

**Effects of Covid-19 Quarantine on the Mental Health of College Students at
Ateneo de Zamboanga University**

A collaborative requirement in Contemporary World course
creating a Policy Paper



4th Presenter

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I. Introduction

On the 30th of January, 2020 the Philippine Department of Health reported the first case of Coronavirus disease 2019 (COVID-19) in the country and the first local transmission was confirmed on the 7th of March. This led to the implementation of enhanced community quarantine (ECQ) by the national government of the Philippines under President Rodrigo Duterte and the declaration of a State Calamity throughout the Philippines due to COVID-19. On the 18th of March, an Executive order No. BC 553-2020 was signed by the Mayor of Zamboanga City declaring the same enhanced community quarantine suspending all public movement including the classes of all schools in the city.

Up until now the coronavirus had scattered across Zamboanga City making all individual's lives at risk. As of October 2020 Zamboanga has already 2,668 confirmed cases and 105 deaths due to the disease. The COVID-19 did not only killed hundreds of people but also damaged their physical, social, spiritual, emotional and mental well being. This pandemic severely affected the vulnerable population of the city including the mental health of students in higher education which led us to conduct this research.

Mental Health has brought increasing concerns to the public since it is becoming rampant due to the current pandemic situation. This unprecedented experience of 'home quarantine' under lockdown with the uncertainty of academic and professional career has multifaceted impacts on the mental health of students. According to studies, the ongoing COVID-19 pandemic is creating a psycho-emotional chaotic situation as countries have been reporting a sharp rise of mental health problems, including anxiety, depression, stress, sleep disorder as well as fear, among its citizens, that eventually increased the suicidal behavior. At this period of crisis, it is crucial to explore the psycho-social experiences of a wider scope of students and to examine and evaluate preventive strategies that would mitigate the severely increasing cases of this contemporary issue. The main aim of this research is to know the specific effects of quarantine to the mental health of the college students as well as the possible support system and coping mechanism to help alleviate mental illness.

Research Questions

- A. Is there a significant difference in the Mental Health of College students at Ateneo de Zamboanga University before and during the Covid-19 Quarantine?
 - a. Mental Health before Quarantine?
 - i. Not Fine
 - ii. Good
 - iii. Very Well
 - b. Mental Health during Quarantine?
 - i. Not Fine
 - ii. Good
 - iii. Very Well
- B. What are the specific negative effects of quarantine on the mental health of the college students at Ateneo de Zamboanga University?
 - i. Difficulty in concentrating on academic work
 - ii. Stress due to Academic Overload
 - iii. Decrease of Social Interaction (Isolation)
 - iv. Increase of Anxiety (fear of future, worrying, overthinking etc.)
 - v. Depressive thoughts (loneliness, insecurity, hopelessness)
 - vi. Suicidal thoughts due to serious personal problem
 - vii. Difficulty in sleeping or constant change in sleeping pattern/routine
 - viii. Lack of interest or motivation, always unproductive
 - ix. Experienced Sickness or any Health problems
 - x. Financial problems and others...
- C. What are the specific positive effects of quarantine on the mental health of the college students at Ateneo de Zamboanga University?
 - i. Personal Growth or Character Development
 - ii. Increase of Maturity level
 - iii. Improve positive mindset
 - iv. Found new interests or Gain Knowledge
 - v. Enable to enhance social or personal relationship with family, friends and love ones

- vi. Higher academic performance
- vii. Improvement of Overall health/ Practiced Healthy lifestyle
- viii. Created Income-generating ideas for daily living
- ix. Stronger relationship with Allah or God
- x. Increase productivity

D. Who are the support systems of the college students at Ateneo de Zamboanga University during the quarantine?

- i. Family Members or love ones
- ii. Bestfriend/ close friend/ friends
- iii. Girlfriend/Boyfriend
- iv. Professional (ex. Academic Instructor or Guidance counselor)
- v. Stranger

E. What are the coping mechanisms done by the students to help them counter the negative effects of quarantine on their mental health?

- i. Finding other things to be done to forget problems
- ii. Bad habits (smoking, drinking etc.)
- iii. Taking a break
- iv. Seek advice or ask for help
- v. Rebellion against family
- vi. Spending too much time on social media
- vii. Establishing a personal space (meditation or any self-time)
- viii. Do your favorite hobbies (movie marathon, reading, painting etc.)
- ix. Praying and talking to God/Allah
- x. Go to other places and explore the nature

II. Review of Related Literature

This chapter presents the related studies and literature through an in-depth search done by the researchers. It includes ideas, finished studies, methodologies, and conclusions that helps in familiarizing information that are relevant and similar to present study.

Coronavirus disease 2019 and Quarantine

The coronavirus disease (COVID-19) is an infectious disease caused by a new strain of coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019 (WHO, 2020) The COVID-19, recent public health crisis of global concern is challenging the psychological capacity of the public to deal with ongoing crises (Wang et al., 2020). This is not applicable to individuals with COVID-19 only but also those who are bound to be in quarantine for a long time during a lockdown. The World Health Organization (WHO) declared the emergence of novel coronavirus as a global public health emergency on 30th January, 2020 (WHO, 2020). The pandemic is not only causing deaths worldwide but also creating psychological pressure for persons with COVID-19 and healthy individuals (Duan and Zhu, 2020). High levels of stress and anxiety are natural responses towards any sort of unnatural situation (Royand Tripathy, 2020).

Quarantine has been used as a preventive measure for centuries to deal with major infectious outbreaks and it proved to be effective in controlling the spread of infectious diseases such as cholera and plague in the past (Brooks et al., 2020; Twu et al., 2003; Mandavilli, 2003; Barbera et al., 2001). Quarantine is the separation and restriction of movement of people who have potentially been exposed to a contagious disease to ascertain if they become unwell, for reducing the risk of them infecting others in the community (CDC, 2017).

Many countries have gone through strict lockdown and quarantine implementations affecting the studies of the students and shift of mode on learning has affected since then. In this study, we seek to know how COVID-19 and Quarantining of different

countries affect university and college students' mental health and its driving factors correlates to the local setting in Ateneo de Zamboanga University, Zamboanga City, Philippines. This might well also tries to contrast the methods used by different studies as well as the present study

Implications of COVID-19 on Mental Health

A poll conducted in mid July by KFF tracking poll shows that 53% of adults in the United States reported that their mental health has been negatively impacted due to worry and stress over the coronavirus. The percentage shoots higher than the previous 32% reported in March. The specific impact on their well-being are difficulty in sleeping (36%), eating (32%), increases in alcohol consumption or substance use (12%), and worsening chronic conditions (12%), due to worry and stress over the coronavirus. Even though the poll participants were adults, its negative effects on the latter alone can be sufficient evidence that COVID-19 pandemic will greatly affect the students who are isolated in their homes and stressors might correlate with the related studies on quarantining and the current study as well.

Implication of Quarantine on the Mental Health

Another study involving quarantining of hospital staff entitled "Survey of stress reactions among health care workers involved with the SARS outbreak" shows that having been quarantined was the factor most predictive of symptoms of acute stress disorder. The quarantined staff reportedly experience exhaustion, detachment from others, anxiety when dealing with febrile patients, irritability, insomnia, poor concentration and indecisiveness, deteriorating work performance, and reluctance to work or consideration of resignation.

Quarantine therefore can play a vital role in disrupting the behavior and mental well-being of a person. Trained staff can also experience anxiety in handling the sick patients during a virus outbreak. It is alarming how the Virus outbreak and at the same time quarantining can affect the youth specifically the University and College students.

Implications of COVID-19 pandemic and Quarantine on the Mental Health of University and College students

In this section, we will dive into the effects of combining forces of the pandemic and the quarantining. It aims to correlate the stressors and factors as well as the method conducted in getting a feasible result in the related studies to the current study.

Bangladeshi college and university students: Cross Sectional study

On the study conducted by Abid Hasan Khan, Mst. Sadia Sultana, et. al on their work entitled “The impact of COVID-19 pandemic on mental health & wellbeing among home-quarantined Bangladeshi students: A cross-sectional pilot study” they gather data on 509 respondents using an online survey but only 505 respondents were taken to final analysis. Cross-sectional study was conducted between 9th and 23rd April 2020 among 505 college and university students. Data was collected by using online questionnaires including DASS 21 and IES. Descriptive analysis and bivariate linear regression were performed to examine the association of variables. They used convenience sampling in selecting their respondents. On their result, it shows that students reported COVID-19 related social stressors such as financial uncertainty (35.64%), fear of infection (50.89%), inadequate food supply (16.24%), lack of information on COVID-19 (31.49%), excessive exposure to COVID-19 news in social and mass media (38.22%) were affecting them psychologically. According to 67.13% respondents, prolonged quarantine was also reported to be a stressor in this outbreak situation. The study found that gender was not associated with COVID19-related distress.

The study reveals that among the factors affecting the mental health of the college and university students, fear of infection stood up. This certainly makes them insecure whether their loved ones coming home are safe enough and are not infected. Even the food and groceries they eat might be contaminated making them uneasy.

College students of China: Longitudinal study

The original longitudinal study included four waves of the survey, the aim of which was to observe the sleep habits and mental health status (affects, anxiety, and

depression) of college students for two years (Hong Yan Li, Hui Cao, et al., 2020). The study entitled “The Psychological Impacts of a COVID-19 Outbreak on College Students in China: A Longitudinal Study” has 624 undergraduate students attending Hebei Agricultural University in Baoding, China as participants but only 555 (88.9%) were ultimately included for the analysis because the rest have not provided the required information, therefore they are excluded. Data from the first and second waves of the survey were extracted for this study as the fourth will be conducted a year after completion of the third wave. The immediate psychological consequences of the confinement were examined with reliable and valid self-reported questionnaires, which included the 10-item Positive and Negative Affect Schedule (PANAS) and the 4-item Patient Health Questionnaire (PHQ-4). The PANAS contains two scales measuring mood: positive affect (PANAS-PA) and negative affect (PANAS-NA). Each mood scale has five items, with a Likert rating scale of 1 to 5. The PHQ-4 is an ultra-brief tool to measure symptoms of anxiety and depression; it has four items with a Likert rating scale of 0 to 3.

The results revealed that in comparison to the scores obtained before the confinement, fear of infection—own risk had a significant association with reduced positive affect (PANAS-PA) in a negative sense (coefficient = -0.047 , 95%CI = -0.080 , -0.014); inadequate supplies of hand sanitizers was associated with increased negative affect (PANAS-NA) (coefficient = 0.043 , 95%CI = 0.008 , 0.078); and fear of infection—general (coefficient = 0.806 , 95%CI = 0.008 , 0.043) and inadequate supplies of alcohol hand rubs (coefficient = 0.031 , 95%CI = 0.002 , 0.060) were associated with an increase in anxiety and depression (PHQ-4) after 2 weeks of confinement, controlled for age, gender, and year of study, and the scores before confinement.

French Universities

Wathelet et. al conducted a study to determine the prevalence rates for mental health outcomes among university students during France’s COVID-19 lockdown between April 17 and May 4. They asked all French universities to send an email to their students regarding completing an online questionnaire. Out of 69,054, 72.8% were

women and first year students (47%). They used 22-item Impact of Events Scale-Revised, the 10-item Perceived Stress Scale, the 20-item State Trait Anxiety inventory (State subscale) and the 13-item Beck Depression Inventory, respectively as tools in interpreting the result and covariates.

The result shows prevalent mental health outcomes consisting of suicidal thoughts (11.4%), severe distress (22.4%), high level of perceived stress (24.7%), severe depression (16.1%), and high level anxiety (27.5%). A total of 29,564 students (42.8%) reported at least one outcome, of whom 3,675 (12.4%) reported seeking professional help.

The data shows that high level anxiety has a high prevalence rate while suicidal thoughts comprise at least of 11.4% but the rate is still alarming. Those with a history of psychiatric follow-up must be addressed as their current situation might worsen. The 12.4% seeking professional help signifies that students must remain to be contacted by their teachers or the school staff in order to monitor how they are doing, are they having difficulty in attending class, were they abused,, etc.

Comparison of Student's Social Network and Mental Health before and during the COVID-19 Crisis in Switzerland

A study investigates students' social networks and mental health before and at the time of the COVID-19 pandemic in April 2020, using longitudinal data collected since 2018. We analyze change on multiple dimensions of social networks (interaction, friendship, social support, co-studying) and mental health indicators (depression, anxiety, stress, loneliness) within two cohorts of Swiss undergraduate students experiencing the crisis (N = 212), and make additional comparisons to an earlier cohort which did not experience the crisis (N = 54). In within-person comparisons we find that interaction and co-studying networks had become sparser, and more students were studying alone (Elmer T., 2020).

In light of their discoveries, understudies' degrees of stress, uneasiness, dejection, and burdensome manifestations deteriorated, contrasted with measures before the

emergency. Stressors moved from fears of passing up public activity to stresses over wellbeing, family, companions, and their future. Exploratory investigations propose that COVID-19 explicit concerns, seclusion in informal communities, absence of connection and passionate help, and physical detachment were related with negative psychological wellness directions. Female understudies seemed to have more regrettable psychological well-being directions while controlling for various degrees of social combination and COVID-19 related stressors. As colleges and specialists talk about future systems on the most proficient method to consolidate nearby educating with online courses, the outcomes show the significance of thinking about social contacts in understudies' emotional wellness and offer beginning stages to recognize and uphold understudies at higher danger of social confinement and negative mental impacts during the COVID-19 pandemic.

Impact of lockdown on the mental health of children and young people in United Kingdom

Based on the findings of the study entitled " Impacts of Lockdown on the Mental Health of Children and Young People", there is a need to understand the mental health and wellbeing impacts for children and young people, and particularly those in vulnerable groups and for whom lockdown has been particularly challenging. The long-term effects for these groups will also require attention (Mental Health Foundation, 2020).

The findings indicate that exploration should keep on following the effects of this all-inclusive time of lockdown on the conveyance of the educational plan and of the way toward getting back to class. This learning is significant for future episodes, yet additionally regarding adapting to ensuing times of lockdown should they be needed on account of a second rush of COVID-19. Also, as help more jobs are produced for youngsters and their families, cautious consideration ought to be paid to the assessment of the viability of such help, especially for those gatherings referenced above, for whom encounters of lockdown may have been especially troublesome.

Psychological Burdens to Children and Adolescents

A research study entitled " Psychological burden of quarantine in children and adolescents: A rapid systematic review and proposed solutions", the first systematic review to assess psychological impact of quarantine in children and adolescents. We identified a remarkable dearth of data on the impact of quarantine on children and adolescents during disease outbreaks. It was surprising that majority of studies we found, were for the rapidly emerging COVID-19 Pandemic rather than previous SARS or MERS outbreaks.^{21,22} Furthermore, none of the identified studies were designed to specifically examine children and adolescents' own experiences or perceptions of quarantine on different aspects of their lives (Imran et.al., 2020).

Generally, the study recommends that quarantine is related to extensive and huge negative effects on mental prosperity of children and adolescents. Of more concern is the finding that this negative mental impact can even now be recognized months or years after the fact. Disgrace has additionally been overflowing in kids and families who went through isolation. As quarantine is fundamental to contain infections by and large, it is significant that means and measures are taken to make this experience less horrible for weak young adults. This should be possible by legitimate age and formatively proper correspondence, guaranteeing schedules and limiting disturbance in instruction, empowering solid way of life, improving positive connection between families, overseeing parental pressure and joining of well-being advancement exercises in school educational plans. These techniques may guarantee that the physical and emotional wellness effect of isolation on children and adolescents are kept negligible. Further study to look at the long haul effect of isolation and delayed school terminations on youths are earnestly expected to direct strategies.

Psychological Effects of Quarantine to Various Status in the Society in Australia

Five studies compared psychological outcomes for people quarantined with those not quarantined. A study of hospital staff who might have come into contact with SARS found that immediately after the quarantine period (9 days) ended, having been quarantined was the factor most predictive of symptoms of acute stress disorder. In the

same study, quarantined staff were significantly more likely to report exhaustion, detachment from others, anxiety when dealing with febrile patients, irritability, insomnia, poor concentration and indecisiveness, deteriorating work performance, and reluctance to work or consideration of resignation. In another study, the effect of being quarantined was a predictor of post-traumatic stress symptoms in hospital employees even 3 years later. Approximately 34% (938 of 2760) of horse owners quarantined for several weeks because of an equine influenza outbreak reported high psychological distress during the outbreak, compared with around 12% in the Australian general population. A study comparing post-traumatic stress symptoms in parents and children quarantined with those not quarantined found that the mean post-traumatic stress scores were four times higher in children who had been quarantined than in those who were not quarantined. 28% (27 of 98) of parents quarantined in this study reported sufficient symptoms to warrant a diagnosis of a trauma-related mental health disorder, compared with 6% (17 of 299) of parents who were not quarantined. Another study of hospital staff examined symptoms of depression 3 years after quarantine and found that 9% (48 of 549) of the whole sample reported high depressive symptoms. In the group with high depressive symptoms, nearly 60% (29 of 48) had been quarantined but only 15% (63 of 424) of the group with low depressive symptoms had been quarantined (Brooks et al., 2020).

During major infectious disease outbreaks, quarantine can be an essential preventive measure. In any case, the survey recommends that quarantine is frequently connected with a negative mental impact. During the time of quarantine this negative mental impact is obvious, yet the proof that a mental impact of quarantine can in any case be identified months or years after the fact—yet from few examinations is all the more alarming and recommends the need to guarantee that compelling alleviation measures are set up as a feature of the isolation arranging process. The results turn out that the mental effect of quarantine is wide-going, considerable, and can be enduring. This isn't to propose that quarantine ought not be utilized; the mental impacts of not utilizing quarantine and permitting infection to spread may be more regrettable. However, denying individuals of their freedom for the more extensive public good is regularly combative and should be taken care of cautiously. The outcomes propose that authorities should take each gauge to guarantee that this experience is as average as

feasible for individuals on the grounds that the drawn out results influence individuals isolated as well as the medical services framework that controlled the isolate and the lawmakers and general wellbeing authorities who ordered it.

Emotional State of Individual During Quarantine in Spain

The study entitled "Threat of COVID-19 and Emotional State during Quarantine: Positive and Negative Affect as Mediators in a Cross-sectional Study of the Spanish Population" results showed that the perception of threat from COVID-19 was related positively to negative affect and emotional signs, that is, sadness-depression, anxiety and anger-hostility. There was a direct positive effect of perceived threat from COVID-19 on sadness-depression, anxiety and anger-hostility moods, while anxiety and anger-hostility had a direct positive effect on perception of threat from the virus. Thus, there was a circular relationship, in which perceived threat influenced the presence of negative mood, and negative mood, in turn, linked to emotions of irritation and agitation from a present situation, promoted the feeling of threat. A negative affective balance increases both one's perception of threat from COVID-19 and negative mood. Thus, knowing the emotional and cognitive effects on the population would enable measures to be put into service to facilitate their effective coping (Carmen et al., 2020).

The current COVID-19 health crisis has totally changed the day by day life of the Spanish population. Both the containment situation and the spread of the infection, just as related outcomes could cause adjustment of individuals' intellectual and emotional state through apparent danger from the infection and advancement of negative emotional equilibrium and sentiments. Thus, information on the factors related with the improvement of these alterations is key to prevention and adapting to isolation in comparable populations and in the setting following the pandemic, where recuperation of mental well-being will turn into an essential objective. The results of the study show how perceived threat is a risk variable for advancement of negative mood or vibe and the other way around, working as a mediator in the circular relationship of negative emotional equilibrium, which increments the two impacts.

III. Methodology

An online survey guide was designed via google forms with the purpose to access the mental health status of the college students at Ateneo de Zamboanga University both quantitatively and qualitatively. An estimate of 256 respondents which is also the sample size of the research is expected since it's the 25 percent of the half population (1,023) of college students at Ateneo de Zamboanga University. Aside from this, the researchers also used non-probability samplings which are the snowball and convenience sampling.

The first section of the survey is to know the basic data of the respondents as well to rate their current mental health and whether they can go outside the comforts of their homes. The second section of the survey asks the respondents on what are the specific negative effects of quarantine to their mental health. The third section asks for the positive effects. The fourth section asks their support system and lastly the fifth section asks on the possible coping mechanism they respondents did.

IV. Analysis

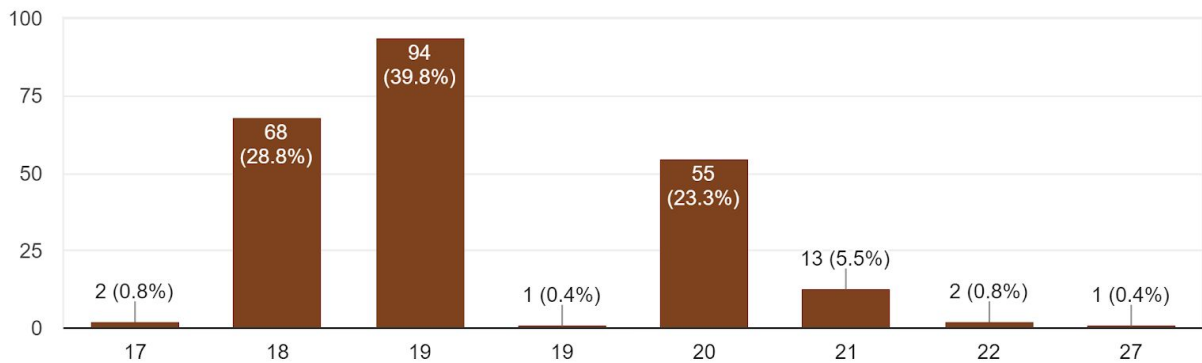
The researchers were able to gather 236 respondents from the survey questionnaire that has been disseminated among the College students.

For the first section of the survey respondents are asked of their ages and based on the results of our survey the age range of most of the college students at Ateneo de Zamboanga University are within the age of 17 to 22 years old. 40.2% of the students aged 19 years old, 28.8% aged 18 years old, 23.3% aged 20 years old, 5.5% aged 20 years old, 0.8% aged 17 and 22 years old while 0.4% aged 27 years old. Table 1.0 shows the graph of our respondents age range.

Knowing the age range of the students affects the results of the survey since during the quarantine only ages 21 above are the only ones allowed to go outside. Age is a factor that affects the results of the research since staying at home the entire time will not help improve your mental health, sometimes you need to get out of your comfort zones.

Age (ex. 21)

236 responses

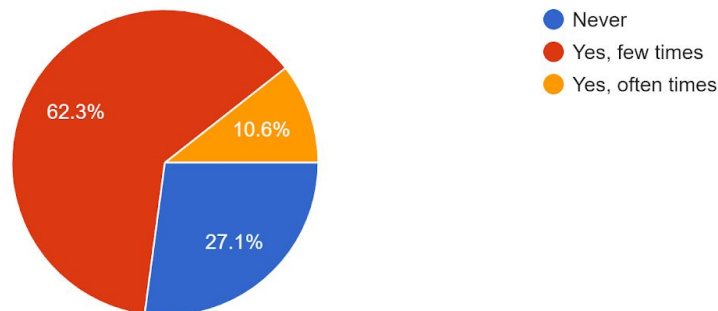


Bar Graph 1.0

Aside from the age range, the researchers also asked the students how many times they can go outside or to other places aside from their own barangay. Based on the results of the survey 62.3% of the students can go often outside their houses, 27.1% can go outside for only a few times, while 10.6% never able or allowed to go outside. Table 1.1 shows the pie graph results of the given question.

During quarantine/lockdown were you able to go outside or to other places aside from your own barangay?

236 responses

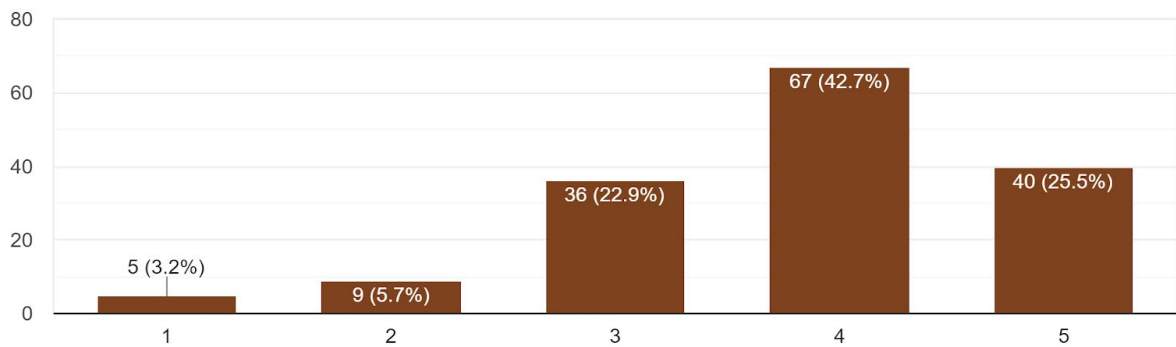


Pie Chart 1.1

Regarding our first research question, if there is a significant difference between the mental health of the Student during and before quarantine by rating their mental from 1 to 5 (Not fine to very well). Based on the survey we found out that there is a significant difference on the Mental Health of the students before and during the quarantine. From 3.2% before to 11.9% during quarantine says they are not fine and 25.5% before to 8.5% during quarantine says they are well. As you can see in the graph there is a decrease of students having a well mental health during the quarantine, on the other hand an increase of students having not fine mental health. Graph 1.2 and 1.3 shows the results.

How is your Mental Health BEFORE Quarantine?

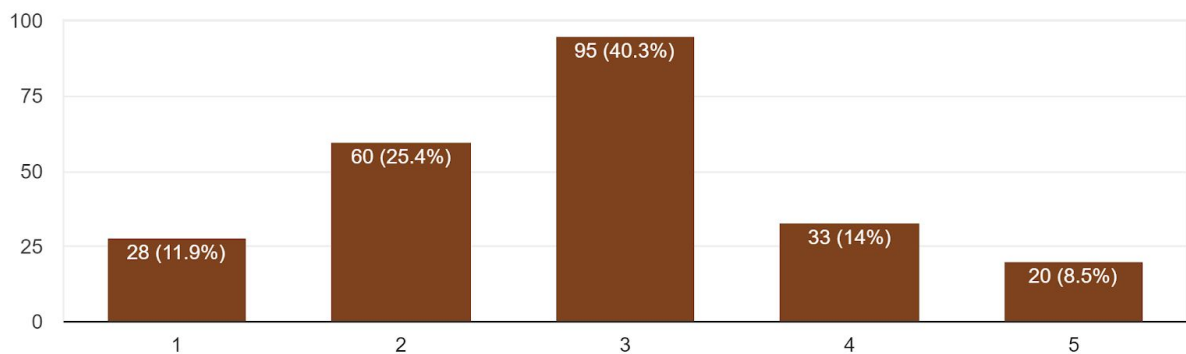
157 responses



Bar Graph 1.2

How is your Mental Health RIGHT NOW?

236 responses



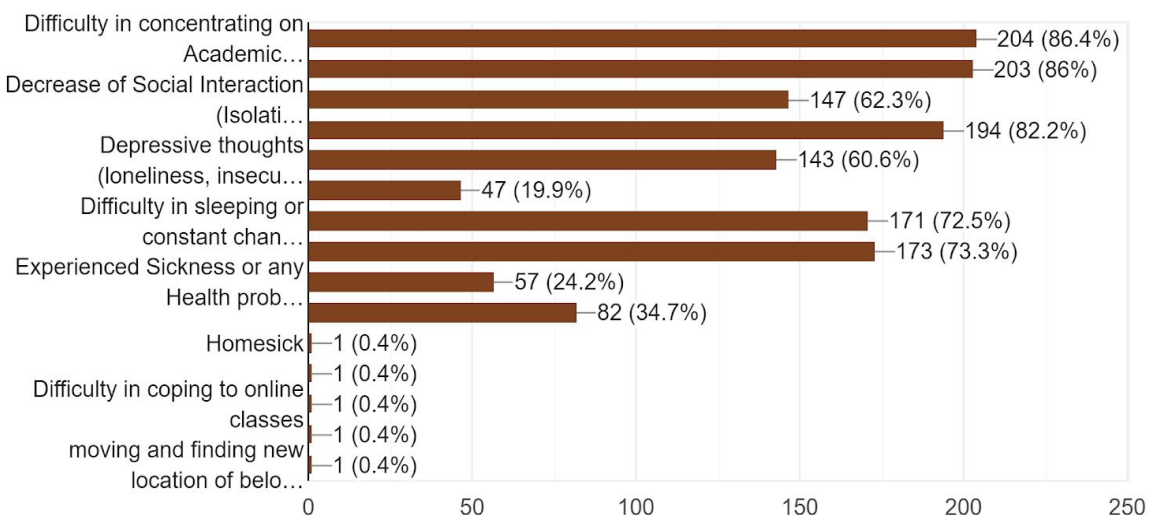
Bar Graph 1.3

In the second section of the survey, respondents are asked to identify the possible negative effects of quarantine to their mental Health. The researchers have already provided beforehand ten (10) possible negative effects.

Based on the results of the survey 86.4% have difficulty in concentrating on academic work, 86% are stressed due to Academic Overload, 82.2% have increased level of Anxiety such as fear of future, worrying, overthinking etc., 73.3% answered the lack of interest or motivation, always unproductive, 72.5% had difficulty in sleeping or constant change in sleeping pattern/routine, 62.3% had decrease of Social Interaction (Isolation), 60.6% had depressive thoughts (Loneliness, insecurity, hopelessness), 34.7% had financial problems, 24.2% experienced Sickness or any Health problems, and 19.9% had suicidal thoughts due to serious personal problem. While 0.4% of the respondents answered other negative effects such as feeling homesick, the feeling of missing someone/something, difficulty in coping up with online classes, loss of appetite or no energy of waking up, and lastly moving or finding location to find a sense of belongingness. Graph 2.0 shows the result of section 2.

Check the following negative effects of quarantine if you were able to personally experience them.
(You can check as many as you experienced)

236 responses



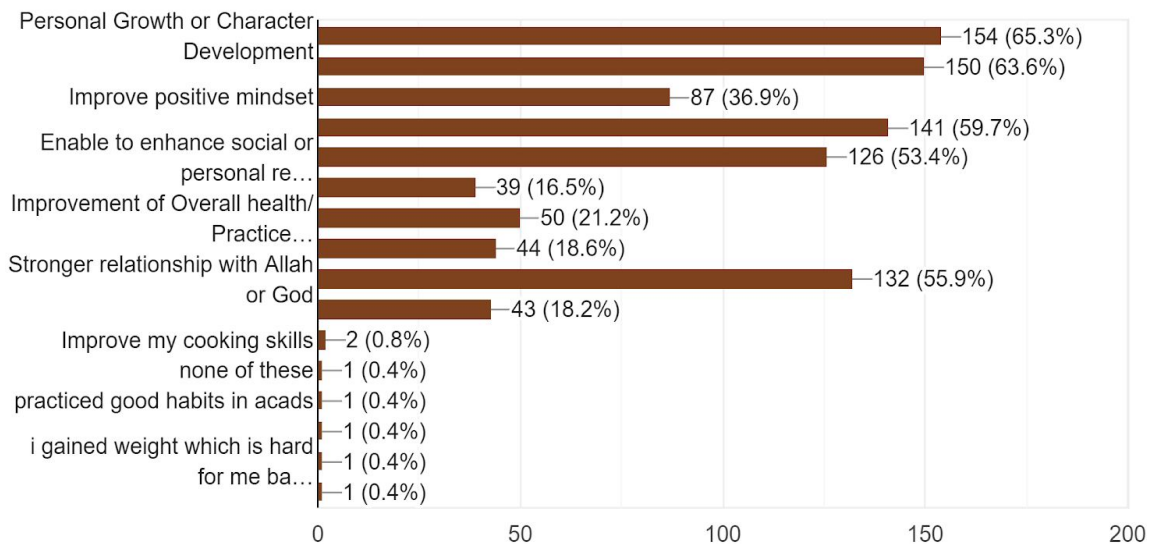
Bar Graph 2.0

In the third section of the survey, respondents are asked to identify the possible positive effects of quarantine on their mental Health. The researchers have already provided beforehand ten (10) possible positive effects.

Based on the results of the survey, 65.3% answered personal growth or character development, 63.6% had experienced increased level of maturity, 59.7% found new interest or gain knowledge, 55.9% had stronger relationship with God/Allah, 53.4% was able to enhance social and personal relationships, 36.9% had improved their positive mindset, 21.2% had improvement of Overall health/ Practiced Healthy lifestyle, 18.6% created income generating ideas for daily living, 18.2% had increased productivity, 16.5% had higher academic performance and 0.8% had improved their cooking skills. 0.4% of the respondents provided other positive effects such as practice of good habits in academics, had time to know them self more, gained weight, gained new friends on the social media and none of these. Graph 3.0 provides the result of the survey for section 3 on the positive effects of quarantine on mental health.

Check the following positive effects of quarantine if you were able to personally experience them.
(You can check as many as you experienced)

236 responses

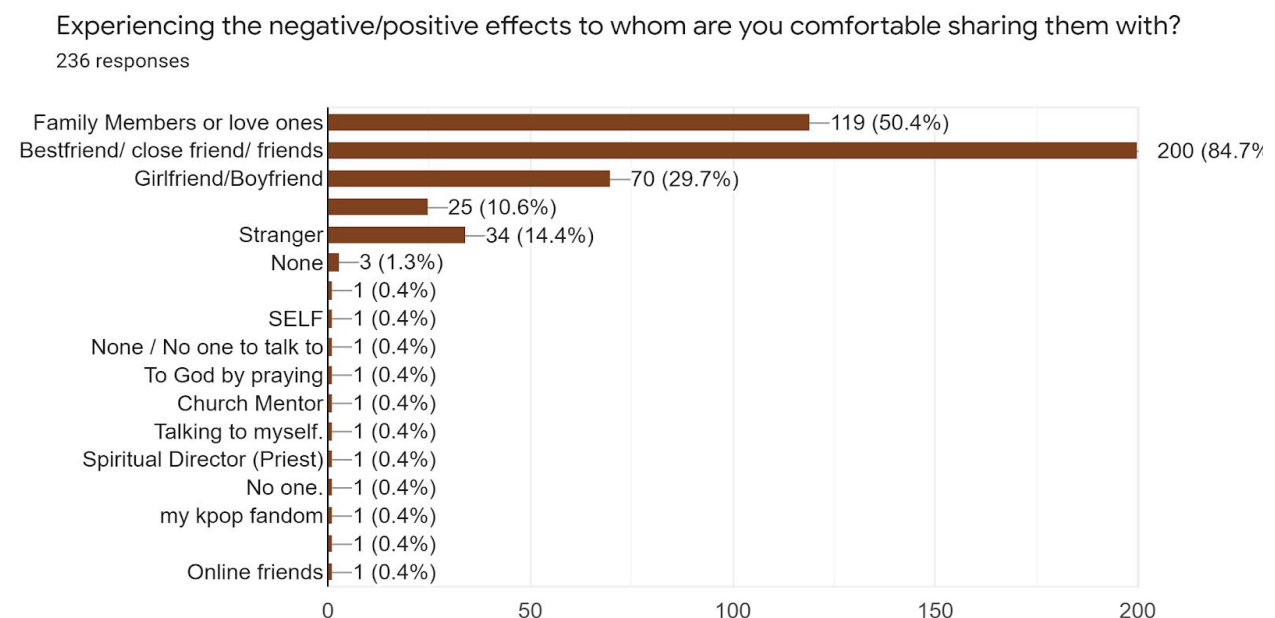


Bar Graph 3.0

Graph 4.0 shows who are the support system of the respondents where they are comfortable sharing their good or bad experiences during the pandemic and lockdown.

The result shows that respondents tend to share most of their experiences to their best friends/close friends/ friends with 84.7% response rate followed by family members/loved ones (50.4%), girlfriend/boyfriend (29.7%), stranger (14.4%), and professionals e.g. academic instructor (10.6%). On the other hand, respondents most least share their experiences to the rest of the sectors (0.4%) except for those who respond to None (1.3%). Based on the result, the majority of the respondents have a greater bond and support system from their friends to either ease their anxiety during quarantine or to chat and play and have fun together virtually. There is high assurance that students of Ateneo de Zamboanga University have a uniform support system ranging from friends, family, and partners (boyfriend/girlfriend).

Support systems during this pandemic and lockdown is very important as it is a direct factor on determining students well-being. Without a support system, it can worsen the negative impact brought by pandemic and lockdown or restrict the positive effect, reversing the latter in process



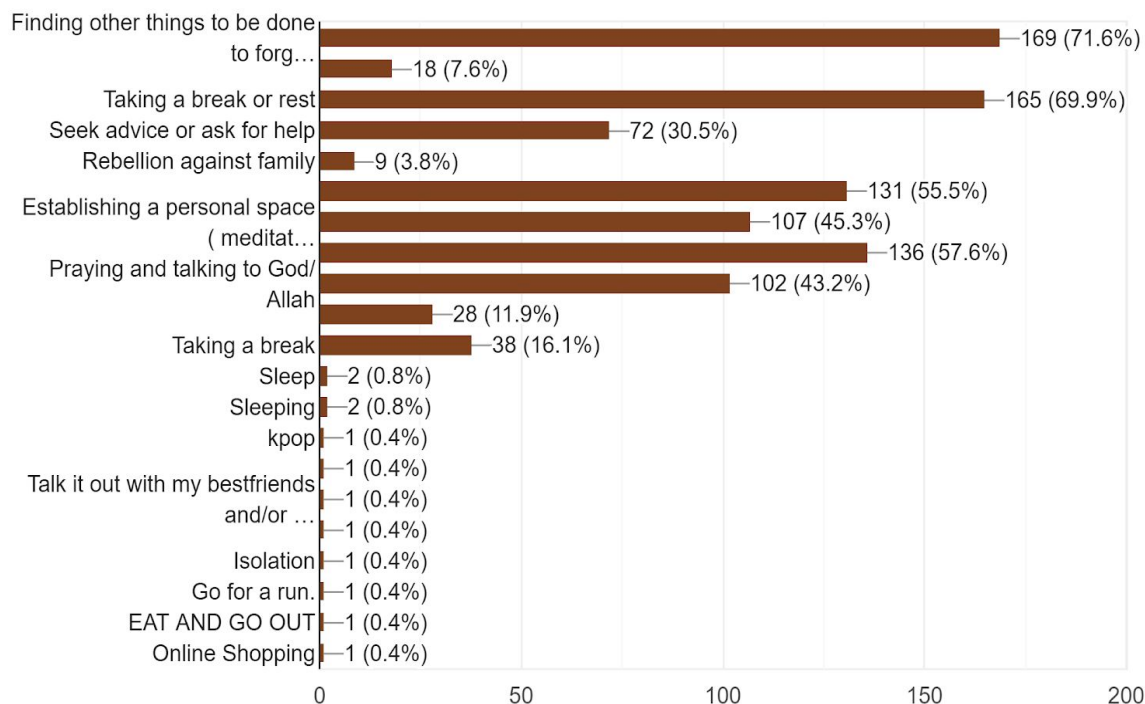
Bar Graph 4.0

Graph 5.0 shows the results of the survey on what are the following coping mechanisms done by the student when they experienced the negative effects.

Based on the results, 86% said taking a break or rest, 71.6% answered finding other things to be done to forget problems, 57.6% said doing favorite hobbies (movie marathon, reading, painting etc.), 55.5% said spending too much time on social media, 45.3% said establishing a personal space (meditation or any self-time), 43.2% said praying and talking to God/Allah, 30.5% said seeking advice or asking for help, 11.9% said they go to other places and explore the nature, 7.6% said having bad habits (smoking, drinking etc.) and 3.8% said rebellion against family.

Other respondents mentioned other coping mechanisms they are doing such as sleeping (16%), 0.4% says eating or going out, Isolation, staying in a room overthinking, talking with best friend, online shopping, go out for a run and lastly watch K-pop.

Check the following coping Mechanism you do when you experienced the negative effects.
236 responses



Bar Graph 5.0

V. Alternative Solution

As the COVID-19 pandemic disrupts and brings significant stress to everyone's day-to-day lives, it may also exacerbate existing mental health conditions among young people, many of whom have had to scramble to return home or find housing after sudden campus closings that require adapting quickly to distance learning technologies and settings. This is a tough transition for students. In line with this period of confinement, a list of alternative solutions were seriously studied and proposed by health advocates and policy makers to ensure a positive mental health for everyone.

A. According to the **World Health Organization**, the increasing number of COVID 19 cases are making huge changes to our daily routines. Particularly it possesses a difficult situation for people with mental health conditions. The reality of having a home-schooled setup for College students really takes time to get used to and challenging as well. Fortunately, the WHO gave tips and advice that will be of help for students who are struggling with the current situation.

Have a routine – it encourages students to take down a list of routines that will keep him/her well. These are some of the proposed routines: Eat healthy meals, Exercise regularly, Allocate time for working and time for resting, and Make time for doing things you enjoy.

Minimize Newsfeed – Try to reduce how much you watch, read or listen to news that makes you feel anxious or distressed.

Social contact is important - If your movements are restricted, keep in regular contact with people close to you by telephone and online channels.

Help others - If you are able to, offer support to people in your community who may need it, such as helping them with food shopping.

B. **Janis Whitlock**, director of the Cornell University Research Program on Self-Injury and Recovery and senior adviser to the Jed Foundation, said the sense of “possibility” that drives young people through their early life is diminished by being physically

isolated. JED, a youth mental health advocacy and suicide-prevention organization, leads a campus program that has worked with more than 300 colleges and universities in the United States to improve mental health resources.

An evidence-based **Comprehensive Approach** is an approach that plays an instrumental role in creating a culture of caring and a mental health safety net around students. It focuses first upon establishing student mental health as a campus wide priority and implementing an interdisciplinary leadership team that includes students, faculty members and administrators. This team oversees the development and management of a comprehensive strategic plan for supporting student mental health and reducing risks for substance misuse and suicide. This comprehensive plan focuses upon strengthening protective factors for student mental health such as developing student life skills and resilience, fostering connectedness and belonging, and promoting help-seeking behaviors. We recommend that colleges and universities work to:

Support the development of life skills. We have all needed to adapt to new circumstances in our daily lives because of the COVID-19 outbreak. That includes everything from commerce to our careers, but we can still support teens and young adults in managing friendships and relationships, problem solving, decision making, and identifying and managing emotions in this new paradigm. You should emphasize that students are not alone and provide guidance and mentorship for anything in your realm of expertise: study skills, time management or handling anxiety related to new digital learning and communication formats. Faculty members can create virtual drop-in opportunities during the week for students to discuss problems or concerns around coursework, study, academic or other challenges.

Promote social connectedness. The need to remain physically distant doesn't have to mean a loss of social contact. Encourage the teens and young adults to nurture their friendships and remain in communication with their classmates.

Some avenues for strengthening social connectedness might include online study groups or online study/accountability partners. Students might be able to stay engaged with extracurricular clubs and affinity groups online, as well as participate in college-sponsored online social activities. Faculty mentors may also be available to support students virtually.

Identify students at risk. Colleges must be poised to identify students at risk for mental health problems and/or suicidal behavior, as well as to promote emotional health awareness among those people who interact with students most frequently, from faculty members to other students. When communicating with students via phone, email, text or on social media platforms, faculty members and administrators can employ principles of active listening. If a student expresses a concern, try to listen carefully at three levels: the content of what they are saying, the emotions they are feeling and their behaviors in response to those thoughts and feelings.

Increase help-seeking behaviors. Students who need help but are reluctant or unsure of how to get it may find it even more difficult now to reach out and access care. In this new environment, counseling centers can open a virtual discussion group, specifically for students to talk about what's going on and how they feel.

C. **Dr. Rockland-Miller** is Director Emeritus of the Center for Counseling and Psychological Health at University of Massachusetts Amherst, where he also served as Executive Director of Wellness. There, he developed a coordinated campus crisis response, including a clinical triage system that became a national model for large university counseling services. Dr. Rockland-Miller said, "Mantra Health is doing something uniquely different with their platform. With collaboration as its foundation, Mantra's telehealth approach offers a scalable solution based on an exceptionally strong understanding of the real needs of college students, clinicians and counseling centers."

Prior to the arrival of the coronavirus, mental health ranked as 1 of the top 3 issues facing college campuses and one of its most intractable challenges due to the high cost and logistical hurdles of providing quality mental health care services. When the pandemic shut down campuses, it further disrupted schools' ability to provide access.

Mantra Health is helping Higher Education institutions respond to the on-going campus mental health crisis, making sure young people navigate the transition to adulthood with the mental health support services they need. Mantra Health's mission is to improve the mental health of young adults by making evidence-based mental health services, and specifically psychiatric specialty care, within reach of all colleges and universities. Mantra Health began partnering with college and university leaders in late 2019, providing a fully integrated virtual care platform that puts campus health providers and Mantra mental health specialists on the same page, getting students off the waiting list and keeping them from falling through the cracks. Mantra Health's closed-loop telemental health platform also made it possible for schools to continue to provide care with an immediate and seamless shift to 100 percent online care when campuses were required to close.

VI. Conclusion

First, the researchers believed that mental health is very important to take care of, because it can affect the overall well being of the students. Therefore it is necessary that students should find ways on how to battle mental health issues by having a support system and coping mechanisms. Also students should learn to access their mental health once in a while to be able to prevent further mental health problems.

Second, the researchers choose the international alternative solutions for it can be a better example and inspiration to the institutions and can help prevent or lessen mental health illness among the students.

Third, though the research was not able to achieve its maximum respondents or quota the results of the research is still considered reliable and valid for such purposes.

Fourth, conducting this research will greatly help the institution to give awareness among the students on how to alleviate and prevent mental health problems amongst them.

Lastly, this research does not imply that Ateneo de Zamboanga University is not looking after the mental health of their students however due to the new normal there is just limited access for the students to join mental health activities to be able to enhance their mental well-being unlike the face-to-face set-up.