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Positive and Negative Experiences of Meranao Adolescent Students During the COVID-19 Pandemic: A Narrative Method Analysis

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Abstract

Lockdown, isolation, quarantine, and social distancing are proven to be the only effective measures to prevent and tackle COVID-19 to date. Unfortunately, these measures have caused physical, economical, and mental health problems. Despite a growing interest in the field, scarce narrative studies have delved into adolescents' psychological experiences related to global emergencies caused by infectious diseases. Considering the lack of knowledge in literature and the need to investigate an unexplored topic, a qualitative study was performed to explore adolescents' feelings and thoughts using their narratives. The study was carried out with 150 adolescent students who are continuing their studies in Marawi City. Findings show that adolescents were more forthcoming about their negative experiences than about positive ones. Looking at word occurrence in the two texts (positive and negative experience), many commonalities emerged. Overall, 9 words out of 20 are shared in the vocabulary of the two collected narratives. Looking at the modeling emergent themes analysis, the T-Lab software revealed four themes for each text.

Keywords: Positive, Negative, Experiences, Adolescent, Covid-19, Narratives

1. Introduction

The World Health Organization labeled this coronavirus illness (COVID-19) a pandemic on March 11, 2020. It is undeniable that the COVID-19 pandemic causes sudden changes in the lives of people which includes health risk that leads to consequences to the health of an individual. On March 16, 2020, President Rodrigo Duterte of the Philippines announced the heightened community quarantine. There were curfews, checkpoints, and travel limitations in place. Trade and school operations have been stopped. Individuals were compelled to stay at home. The COVID-19 epidemic has brought the mental health of those who have been affected to the fore. The presence of a pandemic is broadly recognized to heighten or cause extra pressures, such as anxiety and stress for oneself or cherished ones, limitations on physical movement, and social exercises, and sudden and serious way of life changes

due to quarantine. In Marawi City, the effect of the outbreak has affected many. Financial problems and health issues were among the few of the challenges faced by the people including adolescents.

During the COVID-19 event and the ensuing lockdown, adolescents were exposed to a substantial change in their personal and interpersonal environments. They are associated with certain developmental activities such as establishing one's identity and growing autonomy through redefining parental relationships and forming bonds with peers, among other things (Havighurst, 1948, as cited by Fioretti et al., 2020). Infection or the loss of family and friends can hurt a person's mental health. Patients with COVID-19, whether confirmed or suspected, may experience dread, whereas those in quarantine may experience boredom, loneliness, and wrath. The COVID-19 pandemic is a public health issue that presents worries and challenges concerning people's mental health on many levels (Ellis et al., 2020).

Anxiety, despair, psychological stress, and destitute rest have been famous as the essential mental impacts of living with the COVID-19 crisis (Guessoum et al., 2020). In line with this, great impacts have been brought to the students who experience living in the COVID-19 crisis and it affects their studies and aspect of living their lives. These impacts that affect the students can be both positive and negative aspect that brings changes to the way they live (Pigaiani et al., 2020).

Adolescents endured a significant change in their individual and social environment during the COVID-19 incident that brought about the lockdown, impairing their developmental tasks. There is currently a scarcity of information about adolescents' experiences with COVID-19 and the underlying psychological disorders that accompany it. The researchers interviewed adolescents about their most traumatic encounters with COVID-19 and national lockdown to acquire a better understanding of their subjective experiences with COVID-19 and national lockdown, as well as the possible impact of biographical disruption on developmental tasks.

2. Methodology

The methodological approach in this study is a qualitative design which was done by collecting data through an online survey and/or face-to-face using the participants' narratives. The researchers asked 150 Meranao adolescent students from different high schools and colleges in Marawi City to write voluntarily about their most positive and most negative life experiences during the COVID-19 epidemic.

The first part of the survey asked for the profile of the participants while the second part asked for their negative and positive experiences during the COVID-19 lockdown. The survey was carried out by sending a link to the Google Form survey questionnaire to each participant's social media account (i.e., Facebook, and Email) or by sending the printed survey questionnaire to the selected schools where the participants are enrolled.

The T-Lab Software was then used to do a modeling emergent themes study (Lancia, 2004). Modeling of New Subjects utilizes a probabilistic show that uses the Latent Dirichlet Allocation to reveal, evaluate, and extrapolate the essential themes (or subjects) rising from the content using co-occurrence designs of key-term examination. The data analysis comes about in several themes that described the primary contents of a textual corpus. This type of textual analysis is therefore recommended in studies intending to go further into previously unknown themes to find factors associated with a certain type of experience that should be researched further.

3. Results and Discussion

3.1 Demographic Profile of the Participants

The majority of the 150 participants who voluntarily took part in this study are 17 years old, female, Meranaos, and are senior high school students currently enrolled in selected schools in Marawi City. Many researchers have particularly studied psychological experiences connected to COVID-19's global emergency and lockdown experience in children and adolescents (Lee, 2020), although data from autobiographical narratives are limited.

Furthermore, this result implied that senior high school students who were 17 years of age had enough insights and engaging narratives on their positive and negative experiences related to COVID-19. It also showed that when it comes to answering survey questionnaires, females are much more willing to participate than male participants. The majority of the participants were enrolled in RC-AKIC which implies that this school has the greatest number of senior high school students in Marawi City. Generally, these results implied that since the majority of the participants were residing in the city, most of them were more aware and more exposed to the issue of the pandemic. To have better understanding with COVID19 and national lockdown, researchers interviewed adolescents about their most traumatic and subjective experiences to the said pandemic, as well as the possible impact of biographical disruption on developmental tasks.

3.2 Experience Narratives on COVID19

The occurrence of the most reported 20 words both for positive and negative experience narratives			
Positive experience narratives		**Negative experience narratives**	
Word	**Occurrence**	**Word**	**Occurrence**
Time	127	Experience	130
Family	122	Negative	111
Positive	116	Quarantine	93
Experience	113	Pandemic	66
Quarantine	71	Time	52
Home	52	COVID-19	50
Pandemic	50	Outside	48
Spend	50	Family	37
Bond	49	School	37
House	34	Friends	34
COVID-19	32	Home	34
Learned	27	House	33
Stay	27	Hard	33
Good	23	People	27
Help	20	Think	26
Watch	20	Bad	25
Parent	19	Day	24
Work	219	Lockdown	24
Close	18	Stay	23
Cook	17	Able to	22

Table 1: Most Frequently Used Terms in The Positive and Negative Experience Narratives

Table 1 revealed words that are frequently used by the participants within the two writings (positive and negative experience). Among the 20 most cited terms in both writings, there are: "Time," "Family," "Experience," "Quarantine," "COVID-19," "Pandemic," "Stay," "House," and "Home." Overall, 9 of the 20 words in the lexicon of the two collected narratives are the same.

The T-Lab program identified four themes for each text based on the modeling emergent themes analysis. The following Tables 2 and 3 summarized the primary terms related to each of the emerging topics. When comparing the frequency of words in both texts, the results demonstrate that the keywords used to express the most positive and negative experiences are comparable. Emergent themes, on the other hand, brought to light a variety of issues related to the same words.

Table 2: Participants' Positive Experiences Narratives Related to COVID-19

Re-discovering the Family 49%			Discovering oneself 25%			Fasting in the Month Ramadhan 10%			New learning via Watching 16%		
Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use
Family	99	99	Time	111	111	Pandemic	87	87	Time	97	97
Positive	82	82	Family	77	77	Experience	81	81	Watch	77	77
Experiences	77	77	Experience	68	68	Positive	75	75	Positive	69	69
Time	69	69	Learned	65	65	Good	58	58	Know	62	62
Quarantine	55	55	Spend	51	51	Ramadhan	52	52	Play	50	50
Bond	51	51	House	51	51	Month	46	46	Experience	46	46
Home	50	50	Positive	43	43	People	46	46	Quarantine	38	38
Pandemic	35	35	Quarantine	39	39	Province	39	39	Family	35	35
Stay	33	33	Help	37	37	Focus	35	35	Help	35	35
Spend	32	32	Work	36	36	Health	35	35	Friend	27	27
Closer	22	22	Busy	27	27	Prayer	35	35	Game	27	27
COVID-19	21	21	Clean	24	24	Skip	35	35	Good	27	27
Parent	17	17	Home	22	22	Travel	25	25	Drama	25	25
Happen	16	16	Care	19	19	Money	29	29	Able to	23	23
House	16	16	Bond	17	17	Student	29	29	Day	23	23
Life	16	16	Sibling	17	17	Think	29	29	Sleep	23	23
Happy	15	15	Sister	17	17	Though	29	29	Think	23	23
Times	13	13	Mother	14	14	Great	23	23	Bored	19	19
Learn	12	12	Rest	14	14	Guess	23	23	Class	19	19
Love	12	12	Cook	12	12	Outside	23	23	Cousin	19	19
Realize	12	12	Read	12	12	Place	23	23	Fun	19	19
Enjoy	11	11	Parent	12	12	Strict	23	23	Inside	19	19
Memory	11	11	Activity	12	12	School	23	23	Korean	19	19
Talk	11	11				Able to	17	17	Learn	19	19
People	10	10				Cousin	17	17	Lockdown	19	19
Sibling	10	10				Spend	17	17	Movie	19	19
Day	9	9				Home	12	12	Social	19	19
Situation	9	9				Decide	6	6	Video	19	19
Able	7	7				Negative	6	6	Anime	15	15
Close	7	7				Sleep	6	6	Medium	15	15
Complete	7	7							Talk	15	15
Free	7	7							World	15	15
Good	7	7							Love	4	4
Lockdown	7	7							Module	4	4
Strengthen	7	7									
Strong	7	7									
Eat	6	6									
Faith	6	6									
Negative	6	6									
Pray	6	6									
Relative	6	6									
Pray	6	6									
Relative	6	6									
Safe	6	6									
Start	6	6									
Almighty	5	5									
Bad	5	5									
Beloved	5	5									
Bring	5	5									
Challenge	5	5									
Feel	5	5									
Felt	5	5									
Healthy	5	5									
Moment	5	5									
Nephew	5	5									
Work	5	5									
Decide	4	4									

The study showed four themes in terms of the positive experiences of the participants. The themes are re-discovering the family, discovering oneself, fasting in the month of Ramadhan, and new learning via watching. The frequency of words explained by each theme is reported in Table 4.2 below. The table shows words with a degree of association within every theme. Keywords are reported following their occurrence in the narrative.

The first theme**, "Re-discovering the family,"** which was soaked by 49 % of the lemmas and centered on the positive effect of investing time with family members and finding the delight in doing things together, was assigned the foremost representative for positive experiences collected:

Extract**.** *When I got home, our family members were finally complete, and we got closer. We were able to share and discuss something, and, we had family bonding in our home. The positive experience I had during these times would be me and my family members and relatives getting much closer because we have more time to talk to each other and bond.*

Extract*. One of the positive experiences caused by the lockdown is that we spend more time getting together with my family. The relationship we had become more attached and stronger. The positive things are, we are having much time with our families and getting to know ourselves by getting bored. Sometimes when we are alone staying at home, we get to have time for ourselves.*

Extract**.** *The positive experience in my quarantine days is that we have a lot of memories with my family, especially every time we had a bonding because before the pandemic, both my parents were all busy, so they don't have time to spend with us, but luckily this pandemic we had all spent our times with our beloved persons.*

As seen by the narratives on positive experiences of living with COVID-19, the home takes on a double meaning within the lives of adolescents, serving as both a put to rediscover family as a defensive component and a place to appreciate activities and spend time together. Family time, according to Guessoum et al. (2020), is related to fewer depressive side effects in youths. Besides, the discoveries suggest that family may play a dynamic portion within the co-construction of what it implies to live during a pandemic and can allow support through misfortune experiences, which show up to be the foremost predominant theme in adolescents' narratives, according to the findings.

Importantly, as indicated by the impact of family meals on positive adolescent development, parent communication has a constant protective effect Guardians can both increment and buffer the effect of upsetting experiences on adolescent mental well-being during times of crisis (Collins and Laursen, 2004; Platt et al., 2016). During the physical distance lockdown, guardians and siblings were given a few of the only in-person mental support and connection. As a result, the number of times adolescents went through with their families may relieve the impacts of the pandemic on their mental well-being and families have been encouraged to esteem their time.

In the second emergent theme, named **"Discovering oneself"** (25% of lemmas) Adolescents reportedly found delight in investing time alone with themselves, reading, listening to music, sketching, and exercising.

Extract*. I learned how to cook; before the pandemic, I am so lazy when it comes to cooking and cleaning, I learned to work at home, I learned how to wash my clothes, and that was my experience that I could share. My positive experience in this quarantine is I get to bond with my family, we spent more time than before, and I always have time to help my mother do things in the house.*

Extract*. My positive experience when I have a lot of time with my family, my parents, and siblings, during that pandemic, my sister got pregnant and I helped her to do her work at school and work in the kitchen, I am always by her side because I am her only one sister and my mother is sick for her mild stroke. I helped them do that activity like gardening, flowering, and other house activity like laundering, cleaning the house, cooking, and so on. And also, learned how to take care of a child.*

Extract*. During COVID-19 and quarantine, there are a lot of positives that I experience than negative because during quarantine I spent my time with my family and helped them do that activity like gardening, flowering, and other house activity like laundering, cleaning the house, cooking, and so on.*

The rise in everyday creativity during this period may be seen in general social media posts, as more people are showing their at-home skills. Personal projects tend to contribute to present well-being independent of coping style and predict change in well-being for adults using all coping methods, according to the research. Participants' coping mechanisms are also consistent with individuals who have dealt with comparable outbreaks. According to Kapoor and Kaufman (2020), individuals amidst the pandemic were drawn not only to behaving creatively but to engaging in the act of creation itself. Individuals continued to need to express or distract themselves by creating something. The very act of making something seems to have value by itself, possibly as a method to cope with uncertainty and tolerate ambiguity. Past research has suggested that partaking in everyday creative activities is associated with positive affect and well-being.

The third emerged theme, dealt with "**Fasting in the month of Ramadhan**," 10% of the lemmas were saturated, and attention was drawn to giving charity and being religious especially in the month of Ramadhan together with the family:

Extract**.** *During the crisis of this pandemic, my parents donate money for groceries and give it to our barangay chairman, especially in the month of Ramadhan, and also during Ramadhan, I am so happy because I am staying at home, I can focus on my prayer, I did not skip on my prayer. In my experience, I am healthy and safe, I have a lot of time to spend with my family.*

Extract. *During this pandemic, planting, and cooking becomes a trend. We got to try coking trends in this pandemic like the making of finger foods and making beverages like Algona coffee. This pandemic becomes a healing time for me spiritually and emotionally. The most positive experience was during the end of Ramadhan. Because I didn't skip a day of fasting.*

Extract. *I fasted the whole Ramadhan then my mother bought me a new phone as a reward and a present for fasting every day for the whole month of Ramadhan. My positive experience during this COVID-19 is I have more time with my family and for myself.*

The participants narrate that one of their positive experiences is spending the whole month of Ramadhan with their family which could have a positive effect on their mental well-being during the pandemic. According to the study by Elmajnoun et al. (2020), the effects of Ramadhan Fasting on human health have shown that it has a favorable effect by helping to overcome stress and to enhance an individual's self-control and self-discipline. Muslims take the Ramadhan as an opportunity to make meaningful alterations to their lifestyle in general that could have long-lasting effects and enable them to live healthier and happier life with their families.

The last theme, "**New way of learning**," was saturated by 16% of the lemmas and concerned participants' connecting to learning through watching social media. Most of the participants reported having a lot of time with their families and watching to learn:

Extract. *The positive experience for me is that I can sleep late because I don't have a class in the morning. I watched those pending Korean dramas I've been meaning to watch before the pandemic. I have a lot of time anyway. I have tried doing trendy things on social media like cooking and calligraphy.*

Extract. *My life during quarantine is the best or most positive that I have had during quarantine I don't have many positive experiences, but I think when I got to watch anime, watch lots of movies, and anime, series, and I got also have time to bond with my cousins and I think it's fun.*

Extract. *The positive experience I have had in my quarantine is I have time with my family, we get a bonding unlike before because my family was busy at work, I always watch anime, Korean drama, etc. Sometimes I watch on YouTube to learn.*

The participants stated that learning new things online using social media is one of their positive experiences during the pandemic. Social media became an especially popular platform for learning new things and creativity during times of the pandemic when everyone is isolated in their home. Women continued to be more involved in watching TV programs throughout the COVID-19 emergency. There has been a noticeable trend of people around the world consuming similar content. Those individuals with access to resources binge-watching similar programming around the same time. Some of the reasons were that people were largely restricted from staying in, so any home-based activity was more likely to be pursued (Kapoor and Kaufman, 2020).

Table 3: Respondents' Negative Narratives Related to COVID-19

Anguish and Loss 20%			Inadequate Supplies 14%			Confinement 45%			Closure of School 21%		
Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use	Keyword	Word frequency	Word total use
Quarantine	62	62	Outside	80	80	Experience	74	74	School	76	76
Time	48	48	Negative	77	77	Negative	66	66	Quarantine	72	72
COVID	37	37	Allow	61	61	Pandemic	53	53	Experience	62	62
Hard	31	31	Buy	61	61	COVID-19	36	36	Class	39	39
Positive	31	31	Food	58	58	Quarantine	29	29	Day	39	39
Family	26	26	Eat	48	48	Friends	25	25	Time	39	39
Health	26	26	Experience	48	48	Family	24	24	Negatives	37	37
City	24	24	Work	38	38	Bad	24	24	House	27	27
Die	24	24	Close	32	32	Outside	22	22	COVID-19	23	23
Need	24	24	Job	32	32	Stay	18	18	Hard	21	21

Word			Word			Word			Word		
Pandemic	24	24	Money	32	32	Feel	18	18	Learn	21	21
Brother	22	22	Struggle	29	29	Anxiety	15	15	Change	19	19
People	20	20	Easy	26	26	Depression	14	14	Face	19	19
Test	20	20	Store	22	22	Month	13	13	Friend	16	16
Week	20	20	Situation	22	22	Go out	12	12	Internet	16	16
Experiences	18	18	Lock	19	19	Social	12	12	Life	16	16
House	18	18	Live	19	19	Stress	11	11	Lockdown	16	16
Neighbor	18	18	Need	16	16	Suffer	11	11	Place	16	16
Travel	18	18	Daily	16	16	House	11	11	Bore	14	14
Lockdown	15	15	Year	16	16	Anxious	10	10	Early	14	14
Mental	15	15	Market	13	13	Lockdown	9	9	Financial	14	14
Parent	15	15	Income	6	6	Life	9	9	Lost	14	14
Spread	15	15				Distance	7	7	Love	14	14
Ask	13	13				Exercise	6	6	Miss	14	14
Attack	13	13							Play	14	14
Busy	13	13							Spend	14	14
Care	13	13							Activity	12	12
Father	13	13							Education	12	12
Allah	11	11							Modular	12	12
Child	11	11							Plan	12	12
Cousin	11	11							Attend	10	10
Help	11	11							Connection	10	10
Member	11	11							Disappointed	10	10
Physical	11	11							Future	10	10
Relative	11	11							Go out	10	10
Right	11	11							Home	10	10
Swab	11	11							Lazy	10	10
Though	11	11							Classmate	8	8
Worry	11	11							Continue	8	8
Medical	9	9							Difficult	8	8
Remember	9	9							Enjoy	8	8
Sister	9	9							Limit	8	8
Sleep	9	9							Relative	8	8
Virus	9	9							Stay	8	8
World	9	9							Worry	8	8
Worried	9	9							Age	6	6
Young	9	9							Learning	6	6
Anxiety	7	7							Sleep	6	6
Pressure	7	7							Use to	6	6
Spend	2	2							Felt	4	4
									Good	4	4
									National	4	4
									Panic	4	4
									Pressure	4	4
									Daily	2	2

The study showed four themes in terms of the negative experiences of the participants. The themes are anguish and loss, inadequate supplies, confinement, and closure of the school. The frequency of words explained by each theme is reported in the table below. The table shows words with a degree of association within every theme. Keywords are reported following their occurrence in the narrative.

"Anguish and Loss" is the first and most representative theme explained by 20% of the participants.
Extract. "*We are four in our house at that time and no others can help us, we don't know what we need to do, we can't go to our neighbor because in their house they were COVID-positive, and some of the other relatives are in a far place, we can call them but they cannot go to us because of the quarantine and national lockdown*"
Extract. "*Because you know President Duterte lock down the city and town and that time is Ramadhan so everyone finds a way to make earn money for the family. One of those negative moments I experienced during COVID ECQ is when my brother died. It was hard to travel because it's not easy to pass those checkpoints but still, I tried my best just to see him but it's already too late.*"
Extract. "*Exactly one week after the celebration, my cousin died, it was super shocking, the family did not know that she had myoma only her parents knew. It felt horrible and so hard to accept because we did not have the chance to take care of her because of the pandemic, we are apart from each other. Until now, we can still feel the pain but with God's guidance, everyone is slowly healing.*"

In collected narratives, the inability to say goodbye to family and friends, as well as experiencing contact with their deaths, is a common theme. Grief is hindered by the inability to directly experience loss, according to a female participant. Adolescents expressed their dissatisfaction with the fact that they had lost physical and emotional touch with their families as a result of the quarantine. The inability to have direct touch with loss and death, according to the participants, might be painful in the life of an adolescent. In their narratives, grief is a

private and unique process, just as it is in the case of tragic events. According to Shanahan, et al. (2020), an increase in perceived stress was connected to increased health risks or actual COVID-19 disease in loved ones.

The second theme, labeled "**Inadequate Supplies**," explained 14% of the lemmas. Participants described their experiences with life under quarantine as well as their experiences with food scarcity.

Extract. "*Having nothing to eat because the workers, whom we expect to provide us our daily needs, cannot do work and cannot have their salary, is probably the most negative experience, most people had during that time. Every one of us cannot even go out to buy something we need/we have to eat for the meal. And we are living with my cousins and aunties*".

Extract. "*The most negative experience I had during the pandemic was our business was down for more than 3 months, my parents are not government employees if our store is closed, we can't get money, if we don't have any extra money, we can't buy our needs, especially foods and so on*".

The narratives reported the impact of having a family member lose a job due to this pandemic and that causes their lack of supplies. The psychological impacts of COVID-19 disruptions to studies and jobs, which they described as a feeling of being unable to walk outside, exacerbated participants' immediate concerns about fulfilling basic requirements. According to Brooks et al., (2020) having insufficient basic resources (food, drink, clothes, or accommodation) during quarantine is one of the 26 stressors, and it is a source of unhappiness, as well as anxiety and anger 4–6 months after release. Economic and social variables were more significantly and continuously associated with suffering during the COVID-19 crisis, according to Shanahan (2020).

The third theme, which accounted for 45% of all lemmas, dealt with the impact of "**Confinement**," in which a male adolescent described feeling like spending too much time inside the house worsen anxiety.

Extract. "*The negative experience that I experienced in this COVID-19 pandemic is staying home for a long period. Because when I stay inside your house for days and do not go outside, I feel like there is no improvement in me. I mean I did not learn new things outside.*"

Extract. "*The negative experience I had is that I think my mental health worsen by the pandemic. I mean, staying outside the home makes me feel free, and staying at home where there's a toxic environment worsens my anxiety*".

Staying at home during this pandemic works as a stressor as narrated by one of the participants. This suggests that the current COVID-19-imposed social isolation limits on children may lead to a rise in mental health concerns, as well as probable posttraumatic stress. These findings are consistent with Loades et al., (2020)'s early unpublished data from China during the COVID-19 pandemic, which reveals that children and adolescents aged 3 to 18 years old display anxiety-related behaviors such as clinginess, distraction, fear of asking inquiries regarding the pandemic, and irritability, findings showed children who were exposed to forced isolation or quarantine in prior pandemics were five times more likely to seek mental health treatment and had higher levels of posttraumatic stress. Brooks et al., (2020) confirmed these findings, stating in their paper that the length of the quarantine is one of the stresses during confinement; a longer quarantine has been associated with poor mental health, particularly post-traumatic stress.

The fourth emergent theme was labeled because it was saturated by 21% of lemmas "**Closure of Schools**". Participants expressed their feelings of longing for school.

Extract. "*In my case, the most negative experience I had, was I became lazier, and I faced many family problems that pressured me. Because being able to go outside and to school was my way to exercise and escape from my problems yet, quarantine prevented me from doing so. Also, during the quarantine, I wasn't able to continue my studies.*"

Extract. "*The most negative that I experienced was boredom because I can't go out and I can't spend my time with my friends, and we are not allowed to go to school. I miss my daily routine, waking up early, taking a bath early, eating my breakfast early, wearing my uniform, going to school with my friends, and missing face-to-face classes. I can't go to the other places I want to go*".

Extract. "*The negative experience for me is that I become lazier. My days during the quarantine were not productive. Since classes are suspended, I get to decide when to get up from my bed. Now that I got used to it, I find it hard to wake up early in the morning.*"

One of the narratives reported the participant's difficult adjustment to a new everyday schedule in which their closest connections (friends) and everyday routines take on a new and disturbing significance. School closures are part of a larger range of disruptions to everyday routines that participants viewed as unpleasant.

The narrative shows that adolescents who do not attend school and instead remain at home are physically inactive. According to Wang et al. (2020), the negative impacts on mental health are more pronounced when children and young people are kept in their homes and are unable to engage in activities outside of the house or interact with peers. This study confirmed these concerns, revealing that the majority of adolescent respondents were most affected by their inability to see friends and relatives, as well as their inability to go out and attend school.

4. Conclusion

Because there's few of logical research on adolescents' experiences of living with irresistible illnesses and beneath national lockdown, the current study adds to our understanding of the negative and positive aspects of such a life-changing experience during this unique developmental stage.

This research has a wide range of social and psychological effects. The findings suggest that the COVID-19 incident has surely had a substantial influence on the Meranao adolescents' way of life and mental health. Given these findings, the physical and emotional effects of the COVID-19 pandemic on adolescents and children are a matter of critical concern for both governments and families, and they must not be overlooked, particularly in this era of a gradual return to normalcy. As a result, adequate strategies must be prepared to assist the adolescent population in dealing with the instability related to the pandemic and the isolated period, to play down the mental effect of school closures and home restrictions as much as conceivable, and to ensure satisfactory bolster for the return.

The participants are already dealing with mental health issues, which is a struggle. Through the narratives of Meranao adolescent pupils, this study was able to learn about their good and negative experiences. To sum up, the findings imply that the influence of lockout on adolescent developmental tasks should be considered.

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Appendix

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OPEN-ENDED WRITTEN SURVEY

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Directions: Please fill in the sheet below with the necessary information needed.

I.   **Profile of the Participants**

> Name (optional):
> Age:
> Sex:
> School:
> Ethnicity:
> Location during GCQ and national lockdown:

II.   **Positive and Negative Experiences of the Participants during COVID-19 Lockdown**

1. "Please, think about your memories surrounding COVID-19 and the "quarantine". Would you please tell us your most **negative experience**? Take your time and narrate what happened and how you experienced it. There are no limits of time and space for your narrative".

2. "Referring again to your memories surrounding COVID-19 and the "quarantine", would you please tell us your most **positive experience**? Please, narrate what happened and how you experienced that episode. There are no limits of time and space for your narrative".