most was the curtailment of freedom. Curtailment of freedom is the state of implementing rules that limit or control people from going outside their home, especially the individual like the elderly.

Just like the other participants, Mang Pasyo is concerned about the result of implementing the home quarantine. He likes to do some outside activities, but he verbalized "*nahihirapan kasi nga yung nagagawa namin noon hindi na namin nagagawa ngayon. Kasi alam mo naman ang age limit, mula sa 18 years old hanggang 65. And I am over 65.*" Since Mang Pasyo is restricted going outside he stated that there is a lot of changes happened "*Unang-una, yu-ong, yun nga hindi kana makalabas, may pera ka man, hindi ka naman makabili kasi nga, restricted ka sa bahay, ngayon, hindi naman araw-araw na meron kang pwedeng utusan na ibili ka ng kailangan mo.*" He also stated that before pandemic they were able to have their regular check-up ": *Pumunta sa doctor, eh nakalockdown kami, hindi na kami makapag paycheck-up, kaya nangyayari, pinagtutuloy lang namin ang aming maintenance na ibig-…naibinigay sa amin, iniresita sa amin, bago mag pandemiya hanggang sa ngayon, saka ang epekto pa, as a senior yung aming mga prescription na drugs hindi narin kami makakuha ng discount as a senior, kasi nga expired na, wala na … ubos na yung aming… yung nakasulat doon sa aming prescription kaya malaking epekto sa amin*".

Mang Pasyo's life has changed a lot since the implementation of home quarantine started. He said that they could no longer go out and go for walks because almost every day they go out "*Malaki ring epekto. Kasi nga dati, almost every day lumalabas kami*". He said that he could not go to the cinema or even go to the mall because of the pandemic and could not even go to the supermarket to buy their daily necessities despite having someone with him in the house to buy their necessities such as buying groceries and medicine. His obligation as the head of their family is to purchase things they need because he knows what he should buy and is the only person who knows how to drive. It is also difficult for those with him at home because they also need a permit from the barangay to go somewhere. Another reason for Mang Pasyo is that he could not visit his relatives and close friends due to home quarantine because they are restricted from going outside. Another thing that affects Mang Pasyo is that before the pandemic, he visited his siblings and

nephews about once or twice a week. *"Tama… nakakaepekto yan. kasi nga dati just like I say, mga once a week, twice a week napupuntahan ko yung mga pamagkin ko…Mga kapatid ko, nagagawa ko ang lahat, ngayon hindi ko na magawa."* However, because of the pandemic, he could no longer do the things he wanted to do because the elderly similar to Mang Pasyo's age, were restricted from going outside their home.

Nanay Hilda

During the interview with Nanay Hilda, the theme that stood up the most was adamantine kinship. Adamantine kinship Aids in the development of genuine relationships.

Just like the other participants, Nanay Hilda's relationship with her family became closer. The pandemic made her realize and appreciate the value of home and family. Nanay Hilda stated that she has someone to talk to even though she does not leave the house. Early in the morning the first thing that she will do is to call her sick sister who is in Manila *"Pag-gising ko sa umaga tinatawagan ko yung kapatid ko na may sakit…".* After she talks to her sister, she will call her children sometimes; it takes those two hours, mainly three times a week. She also stated that she uses her phone or iPad to communicate with her children because they are not here in the Philippines. This is her way to talk to them, except her one daughter who is with her. *"Eh mostly naman talagang sa cellphone lang kasi dahil sila ay wala dito sa Pilipinas, kaya tinatawagan ko lang sila sa iPad. Doon kami nag uusap... Maliban sa isa kung anak na yung nag iinterview sakin ngayon."* Despite the communication Nanay Hilda is longing with her children and relatives, she stated that even though she sees them through iPad but personally, she cannot see or touch them *"Oo, nakikita ko sila through ipad. …Pero yung personal, hindi ko sila nakikita, hindi ko sila nata-touch."*

Another theme that stood up the most is Ceaseless Pity. During this time of the pandemic, some families are participating in faith services via online streaming. While not as effective as in-person services, these alternatives provide faith communities and attendees with new ways to participate in worship.

Nanay Hilda's relationship with God became closer because she thinks that God will give a miracle and everyone will be helped because when she watches on the television that millions and hundreds of people die during this pandemic, she feels sorry that she cannot do anything to help

those families who are suffering. She is also thinking of those elderly's similar to her age who don't have much money, who want to eat but cannot eat, their house is just small, hot, and they can't even move *"Oo, mas nakakatulong… parang na ano ka… iniisip mo something magbibigay ng miracle ang ating Diyos at lahat ng tao matulungan dahil pag nabasa mo na milyon milyon, daan daan ng tao ang namamatay. Naawa ka pero wala ka naman magawa…"* She thought of those, and she felt sorry because she could not do anything about it. She believes that she is blessed in life; that is why she is always praying to God. Nanay Hilda also stated that if she forgot to do the rosary, she had an altar in her room to pray alone.

Nanay Luciana

The themes that stood out the most during the interview with Nanay Luciana relate to Spirituality: Ceaseless piety. Nanay Luciana expresses how devoted she is to God. Yes, there are restrictions that don't allow people to have a mass gathering, but Nanay Luciana states that *"Dahil kahit bawal yung pagtitipon ng marami kami dito sa loob bahay nagpupuri sa diyos. At ika nga kahit ika palihim ang pagsamba, eh kami nalang ang nagtitipon mag anak para kami makasamba sa Panginoong Diyos."*

Nanay Luciana stated that her current health condition has not changed during the home quarantine compared to times when there was no pandemic or lockdown. Because it is like a natural thing for her already to experience being ill and having a physical problem due to aging, and she also (mentioned that) said that they don't have enough money to visit a physician. She just let God handle her situation and states *"Kaya kahit na mag kaganyan, ganun padin ang aking pakiramdam hindi nagbabago hindi naman ako nagpapagamot at wala namang ipagpapagamot, ay sakin ang katwiran ko ay isa lang ang gumamot sa akin."*— in which God is mentioned. The theme that was mentioned really stands out during the exploration of Nanay Luciana's statements during the interview. She said that in times of need, only God can you run to. Despite the pandemic and the home quarantine they are experiencing, her devotion w Nanay Lyla

One of the themes that came up during the interview with Nanay Lyla and other participants was the curtailment of freedom. After implementing home quarantine, she voluntarily confined herself inside their home to keep herself away from the virus. She said that *"Hindi na ako lumabas ng bahay baka'y ako'y mahawaan ng ano covid"*. She is aware that going outside will deprive her

of the ability to use Covid-19. Her activity before the pandemic was affected as it was stopped by home quarantine, the rapid spread of the virus, and an increased number of cases of Covid-19. She stated that *"Nung walang pandemic pa kasi… naghahatid ako sa mga apo ko sa school, ngayon hindi na at tsaka tuwing linggo namamalengke ako ngayon hindi na bawal na sa mga matanda e."* Age restrictions become the reason for not doing the activities outside, because she could be harmed if she goes outside. To keep herself busy inside their home, she always cooks, sweeps floors inside and in the house's backyard, and does the laundry. Every day should be a day for an elderly person to engage in physical activities to stay healthy and fit, but she was unable to do so due to the home quarantine. She said that

"Aba'y tumaba ako. Eh puro kain ang ginagawa eh", lack of physical activities led her to gain weight. The health protocols cause her to be unable to purchase medications that she requires to maintain her hypertension, but she has a daughter who does so on her behalf. Nanay Layla does not have the authority to go outside because of her strict daughter. She said that "maghihintay, ay ay bawal talaga lumabas at tsaka stricto yung anak ko eh". Her daughter is just concerned about her because she is one of the individuals very susceptible to the Covid-19 virus.

Nanay Lyla recognizes that she is not permitted to go outside and is terrified of the Covid-19, but she misses the things she used to do outside, such as going to the market, bringing her grandchildren to school, and visiting malls. The restriction of freedom played a role in Nanay Lyla's social life because it prevented her from doing what she wanted to do. Longing from her activities also makes her realize that she needs to appreciate the people concerned about her, and taking care of herself was not affected. Just like regular days, their faith continues, and service to God will not cease.

Nanay Narcica

Like the other participants, the theme that stood out the most during the interview with Nanay Narcica is the Effects: Apprehension to Covid-19. Since Nanay Narcica loves to go out and visit some of her relatives near her, the quarantine affects the things that she usually does every day due to fear—*"Syempre, takot na takot"* she stated.

She didn't even questioned the health protocols mandated by the government because she know what will be the consequence and said that *"syempre eh magkasakit ka nun eee napaka-aa,*

napakahirap. Yun naman po talaga ang sinasabi ng gobyerno pag hindi naman talaga kailangan lumabas." she also verbalized—*"Ay talagang tumigil nalang sa bahay, hindi na kami lumabas, pagkasabing wag na kayong lumabas, ika'y dito."*

Nanay Narcica's daughter and son-in-law are part of the front liners; that is why the fear she is feeling applies to her and her family. Due to fear and to secure their safety, Nanay Narcica added that *"pagkakaari mangyari naglilinis linis ng kaunti, nagdi-disinfect".* Nanay Narcisa is leaving with her whole family, including her grandchildren; that is why she is making sure that they will be safe from the pandemic. Moreover, to her gratitude, she is in a healthy condition, including her family. Despite the fear of acquiring the disease because they are the most susceptible, she was able to do her role and be a responsible citizen by following the mandated health protocols and applying safety precautions to prevent the disease. She made sure to stay healthy as much as possible and stated— *"Sa awa ng Diyos, oo, hindi naman. Kahit nga sabihin na pwede magpa check-up eh, natatakot naman mag pacheck-up."* She said that she hasn't been hospitalized during the quarantine because so far, she feels well and doesn't experience being ill.

Tatay Luna

The theme that became the top of the most experiences of Tatay Luna is the Curtailment of freedom. It became the most concerned while exploring his experiences during interview because it affects him a lot during this home quarantine. As Tatay Luna shared his experiences he stated that *"Ah huminto na sa mga ginagawa sa labas dito nalang kami sa loob ng bahay."* He was not the only one affected by this but also his family. He also stated that *"hindi kami makalabas ng bahay, di makaalis ng bahay kung may pupuntahan na importante."* He and his family and other activities was also affected by pandemic. They were attending different occasions outside their home, and now they are not able to do that. He and his family mostly go outside to bond and enjoy the time together. The only people who can go outside are those between the ages of 18 and 65, due to health protocol guidelines and home quarantine. Tatay Luna does not intend to visit any malls or amusement parks, but rather to relax at home during his quarantine, but he is concerned that his usual morning activities will be disrupted. Tatay Luna expresses that *"Tulad nalang sa umaga, mag eexercise ka paikot-ikot sa plaza, kaya lang pinatigil na yun… gawa ng may Protocol ng gobyerno na kailangan masunod, na wag na muna lumabas ng bahay."* Following the

implementation of home quarantine and his lack of physical exercise, there were changes in his physical body appearance, and he, like the other participants, gained weight. *"Umaakyat din yung timbang ko kasi syempre dahil hindi na ako kumikilos eh".* The restriction of freedom is associated with theme health, as fit as a fiddle due to a lack of exercise, which causes him to gain some weight. It became hard for him to maintain his fitness lifestyle goal because he refrained from his usual daily activities. These became the negative effect of Tatay Luna. Another theme that we see as a positive experience for Tatay Luna is that he grew closer to God. His faith in God alleviates his concerns and anxiety about the Covid-19 virus, and he is able to sleep by praying. Tatay Luna said, *"Mas lalong lumapit. Kasi noon bihira lang ako maka-ano sa kaharap sa altar. Sa ngayong nakikita mo araw araw ang altar mas lalo kang napalapit. Sa gabi dasal langhanggang sa makatulog ako."* We can see that he is having difficulty sleeping because praying helps him to sleep. He also stated that *"Medyo ano narin, yung panatag narin".* Tatay Luna's acceptance of the current situation, on the other hand, has remained positive because he is adhering to the mandated health protocols and recognizes that he is not permitted to go outside. He knows these rules or protocols are the measurement of the health professionals and government as their protection until the vaccine is available and it keeps them safe against the virus.

Composite Textural-Structural Description

The last step of phenomenological analysis is to combine the individual textural and structural descriptions into a composite textural-structural description. "The final stage in the phenomenological research process is the intuitive integration of the fundamental textural and structural descriptions into a coherent statement of the essences of the phenomenological experience," according to Moustakas (1994). The goal of phenomenology is to allow the reader to discuss lived experience, which gives meaning to each person's perception of a phenomenon and therefore presents to the individual what is true or accurate in his or her life.

This phenomenology seeks to understand, identify, and describe the interactions of six elderly participants during the Covid-19 pandemic's home quarantine. There are seven themes identified: Curtailment of freedom, Adamantine Kinship, Spirituality: Ceaseless Piety, Health: As fit as a fiddle, Effects: Apprehension to Covid-19, Activities: Preoccupied with housework and Learning: Cognizant for betterment.

Curtailment of Freedom

Restriction refers to the state of enforcing rules that restrict or control people from leaving their homes, particularly individuals (such as the elderly) who are vulnerable in acquiring the COVID-19. Elderly nowadays experiencing lack of freedom due to mandated health protocols, *"Dati free. Free kaming lumabas as a senior citizen."* It is hard for them to do the things they used to do because of age restrictions. *"Kasi alam mo naman ang age limit, mula sa 18 years old hanggang 65. Moreover, I am over 65."* Age restrictions made many changes as a result of COVID-19 occurrence. They are not able to go to hospitals for check-ups due to COVID-19 pandemic. *"Nakalockdown kami, hindi na kami makapag pacheck-up".* Even though they need to go out for check-ups, they stay at home for their safety and follow the mandated health protocols. *"Hindi na ako lumabas ng bahay. Baka'y ako'y mahawaan… ng ano covid."* A lot of changes happened to their everyday routine*, "naghahatid ako sa mga apo ko sa school, ngayon hindi na at tsaka tuwing linggo namamalengke ako ngayon hindi na bawal na sa mga matanda e. Sa loob na lang ako ng bahay."* Despite the difficulties, elderly stick to what our government mandated *"may ano ang gobyerno na wag na muna lumabas ng bahay… Magipon-ipon sa mga lugar na maraming tao. Protocol ng gobyerno na kailangan masunod."*

Adamantine Kinship

The pandemic made them realize and value the importance of home and family. They bond together and made an unbreakable relationship toward each other, there's a lot of time doing some leisure *"kasabay ko sila kumain, kulang nalang eh, magsabay sabay pa yung sa pagtulog, manood kayo ng TV. Almost, laging sama-sama, lagi kayong nagkikita araw-araw."* Having a family, maintaining Communication is important during COVID-19. "*Kahit hindi ako lumalabas kasi marami naman na ako nakakausap, natatawagan. Pag-gising ko sa umaga tinatawagan ko yung kapatid ko na may sakit"*. This pandemic made the relationship of the family closer, *"Naging lalong close ang family relationship."*

Spirituality: Ceaseless Piety

Since the home quarantine started, some families are participating in faith services via online streaming. While these alternatives are not as effective as in-person services, they do provide faith communities and attendees with new ways to participate in worship. Elderly become

more spiritually devoted to God. *"Mas lalong lumapit. Kasi noon bihira lang ako maka-ano sa kaharap sa altar. Sa ngayong nakikita mo araw-araw ang altar mas lalo kang umano eh. Sa gabi dasal lang hanggang…halos araw araw."* Despite of the prohibition of mass gathering they still find ways to connect with God. *"Dahil kahit bawal yung pagtitipon ng marami kami dito sa loob bahay nagpupuri sa diyos. At ika nga kahit ika palihim ang pagsamba, eh kami nalang ang nagtitipon mag anak para kami makasamba sa panginoong diyos."* Doing their devotion every other day *"Nagrorosary ako minsan, every other day… yun lang. Madalas ako mag rosary. Oo, mas nakakatulong… parang na ano ka… iniisip mo something magbibigay ng miracle ang ating Diyos."* Their faith help conquer fears through the time of pandemic. *"Eh yung takot ko dati. Nawawala. Nakakatulong yun. Oo, talagang dagdag ang panalangin."* Aside from strengthening their family relationship, spiritual life during COVID-19 pandemic also strengthen, *"Oo naging triple na ang pagiging relihiyoso sa pagdarasal. Minsan sa isang buwan isang beses lang ako nagsisimba, minsan eh hindi pa, Ngayon araw araw, minsan dalawang beses pa."*

Health: As fit as a Fiddle

It is difficult to maintain a healthy lifestyle during a crisis like this. Concerns about finances, childcare, aging parents, and job security disrupt routines, lifestyles, and mental health. Non Stop eating and lack of exercise contributed to the extra kilos gained during the pandemic that's why exercising is essential for losing the weight gained during this pandemic. *"Siguro, nag aano din yung, umaakyat din yung timbang ko kasi syempre dahil hindi na ako kumikilos eh."* One factor contributes to weight gain, *"Ayan, nagluluto, laging masarap ang niluluto kaya tumataba ako*." This pandemic teach people to stay healthy *"Edi, wala, kain laang, puro gulay, yan oo. Puro inom lang ng inom ng tubig ayan. Kain ng prutas."* But there's a lot of physical changes occured *"Madalas masakit ang aking arthritis."* Resulting from lack of physical activity, *"Mula nong nagka ganyan hindi na ako masyadong nakakalakad kung saan-saan."* These factors are major issues today that negatively impact our health.

Effects: Apprehension to Covid-19

This pandemic had a significant impact on people's lives. Many people face difficulties that can be stressful, overwhelming, and elicit strong emotions in both children and adults. Public health interventions, such as social distancing, are required to slow the spread of COVID-19, but

they can make people feel isolated and lonely and increase stress and anxiety. It made them feel nervous whenever they heard news reports about Covid-19 *"medyo kabado din at saka kailangan maano eh, mag ingat, sa mga ano ng pandemya nayun."* It brings fear, *"Ako'y natatakot. Baka'y ako'y mahawaan."* Everyone is afraid to get infected by the COVID-19 virus. *"Saka pag pupunta ka don sa hospital, pagka mag paka ano ka eeh, natatakot ka ng pumunta at baka mahawa ka."*

Activities: Preoccupied with housework

The COVID-19 pandemic is creating chaos around the world. Globally, extensive social distancing policies restrict people's daily activities, and governments worldwide are pleading with people to stay safe and stay at home. This, of course, means that most people will spend the majority (if not all) of their time at home. They were able to perform ADL's and had been productive by doing *"Nagwawalis sa labas, naglilinis ng mga sasakyan namin. Dito lang sulat-sulat ng kuwan."* When boredom comes, spend leisure time doing house chores *"Ako'y nagluluto. Naglilinis ng bahay at tsaka naglalaba."* Those activities help to alleviate boredom *"Kailangan busy ka din. Para hindi ka nababagot."* Most importantly, having some rest helps them to regain their strength by doing some activities at home.

Learning: Cognizant for betterment

This pandemic creates unexpected new scenes in people's lives, which serve as life lessons for them. Such lessons should be remembered, in order to be safe and healthy during this crisis. They learned to obey health protocols *"yun bang, sumunod ka lang sa ipinagbabawal ng… yung protocol ng gobyerno"* They can ensure that they are healthy *"Para hindi ako magka sakit."* One important lesson that they learned during this pandemic is to do good deeds to others because *"Maganda yung makisama ka yung tulungan mo yung mga kapitbahay mo, kung meron ka. Yung bang sharing. Yun ang sinasabi ko na kung tutulungan mo sila, tutulungan ka nila."* Just like the saying, do unto others what you want them to do unto you. Every people should *"Na kailangan mag-ingat. Kailangan makatulong sa mga tao dahil hindi mo hawak ang buhay mo, at baka bigla ka nalang mamatay kaya kailangan maging mabait."* With all of the learnings they are complying, prevention strategies would have a stronger impact on reducing morbidity and mortality among elderly.
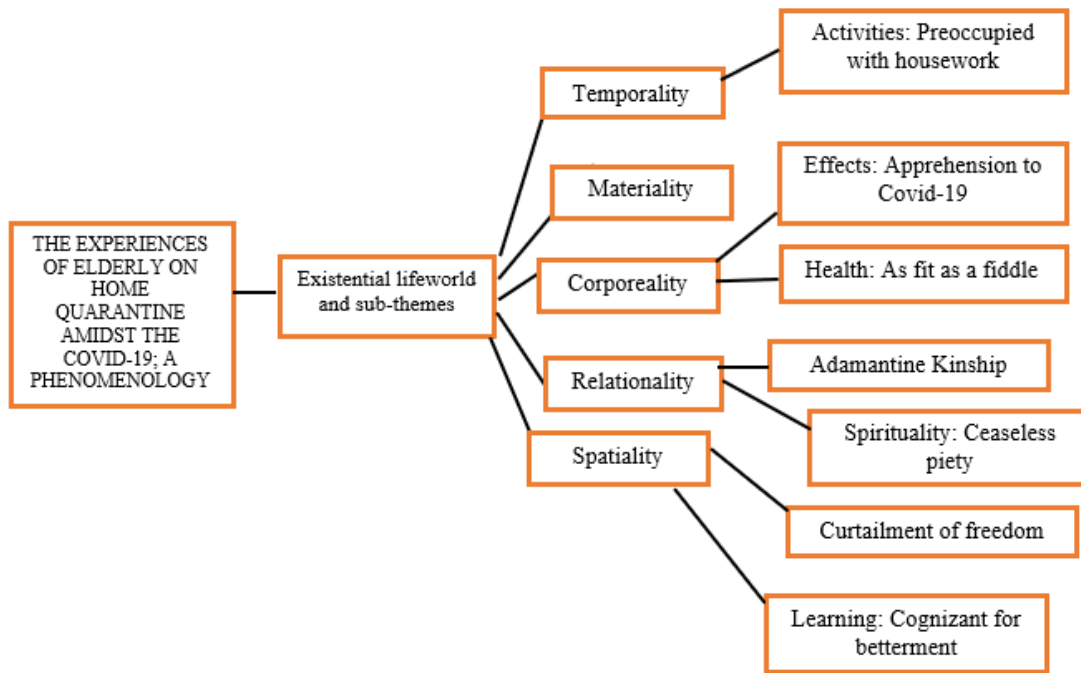
Fig 1. *The essence of the experiences of elderly on home quarantine amidst the COVID-19*

V. DISCUSSION

Elderly is one of the most at risks of acquiring Covid-19 virus. The government had mandated rules and regulations which are the health protocols to prevent the illness from spreading. The said health protocols hinders the elderlies to roam outside their homes and do the things they usually do such as exercising. The level of understanding and cooperation of the elderlies in following the health protocols had been a big part of minimizing the number of Covid-19 cases in the country.

Home quarantine was implemented to keep the elderly safe and out of susceptibility in acquiring the virus. Staying at home resulted in the participants' weight gain, lack of physical activities and limitation in social interactions thus developed a closer relationship with God and their families. Listening to the radios and watching the televisions had resulted with participants' feelings of fear, anxiousness, and anxiety. The experiences of the elderlies during Covid-19 pandemic with regards to the implementation of home quarantine had positive and negative outcomes on their physical, spiritual, mental, and emotional health.

The researchers recommend the following, first is by providing nursing interventions for elderly who are undergoing mental or emotional health challenges. Second is the future researchers can further explore the needs of the elderly during this home quarantine and pandemic occurrence. Third is to determine the pandemic's impact on the health and well-being of older adults and to engage in measures to benefit the elderly during this uncertain time. Fourth is to improve the health and safety of the participants by following the health protocols amidst the Covid-19 pandemic and the last on is under the new lockdown, the importance of home-based interventions for reducing physical inactivity and sedentary behavior as a key behavioral tool for preventing global health and the consequences of psychosocial stress.

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