

The Effects of Virtual Learning on the Mental Health and Academic Performance of the Tourism Students of Wesleyan University – Philippines



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ABSTRACT: Students face educational hurdles while adjusting to virtual learning or distance learning. A greater retention percentage is hampered by a variety of factors, including mental health issues. This study was conducted to determine the effects of virtual learning on the mental health and academic performance of 158 Bachelor of Science in Tourism Management students at Wesleyan University – Philippines. One hundred twenty-four, or 78%, of the respondents were female, and the rest were male. The results of the study showed that the mental health of the tourism students during virtual learning was affected by the following: time management, focus/concentration, difficulties with internet connection, and gaining knowledge/developing skills. Those factors have an effect on the respondents' academic performance in their online classes. The idea of virtual learning while at home affects the mental health of learners, who experience stress, anxiety, depression, panic attacks, self-harming, and sleep deprivation due to the pressures of doing their assignments and submitting them immediately. In this way, the class must also formulate a way to ease those issues in order to regain the self-esteem of learners and uplift their emotional development.

KEYWORDS: virtual learning, mental health, academic performance, tourism students, Wesleyan University – Philippines

I. INTRODUCTION

Coronavirus or COVID-19 is a virus that has a big impact on our lives and have caused a lot of changes in our everyday lives. Due to its rapid and massive spread, it has been declared a pandemic. Most countries all over the world have proclaimed lockdowns in various cities, and everyone, including those in the education sector, is required to work from home. Students have experienced a roller coaster ride as a result of the pandemic as they adjust to the abrupt shift from face-to-face classes to virtual learning. According to Chung et al. (2020a), the rapid transitions of the COVID-19 pandemic have impacted students and lecturers in education institutions critically. Teachers and students around the world have faced many challenges using online platforms for teaching and learning. This is abetted by Shahzad et al. (2020). The pandemic's impacts are unforeseeable, and they had an impact on education; most countries had to adjust to new teaching and learning methods.

The hasty changes could affect their mental health in some way. However, virtual or online learning helps to move education forward amidst the pandemic. Nonetheless, we must address any potential issues that may occur. Students are doing their best just to keep up with virtual learning, but then, having difficulties with technology and the internet are out of their hands, and that can affect their mental health in the fear of getting lower grades. Beforehand, most of the college students were already stressed and anxious. Now that we are dealing with this learning setup, they are even more stressed out. The main problem here is social interaction, which we are lacking due to the lockdown because of the pandemic. Students are struggling to study online as it has many aspects causing them problems that may trigger their emotions, affecting their mental health.

Technology has a lot of impacts, not just positive ones but also negative ones. In the situation today, because of the pandemic, technology plays an important role in our education. Thus, affecting the day-to-day lives of college students as virtual learning is the new normal today. Online classes has an impact on students' academics as well as to their health, particularly on IJMRA, Volume

the mental health of students in higher education. As more personal experiences are required for tourism students to be ready and well prepared to work in their sector in the near future. Tourism students struggled to adjust to the new class setup due to the abrupt transition from traditional to virtual classes. Their mental health is the most affected by virtual learning.

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According to Jamal & Budke (2020) when the COVID-19 arises, it has disrupted tourism and related industries. The effects of the pandemic on the tourism industry have been discussed and examined in the news media and academic research. However, nothing is known about the novel coronavirus's effects on tourism education. Seraphin and Yallop (2020) said that when tourism was impacted by large external causes such as over-tourism, academic or news media writing mostly focuses on the sector, overlooking the fact that tourism was also a topic of study. Discussing the impacts of COVID-19 on tourism education may be a reminder of the very fact that whatever happens within the industry impacts the education system and the other way around (Seraphin & Yallop, 2020). Tourism students in this new online learning environment may not learn at the same rate as students in a traditional classroom setting. Tourism students may face the high possibility of feeling isolated and more anxious about their education and future. The tourism industry has been affected since the pandemic worsened. As a result, the fear of tourism students may also arise as they don't have hands-on education and skills training that they can use as their foundation in applying for jobs in the future. Tourism students are experiencing pressure to learn everything in the virtual classes, which affects their mental health. In particular, college students are afraid to fail in their courses, and that's where they start using their gadgets for a long time to be able to comply with the activities to pass all the subjects. Too much time spent staring at a screen has ramifications for one's mental health. And there is a time when the homework is continuous, which leads to mental breakdowns.

The purpose of this study is to determine the effects of virtual learning on the mental health and academic performance of the tourism students. The researchers will analyze how virtual learning affects mental health, in what way it is affected, and how bad the impact is. This study was conducted to determine the factors causing mental breakdown among tourism students at Wesleyan University – Philippines. The researchers aim to identify the psychological effects of virtual learning, how it affects their daily life as well as their academic performance. Many people will benefit from this research as it will enable them to be more aware of their mental health during health crises. It could help colleges and universities build an academic basis for defining mental well-being and identifying evidence-based psychological intervention practices to provide students with the help they need in the event of future pandemics.

STATEMENT OF THE PROBLEM

The primary concern of this study is to probe the effects of virtual learning on the mental health and academic performance of the tourism students of Wesleyan University – Philippines. Moreover, Its specific goal is to determine the answers to the following questions:

1. What is the profile of tourism students in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status;
 - 1.4 year level;
 - 1.5 number of subjects enrolled in this semester;
 - 1.6 gadget/s used in online class;
 - 1.7 estimated number of hours spent in a day in online class and in doing activities; and,
 - 1.8 extent to participation in synchronous and asynchronous class?

2. How does virtual learning affects the mental health and academic performance of the tourism students of Wesleyan University – Philippines in terms of:
 - 2.1 time management;
 - 2.2 focus/concentration;
 - 2.3 difficulties in internet connection; and,
 - 2.4 gaining knowledge/developing skills?

3. How does virtual learning create mental health issues that may experience by the tourism students of Wesleyan University – Philippines in terms of:
 - 3.1 stress;
 - 3.2 anxiety;
 - 3.3 depression;

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- 3.4 panic attack;
- 3.5 self-harming; and,
- 3.6 sleep deprivation?

II. LITERATURE REVIEW

Time Management

Miqdadi et al. (2014) looked into the relationship between time management and student academic performance through considering procrastination, workload pressure, distraction, and disorganization. Khanam et al. (2017) examined the impact of students' time management on their academic attainment. He came to the conclusion that students who manage their time effectively receive high grades, while those who do not manage their time effectively receive low grades.

Time management is important, especially for university students, because it will improve their grades and productivity (Laurie & Hellsten, 2002). However, most students struggle with task aversion and uncertainty, leading them to delay due to a lack of organizational abilities. As a result, learners will be unable to organize their responsibilities according to their priorities, becoming easily distracted and prone to procrastination.

Most students spend a majority of their study time on assignments and homework than studying the actual material necessary (Hanson et al., 2011) and some of them often find that they are not able to complete every task or job assigned to them (Nadinloyi, 2013). According to Lilam's (2019) research, time management has an impact on a student's academic achievement. A person who properly manages their time has less difficulties in coping with day-to-day tasks and moving on in life.

Focus/Concentration

One of the most common educational issues is a lack of concentration in the classroom, particularly in student seminars and conferences. (Nojomi M. et. al., 2009). Lack of focus and attention is one of the reasons why students don't have a correct time management. One of the challenges students experience in both physical and online lectures is maintaining their focus on the subject delivered. Asynchronous and synchronous sessions are held in the online learning environment. Some students find a distraction on the internet or use social media to relieve boredom or tension in the classroom because they are free to utilize their devices (May, 2020). (Rosegard & Wilson, 2013).

Online learners are more likely to become sidetracked, lose concentration, or miss deadlines due to not having a right time management (Sadeghi, 2019). The lack of interaction in online classes, students are more likely to be distracted by smartphones, pets, deliveries, and other things other than the ongoing online class, according to Amadora (2020).

Difficulties in Internet Connection

Students and teachers have limited access to the internet, and teachers' attempts at blended learning were frequently unsuccessful (Malang, 2018). Only a few students were able to maintain a consistent internet connection. Students may find it hard to understand the practical aspects of the courses, resulting in frustration. This could have affected the delivery of online courses and, as a result, the students' satisfaction with the online learning platform. Unfortunately, the Philippines' internet infrastructure continues to lag behind other Asian developing countries (Salac & Kim, 2016). According to a recent study, the impact of the COVID-19 pandemic on secondary education finds that nearly half of schools surveyed said that their students have lack of access to high-speed broadband and/or a lack of access to appropriate digital devices (Mohan et al., 2020).

The Philippines' poor internet connection posed a significant obstacle for pupils, particularly those from rural areas. The majority, though not all, of the students have been affected by the poor internet connection which is particularly bad in rural sections of the city. As a result, some students were absent for a portion of the class (Adonis, 2020). According to a DepEd poll reported by Santos (2020), 2.8 million pupils do not have access to the internet, particularly in rural areas where internet connection and speed are difficult to come by.

Gaining Knowledge/Developing Skills

For many San Diego State students, online classes are just a way to complete course and unit requirements. There is a lack of enthusiasm and eagerness to learn. Students in online classes are simply unmotivated. They are normally easy A's and are time efficient, but student learning outcomes are generally poor. Students just finish their assignments in order to obtain credit for a passing mark, rather than actually engaging with the course subject. Many students, particularly procrastinators, may find themselves cramming for assignment deadlines and tests because they failed to schedule study sessions throughout the semester (Weele, 2020).

Students are frequently unsatisfied with distant learning in terms of study experience since they lack contacts with

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peers and teachers (de Haas et al., 2020). Due to the haphazard arrangement of online learning and the lower quality of online classes compared to traditional ones, they believe their academic experience to be more difficult and worse than before the epidemic (Wilczewski et al., 2020).

Stress

Stressors are events that cause stress, and a rapid change in these stressors can have an impact on a person's physical or mental health. Students' pleasure and academic performance in online learning revealed a strong and negative inverse association with stress. Constant stress will have an impact not just on their academic performance, but also on their emotional wellbeing, since stress has been linked to a variety of physical and mental diseases. According to the research of Malik et al. (2021), a total of 966 valid replies were gathered. As per findings, 96.9 percent of participants (moderate stress = 82.5 percent, high stress = 14.4 percent) reported experiencing stress as a result of their participation in COVID-19 e-learning. The findings also revealed a strong negative significant relationship between perceived stress and students' academic performance. The effects of family and institutional support on students' stress perception were shown to be considerable.

Anxiety

According to Huberty (2009), anxiety also has an impact on students' behavior, cognition, and physiology. High-risk testing, for example, can be extremely tough for students who suffer from anxiety. An in-depth examination of the findings in the University of Bahawalpur in Pakistan, Nadeem, Ali, and Zaidi (2012) revealed that anxiety had an impact on students' academic performance.

"Anxiety is a psychological concept that has a direct impact on the human race. Despite the fact that there are different debates regarding defining the construct, social scientists have successfully examined how anxiety is related to and influences human life" (Dowbiggin, 2009).

Additionally, the anxiety among United States college students has risen from 6.7 percent in 2000 (American College Health Association, 2000) to 12.9 percent in 2013. (American College Health Association, 2013). According to the American College Health Association, 23 percent of college students identified anxiety as a factor influencing their functioning in the previous year in 2014. (Holliday et. al, 2016).

Depression

Depression is one of the most common mental health issues among students at various educational levels such as high school, college, and university (Arslan et al., 2009). Additionally, according to the World Health Organization and the Ministry of Health, Nutrition, and Indigenous Medicine, depression is one of the most frequent psychological problems that affects practically everyone from all walks of life and people all over the world; it can be personal or affect family members. No one is immune because it affects people of all ages, genders, and backgrounds, but the majority of those affected are teenagers.

Furthermore, according to the study conducted by Wechsler, Lee, Kuo, and Lee (2000), students who exhibit indications of depression perform worse in school and become less active in class than students who do not show these signs. Another noticeable effect of depression is that students who are depressed are more prone to lose academic enthusiasm and activity. Academic responsibilities are also challenging for depressed students (Khawaja & Bryden, 2008). It is worth mentioning that the most often reported depressed symptoms among young adults with moderate to severe depressive symptoms are those connected to loneliness (Li et al., 2019).

Panic Attack

Panic attacks are one of the most common disorders among students nowadays. Panic attacks are unexpected bursts of extreme terror with at least four physiological or cognitive symptoms that peak within minutes (American Psychiatric Association [APA], 2013). An accelerated heart rate, sweating, trembling, shortness of breath, chest discomfort, nausea, dizziness, depersonalization, and dread of losing control, 'going crazy,' or dying are some of the symptoms (Macaulay and Kleinknecht 1989).

Another factor stated by Lister et al. (2021) on their research that the students specified why both the exam and the preparation for the exam could act as an alert for mental health problems; student 9 narrated her personal experience of 'panic attacks' in 'these vast exam halls,' and student 2 discussed about how being 'worried' and not feeling 'ready' for the exam led her to feel 'I can't do this,' provoking her depression and leading her to forego her module. Bad feedback and the fear of negative criticism were identified as impediments.

Self-Harming

Self-harm, self-mutilation, and cutting are all terms used to describe self-injurious behavior. Self-harming has caused

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adolescents to struggle in the academic environment, missing school because of time spent in the hospital due to injuries, and have difficulties dealing emotionally with stress without the crutch of self-harm (Wilkinson, 2011).

In the Philippines, where college students are still considered teenage youth, the social and mental health components of student welfare in tertiary institutions have gotten more attention from education stakeholders. Suicide by college students is on the rise, with methods including jumping from a building and shooting oneself with a gun (Manila Bulletin, 2013) (PHnews, 2013). According to experts, one young person commits suicide every day (Tomacruz, 2018).

According to the results of the study of Hendrick (2016), 73% of the students agreeing that self-harm is used to calm themselves down, with 18% being undecided and 12% disagreeing. 53% of students agreeing that adolescents use self-harm just to feel something, with 12% undecided and 36% disagreeing. 83% of students agreeing that people use self-harm to deal with depression, with only 6% disagreeing. 77% agreeing that self-harm is used to reduce anxiety with only 6% disagreeing. Females agreed 82% of the time, while males agreed 66% of the time. 83% of students agreeing that self-harm is used to deal with anger with only 6% disagreeing- females agreeing 91% of the time with males agreeing 83% of the time.

In accordance to this, suicide is also a major public health problem across the world, accounting for around 1.5 percent of all fatalities (Denny et al., 2003). According to the most recent Global School-based Student Health Survey (GSHS), 11.6 percent of Filipino teenagers aged 13 to 17 pondered suicide, and 16.8 percent tried suicide at least once in the previous year [World Health Organization, 2018].

Sleep Deprivation

Due to the pressures of academic work and social pursuits, sleep deprivation is prevalent among university students who live in a culture that encourages less sleep (Hershner et. al. 2014). Sleep deprivation has been linked to a lack of concentration, poor grades, anxiety, and sadness, according to a Stanford University study (Richter, 2015).

Poor academic performance is linked to sleep deprivation and to a variety of behavioral, physiological, cognitive, and emotional issues (Minkel et al., 2004). Suen, Hon, and Tam (2008) discovered that insufficient sleep causes exhaustion, poor focus, and frequent sleepiness, making analyzing and understanding difficult. Jovanovski and Bassili (2007) conducted a study to compare students' academic performance when they attended face-to-face lectures vs when they attended the class online. The study's 1,071 participants included 625 students who took an online introductory psychology course and those who took the same course in a face-to-face setting (446 students). The researchers find out that distractions trigger lessened memory functions, which contribute to a decline in mental processes and poor academic performance.

However, according to the National Sleep Foundation (2015) and the World Health Organization (WHO), teenagers aged 14-17 years old require 8-10 hours of sleep, whereas young adults aged 18-25 years old require 7-9 hours of sleep. Sleep has a crucial role in learning. To sleep poorly — a person who sleeps poorly may acquire both physical and mental problems. According to Toyong (2020), 88% of students were sleep deprived, and they typically slept for fewer than 6 hours. This revealed that less hours of sleep at night are associated with increased tiredness in class and bad classroom conduct. Students who got less sleep, on the other hand, performed poorly in school.

SYNTHESIS

The journal articles that the researchers gathered and researched are mostly concerned with the effects of virtual learning on students' mental health. Each author of the articles from the credible sources also evaluated the effects of the mental health issues on the students' academic performance. Moreover, they outline the various problems and factors that the students faced before and during the COVID-19 pandemic that affects their mental health and academic performance. Similar studies, on the other hand, are connected to the objectives of the researchers in this study. These scholarly articles will serve as the foundation for the researchers' paper and provide them with information on the topic they intend to address.

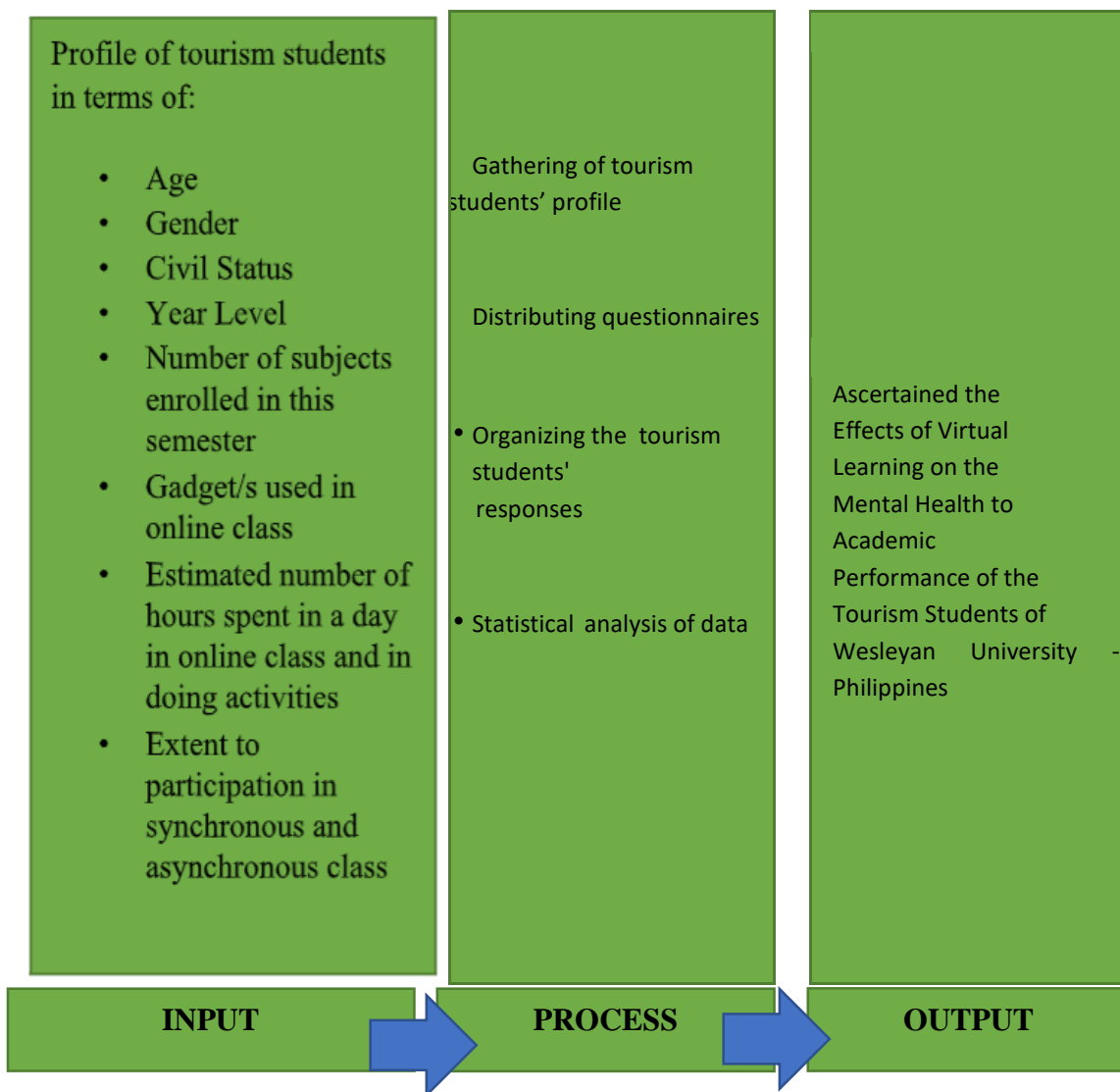
The researchers conducted this study to determine the effects of virtual learning on the mental health of the tourism students of Wesleyan University – Philippines, what are the factors that affects their mental health and academic performance, and what are the mental health issues that they may experience. The difference between this study from the other research is that the researchers focus on the different factors of virtual learning that affects mental health and academic performance. Moreover, our study's focal point is solely on college level, particularly in tourism students.

III. CONCEPTUAL FRAMEWORK

The input, process, and output model (IPO) was used by the researchers in this study. The input includes the profile of tourism respondents and factors that affect mental health and academic performance, which the researchers used in making the output

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of the study. It includes the age, gender, civil status, year level, number of subjects enrolled in this semester, gadget/s use in online class, estimated number of hours spent in a day in online class and in doing activities, extent of participation in synchronous and asynchronous classes, time management, focus/concentration, difficulties in internet connection, and gaining knowledge/developing skills. These profiles of tourism respondents and factors that affect mental health will undergo processes such as gathering, distributing, organizing, and analyzing. Then, the output-ascertained the effects of virtual learning on the mental health and academic performance of the tourism students of Wesleyan University—Philippines will be the basis of the outcome of the study.



IV. METHODS

The researchers applied the descriptive research design to describe the effects of virtual learning on Wesleyan University – Philippines’ tourism students. In this study, the researchers would determine the effects of virtual learning on tourism students’ mental health and their academic performance.

This study included 158 Wesleyan University - Philippines Bachelor of Tourism Management students (124 females and 34 males) as the samples using a stratified random sampling method. A researcher-created examination was used in this study, and it was validated by one of the statisticians at Wesleyan University - Philippines.

The instrument used is a Likert-scale type that consists of 57 research questions about virtual learning factors that affect the mental health and academic performance of tourism students at Wesleyan University - Philippines in terms of time management, focus/concentration, internet connection difficulties, gaining knowledge/developing skills, and mental health issues that they may encounter.

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The researchers obtained permission from the advisers of the various year levels of tourism management students at Wesleyan University—Philippines before collecting the data. After obtaining the necessary clearances and identifying the respondents, the researchers delivered the questionnaire individually with the help of certain counselors from the College of Hospitality and Tourism Management Department. Because of the pandemic, the researchers used a different method of data collection, sending the instrument via Google Forms. The data collection process took more than a week.

To analyze and interpret the data, the researchers used acceptable statistical approaches such as frequency, percentage, and weighted mean. Microsoft Excel 2019 and the Statistical Package for Social Sciences (SPSS) were also used.

1. PROFILE OF THE RESPONDENTS

Table 1.1 presents the age of the respondents.

Table 1.1 Age of the Respondents

Age	Frequency	Percent
20 years old and below	106	67.09
21 – 23 years old	52	32.91
24 years old and above	0	0.00
Total	158	100.00

Table 1.1 shows that 106 or 67 percent of the samples were belonged to 20 years old and below old age bracket. The rest of the respondents were belonged to 21 years old and above age bracket. Based on these findings, the respondent students were predominantly in the 20-year-old and below age bracket. This contradicts with the findings of the study by Sandberg (2016), which revealed that the majority of her respondents were in the 21-year- old and above age bracket.

Table 1.2 presents the gender of the respondents.

Table 1.2 Gender of the Respondents

Gender	Frequency	Percent
Male	34	21.52
Female	124	78.48
Total	158	100.00

Table 1.2 shows that 124 or 78 percent of the samples were female. The rest of the respondents were male. These findings indicate that the respondent students were mostly female. This is in line with the findings of Barrot et al. (2021), a study that included 200 students (66 males and 134 females) from a private higher education institution in the Philippines, which showed that the majority of their respondents were female.

Table 1.3 presents the civil status of the respondents.

Table 1.3 Civil Status of the Respondents

Civil Status	Frequency	Percent
Single	158	100.00
Married	0	0.00
Other	0	0.00
Total	158	100.00

Table 1.3 shows that 158 or 100 percent of the respondents were single. According to this data, it shows that all of the respondent students were single. This is consistent with the findings of the study by Kim (2019), which revealed that none of the respondents were married.

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Table 1.4 presents the year level of the respondents.

Table 1.4 Year Level of the Respondents

Year Level	Frequency	Percent
1 st year	44	27.85
2 nd Year	56	35.44
3 rd Year	28	17.72
4 th Year	30	18.99
Total	158	100.00

Table 1.4 shows that 56 or 35 percent of the samples were from second year college and 44 or 27 percent were from first year college. The rest of the respondents were from third to fourth year college. Based on these results, it may be concluded that the majority of the respondents were second-year Tourism Management students.

Table 1.5 presents the number of subjects enrolled in this semester of the respondents.

Table 1.5 Number of Subjects Enrolled in this Semester of the Respondents

Number of Subjects Enrolled in this Semester	Frequency	Percent
Less than 6 courses	5	3.16
6 – 8 courses	77	48.73
More than 8 courses	76	48.10
Total	158	100.00

Table 1.5 shows that 77 or 48 percent of the samples have six to eight courses enrolled in this semester. The rest of the respondents have less than six courses or more than eight courses. According to these findings, most of the tourism students at Wesleyan University – Philippines enrolled in six to eight courses this semester.

Table 1.6 presents the gadget/s used in online class of the respondents.

Table 1.6 Gadget/s used in Online Class of the Respondents

Gadget/s used in Online Class	Frequency	Percent
Cellphone	140	88.61
Tablet	12	7.59
Laptop	103	65.19
Desktop	11	6.96
Other	0	0.00

Table 1.6 shows that 140, or 88 percent, of the samples were using cellphones in online classes and 103, or 65 percent, were using laptops. The rest of the respondents were using tablets and desktops. Based on these findings, it can be deduced that the responding students primarily used their cellphones in online classes. This is congruent with the findings of Belgica's et al.'s (2020) study, which revealed the gadgets and technological equipment used by primary pupils in their online distance learning. The majority of the pupils, 22 in total, use cellphones, with 20 using laptops. Sixteen pupils use desktop computers, and 15 of them use tablets for their online class.

Table 1.7 presents the estimated number of hours spent in a day in online class and in doing activities of the respondents.

Table 1.7 Estimated Number of Hours Spent in a Day in Online Class and in Doing Activities of the Respondents

Estimated Number of Hours Spent in a Day in Online Class and in Doing Activities	Frequency	Percent
5 hours and below	28	17.72
5 – 7 hours	52	32.91

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7 – 10 hours	43	27.22
10 – 14 hours	18	11.39
More than 14 hours	17	10.76
Total	158	100.00

According to Table 1.7, 52, or 32 percent, of the samples spent five to seven hours a day in online classes and activities; 43, or 27 percent, spent seven to ten hours; and 28, or 17 percent, spent five hours or less. The rest of the respondents were working more than 10 hours. According to these results, respondent students spent an average of five to seven hours per day in their online classes accomplishing their activities. This is aligned with the findings of Oducado and Estoque's (2021) study, which indicated that their respondents spent an average of seven hours per day on online learning.

Table 1.8 presents the extent participation in synchronous and asynchronous class of the respondents.

Table 1.8 The Extent to Participation in Synchronous and Asynchronous Class of the Respondents

Extent to Participation in Synchronous and Asynchronous Class	Frequency	Percent
Always	101	63.92
Often	31	19.62
Sometimes	26	16.46
Never	0	0.00
Total	158	100.00

According to Table 1.8, 101, or 63 percent, of the samples always participated in synchronous and asynchronous classes, while 31 (or 19 percent) participated frequently. The rest of the respondents said they sometimes participated. These findings imply that respondent students are always present in class, whether synchronous or asynchronous.

2. Factors that Affect Mental Health and Academic Performance of the Tourism Students

Table 2.1 presents the factors that affect mental health in terms of time management.

Table 2.1 Time Management

Time Management	WM	Verbal Description
1. I get pressure when several activities are given at the same time.	3.43	At All Times
2. I do my assignments in rush because of fear of not being able to comply in all assignments.	3.06	Most of the Time
3. I do not get enough sleep due to school works.	2.99	Most of the Time
4. I have no time to eat due to busy schedule.	2.61	Most of the Time
5. It's hard for me to balance school and home at the same time.	2.96	Most of the Time
Overall Weighted Mean	3.01	Most of the Time

Table 2.1 shows that all the items in this section were described as "most of the time" except for one item, which was described as "at all times". This is "I get pressure when several activities are given at the same time." The results from this study indicate that the tourism students of Wesleyan University—Philippines were struggling most of the time in adjusting to the new normal set up and had poor time management. This contrasts the findings of Lilam's (2019) study, which found that senior high school students at Lambunao National High School have high time management abilities and appear to manage their time effectively in dealing with the many activities and tasks assigned to them.

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Table 2.2 presents the factors that affect mental health in terms of focus/concentration.

Table 2.2 Focus/Concentration

Focus/Concentration	WM	Verbal Description
1. I get distracted easily when there is noise around me while studying.	3.36	At All Times
2. I experience lose of interest in activities.	2.93	Most of the Time
3. Social media distraction affects my productivity.	3.07	Most of the Time
4. Lack of sleep give me a hard time to focus.	3.25	At All Times
5. I feel disengaged. I experience difficulty in regulating my thoughts and emotions.	3.09	Most of the Time
Overall Weighted Mean	3.14	Most of the Time

Table 2.2 shows that all the items in this section were described as "most of the time" except for two items, which were described as "at all times". These are "I get distracted easily when there is noise around me while studying" and "Lack of sleep gives me a hard time focusing". These findings intend to convey that the responding students were losing attention or concentration most of the time when studying or doing activities as a result of the new learning environment. This is congruent with the findings of Coman's et al.'s (2020) study, which found that students who answered their questionnaire felt it was more difficult to study and focus online. It is also related to the findings of Sadeghi (2019), Dhull et al., (2017), and Nazarlou (2013), who found that pupils quickly become distracted and lose attention owing to a lack of well-implemented tactics to keep them engaged, as well as a lack of expertise with this sort of learning. In addition to these factors, environmental disruptors such as noise from family members or neighbors, as well as a lack of suitable working space, have an impact on the length of time students can concentrate when learning online.

Table 2.3 presents the factors that affect mental health in terms of difficulties in internet connection.

Table 2.3 Difficulties in Internet Connection

Difficulties in Internet Connection	WM	Verbal Description
1. I experience coming in a synchronous class late due to poor internet connection.	2.84	Most of the Time
2. I experience passing an activity in the last minute due to unstable internet connection.	2.55	Most of the Time
3. I struggle downloading our online materials.	2.44	Sometimes
4. I worry a lot due to weak internet connection.	2.75	Most of the Time
5. I had missed a class because of bad internet connectivity.	2.66	Most of the Time
Overall Weighted Mean	2.65	Most of the Time

Table 2.3 shows that all the items in this section were described as "most of the time" except for one item, which was described as "sometimes". This is "I struggle to download our online materials". It can be inferred from these findings that the respondent students were experiencing problems in their virtual classes due to weak and unstable internet connections most of the time. This is consistent with the findings of the study by Mohan et al. (2020) on the impact of the COVID-19 pandemic on secondary education, which found that nearly half of the schools surveyed said that their students have a lack of access to highspeed broadband and/or a lack of access to appropriate digital devices. For disadvantaged schools and schools in catchment areas with lower than median household incomes, this figure rises to around 58% (Mohan et al., 2020).

Table 2.4 presents the factors that affect mental health in terms of gaining knowledge/developing skills.

Table 2.4 Gaining Knowledge/Developing Skills

Gaining Knowledge/Developing Skills	WM	Verbal Description
1. It's hard for me to complete a task.	2.42	Sometimes
2. It's difficult for me to follow virtual instructions of our teachers.	2.49	Sometimes

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3. The materials or equipment I used for studying is not enough.	2.44	Sometimes
4. I'm having a hard time in applying concepts taught in the subject.	2.57	Most of the Time
5. I'm not confident enough to handle difficult task with online learning mode.	2.75	Most of the Time
Overall Weighted Mean	2.53	Most of the Time

Table 2.4 shows that all the items in this section were described as "sometimes" except for two items, which were described as "most of the time". These are "I'm having a hard time applying concepts taught in the subject." and "I'm not confident enough to handle difficult tasks with the online learning mode." This study found that the respondent students had trouble absorbing sufficient information from their courses now that they had a new learning environment. This differs from the findings of Deshpande and Mhatre's study (2021). According to them, most of the students believe that the online mode of learning has improved their academic performance.

3. Mental Health Issues that the Tourism Students May Experience Amidst Virtual Learning

Table 3.1 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of stress.

Table 3.1 Stress

Stress	WM	Verbal Description
1. I'm experiencing headaches, dizziness or shaking in taking my exams.	2.99	Most of the Time
2. I overeat and developed an eating disorder due to my busy schedule in online class.	2.75	Most of the Time
3. I feel sad when I missed some tasks in school.	3.25	At All Times
4. I feel that my vision changed due to long exposure on screen.	3.26	At All Times
5. I feel exhausted due to several school activities/homework.	3.41	At All Times
Overall Weighted Mean	3.13	Most of the Time

Table 3.1 shows that all the items in this section were described as "at all times" except for two items, which were described as "most of the time." These are "I'm experiencing headaches, dizziness, or shaking while taking my exams." and "I overate and developed an eating disorder due to my busy schedule in online classes". Based on the findings, it can be deduced that the respondent students experienced health issues that were related to stress and caused them discomfort since the start of the virtual classes. This is similar to the findings of Kwaah's (2017) study. It has been discovered that heavy academic work and frequent tests are the biggest sources of stress for distance education students. In addition, according to Malik and Javed's (2021) study, students in general had moderate to high levels of stress throughout the pandemic-induced online teaching and learning. Students' mental health is greatly influenced by the support they feel from their family and the institution, which was found to be adversely connected with students' perceived stress. Despite the fact that academic, social, and psychological stressors have been found to have a negative impact on students' mental health (perceived stress), academic stressors were found to have a significantly greater negative correlation with students' stress levels than psychological and social stressors throughout COVID-19-induced online learning.

Table 3.2 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of anxiety.

Table 3.2 Anxiety

Anxiety	WM	Verbal Description
1. I worried and scared to fail my subjects.	3.63	At All Times
2. I feel nervous when there's an unexpected recitation or quiz.	3.44	At All Times
3. I overthink a lot about my school activities.	3.43	At All Times
4. I feel less confident about school than my classmates.	3.03	Most of the Time
5. I tend to find my classmates intimidating.	2.51	Most of the Time
Overall Weighted Mean	3.21	Most of the Time

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Table 3.2 shows that all the items in this section were described as "at all times", except for two items which were described as "most of the time." These are "I feel less confident about school than my classmates". and "I tend to find my classmates intimidating." According to this data, it can be stated that the respondent students were anxious about their virtual lessons most of the time, fearful of failing their topics. This is in line with the findings of the study by Ajmal and Ahmad (2019), which showed that the majority of students felt anxious during distance learning, but the factors that caused the anxiety were different, such as lack of time given to prepare assignments, due dates of activities, lack of interaction with fellow students, and so on.

Table 3.3 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of depression.

Table 3.3 Depression

Depression	WM	Verbal Description
1. I feel less interested in doing my activities.	2.73	Most of the Time
2. I feel like I don't have energy to study.	2.92	Most of the Time
3. I'm having a trouble in concentrating during class.	2.93	Most of the Time
4. I feel bad about myself or my life when I think of my failures/losses in school.	3.25	At All Times
5. I become pessimistic or believe that nothing good will ever happen when I fail in complying in my requirements in school several times.	2.97	Most of the Time
Overall Weighted Mean	2.96	Most of the Time

Table 3.3 shows that all the items in this section were described as "most of the time" except for one item, which was described as "at all times." This is "I feel bad about myself or my life when I think of my failures or losses in school." This finding aims to show that the responding students acquired sadness during the duration of their virtual learning. Due to depression, students usually think more negatively about things than before. This is consistent with the results of Field's et al. (2012) study. According to the study, depression causes a variety of mental disorders, which can lead to psychological, social, and physical issues for students both during and after their academic careers. Furthermore, Arslan et al. (2009) considered that the key difficulties in students' depression were poor self-assessment, a loss of joy and interest in daily life, eating and sleeping problems, and suicidal thoughts.

Table 3.4 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of panic attack.

Table 3.4 Panic Attack

Panic Attack	WM	Verbal Description
1. I get fidgety when I'm nervous.	2.74	Most of the Time
2. I panic when I hear my name being called during recitation.	2.89	Most of the Time
3. I am tense when I don't know about a particular lesson.	3.03	Most of the Time
4. I get agitated easily when I feel panic and bothered during my exams/quizzes.	2.92	Most of the Time
5. I feel dizzy due to difficult and synchronized school activities.	2.74	Most of the Time
Overall Weighted Mean	2.86	Most of the Time

Table 3.4 shows that all the items in this section were described as "most of the time". The overall weighted mean is 2.86. It can be inferred from these findings that the respondent students were having panic attacks most of the time in their online classes, quizzes, and exams due to various factors. This coincides with the findings of the study by Lister et al. (2021) on their research. It was stated there that the students specified why both the exam and the preparation for the exam could act as an alert for mental health problems; student nine narrated her personal experience of 'panic attacks' in "these vast exam halls," and student two discussed how being "worried" and not feeling "ready" for the exam led her to feel "I can't do this," provoking her depression and leading her to forego her module. Bad feedback and the fear of negative criticism were identified as impediments.

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Table 3.5 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of selfharming.

Table 3.5 Self-Harming

Self-Harming	WM	Verbal Description
1. I pinch myself when I can't understand a lesson.	2.02	Sometimes
2. I misuse alcohol due to stress in school.	1.84	Sometimes
3. I starve myself or binge eating due to stress in studying.	2.42	Sometimes
4. I have suicidal thoughts.	1.95	Sometimes
5. I isolate myself when I'm upset about my grades.	2.56	Most of the Time
Overall Weighted Mean	2.16	Sometimes

Table 3.5 shows that all the items in this section were described as "sometimes" except for one item, which was described as "most of the time". This is "I isolate myself when I'm upset about my grades." These results indicate that respondent students are prone to self-harm as a result of the stress they experience in their online studies. This is aligned with the findings of Hendrick's (2016) study. According to his survey, 83% believe that students use self-harm to deal with sadness, 77% agree that self-harm is used to relieve anxiety, and 73% agree that self-harm is used to calm oneself down.

Table 3.6 presents the mental health issues that may experience by the tourism students amidst virtual learning in terms of sleep deprivation.

Table 3.6 Sleep Deprivation

Sleep Deprivation	WM	Verbal Description
1. I stay up late at night due to my homework.	3.14	Most of the Time
2. I find it hard to form new memories, which can affect my learning.	2.92	Most of the Time
3. I cannot focus properly due to lack of sleep.	3.04	Most of the Time
4. I lose myself when I'm sleepless.	2.91	Most of the Time
5. I feel lousy during class when I don't get enough sleep.	2.99	Most of the Time
Overall Weighted Mean	3.00	Most of the Time

Table 3.6 shows that all the items in this section were described as "most of the time". The overall weighted mean is 3.00. These findings imply that the respondent students were no longer getting adequate sleep as a result of performing their assignments for their virtual classes at the same time. This is similar to the findings of Toyong's (2020) study. According to his study, assignments and homework are thought to be two of the three primary causes of students' staying up late. It also revealed that the three most common classroom behaviors were: students were drowsy during class discussions; they napped in class during free times; and they were exhausted during lessons.

V. CONCLUSION

Based on the above findings, the following statement has been concluded:

1. According to the findings, the majority of the 158 respondents from Wesleyan University—Philippines tourism students were 20 years old or younger, female, single, in their second year, enrolled in six to eight courses this semester, mostly used their cell phones in online classes, spent five to seven hours a day in online classes and activities, and always participated in synchronous and asynchronous classes.
2. In conclusion, the mental health issues of the students matter and are affected by the sudden changes, especially in this new learning setup. Students' academic performance is highly affected by the negative effects of virtual learning and it is proven that the pandemic has become a barrier to them. Time management, focus/concentration, difficulties in internet connection, and gaining knowledge/developing skills are the factors that the researchers found that affect the tourism student's mental health and academic performance during virtual learning.
3. Students tend to have a major problem with their time management. They cannot properly balance the time spent studying and doing their responsibilities at home because they are in the same environment at school and at home. Tourism students

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feel pressured into doing their simultaneous activities in their online classes. In addition to this, they cannot separate the time of school from the time when they need to rest.

4. The learning environment is very important to the students. A little noise could be a distraction to a student who's studying. Another cause is a lack of sleep. When a student doesn't get enough sleep, they tend to lose focus in their online classes.
5. One of the biggest problems for most of the students is the poor internet connection. Tourism students have experienced issues in their online classes due to the weak internet. They had experienced passing their activities at the last minute before the deadline and had absences in their synchronous classes due to the poor internet connectivity.
6. Tourism students at Wesleyan University – Philippines were having a hard time adjusting to online learning in terms of gaining knowledge and developing skills. Answering difficult tasks from their online classes has become an issue due to their lack of confidence if they are doing it right. One reason could be that they do not fully understand what the teachers instructed them to do and need a deeper explanation, which cannot be answered immediately since the students and teachers are away from each other. Applying the concepts from online teaching was hard for them to retain since it has been said that there are many distractions in their environment.
7. As per the study, tourism students have experienced signs of stress, anxiety, depression, panic attacks, and sleep deprivation most of the time due to their online classes. Signs of these mental health issues also affect their academic performance in the new normal set up. The study also showed that self-harm among tourism students occurs sometimes.

VI. RECOMMENDATIONS

1. Tourism students should stay on track by using a calendar and schedule of their dedicated time to studying and for their house responsibilities. Track which homework and activities should be done first so the students know where to begin and what to prioritize. They can also use a timer to divide their day so that they are not overburdened with schoolwork and studying. Tourism students can set a timer to remind them of things like toilet breaks, mealtimes, time to relax, and when it's time to study again.
2. Noise-canceling earphones can assist tourism students in keeping their focus while studying by blocking out unnecessary and distracting noises from their learning environment at home. Students should also keep their cellphones and other gadgets away from irrelevant purposes for them to avoid sleeping late.
3. Tourism students should always have a backup plan in place by having mobile data on their cellphone in case their Wi-Fi goes down.
4. Tourism students should practice taking notes during their classes. This is a good habit for the students to easily remember what the current lessons are from their classes. Students should widen their sources of knowledge. Surfing the internet for school purposes is very helpful for gaining a deep and broad understanding of their lessons. Studying for long hours is also exhausting. Thus, they should only allot four to five hours of studying to avoid the things that can trigger their mental health issues, which can also affect their academic performance. The new learning set up for the tourism students also needs to be enjoyable for them to be motivated. They should keep their study space more comfortable and welcoming as it can help the students maintain a good mood.
5. A good coping mechanism is essential to reduce stress. Tourism students should have some time for themselves, like rewarding themselves or hanging out with their friends or families.
6. Tourism students should do self-meditation such as deep breathing, yoga, and self-talk to help them alleviate anxiety.
7. Tourism students with signs of depression should avoid or reduce exposure to some common triggers. They should also stay connected to the people who care about them like their families, especially their parents or join a group as much as possible to support them emotionally. They should learn how to balance their time with studying by having bonding with their families where they can do board games, simple lunch or dinner at home.
8. Tourism students who have panic attacks should inform their teachers about their situation, as it can happen for no specific reason. They can also seek counseling, if needed.
9. Tourism students who have the possibility of self-harming should practice releasing their feelings or burdens in a safer way. Parents should be aware of the circumstances that may affect their children. Guardians should keep them away from hazardous things that they might use to harm themselves, like sharp objects.
10. Tourism students who are sleep deprived should establish a sleeping schedule to have a proper circadian rhythm. They can also try reading books or watching videos to fall asleep easily.

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