

Depression, Anxiety, and Stress of Criminology Students during Distance Learning: A Cross-Sectional Survey

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ABSTRACT

This study determined the level of depression, anxiety, and stress of the Criminology students from first to the third year of UM Bansalan College during distance learning. This study used cross-sectional survey as research design. Two hundred sixteen (216) Filipino Criminology students, determined using stratified random sampling, responded to the surveys. Frequency, percentage, t-Test, and Analysis of Variance (ANOVA) were used as statistical tools. Researchers adapted the Depression, Anxiety, and Stress Scale by Loviband and Lovibond (1995). Results revealed that there were 160 males and 56 females whose ages were classified into three groups: 18-20, 21-23, and 24-26, in which the majority belonged to the first year level and were single. Their primary ethnicity is Bisaya, and most are Christians, while their monthly family income ranged from Php5000-Php25,000. Also, findings revealed that the students' depression, anxiety, and stress during distance learning were normal. Analyzing the level of the three scales, when compared according to the demographic profile, shows that male students have significantly higher stress levels than the females. Also, males experienced mild to severe symptoms of depression and anxiety as compared to their female counterparts. As to the age, data showed no significant difference in the stress level among different age groups, but 18-20 year-old students experienced significantly higher levels of depression and anxiety symptoms compared to other age groups. In terms of year level, first-year students have high levels of depression, anxiety, and stress compared to other year levels. Further, there was no significant difference in the level of depression, anxiety, and stress when analyzed according to civil status and ethnicity. Still, there was a significant difference in the stress level between Christian students and Islam and other religions. As to family monthly income, there are significant differences in the level of depression, anxiety, and stress of students, signifying that those with an average family monthly income are more prone to depression, anxiety, and stress. Practical recommendations are presented in this study.

Keywords: *anxiety, criminology students, cross-sectional survey, depression, distance learning, stress*

INTRODUCTION

The COVID-19 pandemic had been sweeping the globe since the World Health Organization (WHO) designated it a pandemic in March 2020 (World Health Organization, 2020). Universities shut down due to the lockdown brought by the pandemic's impact on higher education. Higher Education Institutions (HEIs) replaced in-person lectures with online learning. Because of this, most colleges and institutions encountered problems since the new setup might result in mental health issues (Talidong, 2020). The public was under much stress due to COVID-19, which also became a global hazard to human health. Students who are from low income families, women, and non-binary students had higher risks of major depressive illness and generalized anxiety disorder. In addition, compared to prior years, the pandemic increased the prevalence of mental health issues among students (Chrikov et al., 2020).

In China, assessments of college students' mental health revealed higher levels of anxiety and sadness in the wake of the pandemic (Yuanyuan et al., 2020). As more academic institutions in the United States moved to online education, some students faced mental health problems since their regular academic schedules were disturbed (Agnew et al., 2019). Because of the long-term pandemic condition and burdensome measures like lockdowns and stay-at-home orders, the COVID-19 pandemic has had a detrimental impact on higher education (Son et al., 2020). Approximately 71% of college students said that the pandemic caused them to feel more stressed and anxious. Much pressure was blamed for the higher-than-average stress, anxiety, and depressive thinking among students. Students used good and harmful coping mechanisms to help themselves and others with stress and anxiety (Son et al., 2020).

In the Philippines, the pandemic had a significant effect on students' mental health as well. Classes had to be postponed because of the lockdown. Majority of the colleges and institutions also struggled with the issue of virtual learning. The most frequent reason for academic failure was mental illness. A student's motivation, attentiveness, and social connections—all crucial for academic success—were impacted by mental illness for academic achievement (Baloran, 2020).

The Evolution Theory of Loneliness (ETL) and Behaviorist Theory were used to explain the problem with students' mental health issues during the COVID-19 pandemic. First, the ETL outlined how loneliness perception might impact physical and mental health (Cacioppo & Cacioppo, 2018). For the general population, there is promising research on the connections between loneliness and anxiety, and loneliness and depression. The longer the social seclusion continues, the more likely it will make a person feel lonely. Lack of interest, general disengagement, loneliness, or diminished enjoyment in activities are signs of mental illness (Cacioppo & Cacioppo, 2018). Researchers adopted this idea because students may feel social withdrawal, whether learning online or in a face-to-face setting, resulting in loneliness and home isolation, which can cause melancholy, anxiety, and stress. On the other hand, Watson's (1913) Behaviorist Theory contends that a person's behavior is mainly determined by their exterior and outward behaviors due to their limited access to insights into

their interior activities. Researchers adopted this idea because the COVID-19 pandemic, which is an external factor, and outward behavior affected the students' mental health by influencing their interior understanding and conduct.

Considering the aforementioned theoretical foundations, this study concentrated on the mental health of UM Bansalan College Criminology students while they were enrolled in distance learning. The researchers did not find studies in the Philippines, particularly in the local settings, that evaluate the level of depression, anxiety, and stress of Filipino Criminology students while enrolled in distance learning, even though there have been studies conducted to assess the depression, anxiety, and stress of students during the COVID-19 pandemic. As a result, this research may help create a new understanding. Also, the community may gain from this study's numerical data by knowing how distance learning helps students identify the early warning signals and dangers of mental illness. To aid students struggling with mental health concerns, teachers can also take actions in the classroom. Future researchers may be able to gather information on college student's mental health as a foundation for creating new tests, diagnoses, and studies regarding mental health during a pandemic.

This study's primary goal was to evaluate the depression, anxiety, and anxiety levels of Criminology students, enrolled in distance learning at the UM Bansalan College. It specifically aimed to answer to the following questions:

1. What is the demographic profile of Criminology students during distance learning in terms of the following:
 - 1.1 gender,
 - 1.2 age,
 - 1.3 year level,
 - 1.4 civil status,
 - 1.5 ethnicity,
 - 1.6 religion, and
 - 1.7 monthly family income?
2. What is the level of depression, anxiety, and stress of Criminology students during distance learning?
3. Is there a significant difference in the level of depression, anxiety, and stress of Criminology students during distance learning when analyzed according to demographic profile?

METHOD

Research Design

The researchers used a quantitative approach, particularly descriptive, cross-sectional method where they defined and statistically calculated the level of depression, anxiety, and stress of Criminology students in distance learning. A descriptive approach involved examining people, things, or circumstances to characterize them. The researchers described the sample or the variables; they did not alter them. Descriptive studies examined a population's characteristics and point out any issues that the group may be experiencing (Siedlecki, 2020).

In a cross-sectional investigation, the researchers simultaneously examined the participants' exposures and outcomes (Setia, 2016). A cross-sectional study was conducted without changing any factors or altering the environment, examining a sample of participants and illustrating what currently exists in the population. Cross-sectional studies are distinctive because they allow for the simultaneous examination of various factors (Simkus, 2021).

Research Respondents

The 216 Criminology students of UM Bansalan College, who responded to the survey and were selected using stratified sampling, served as this study's respondents. Since the target population's components were separated to various groups or strata, and the components within each stratum are comparable regarding some survey-relevant features, the researchers utilized this random sampling (Parsons, 2014). This study excluded students from other programs such as Bachelor of Science in Business Administration, Bachelor of Science in Management Accounting, and Education. Senior high school students were also not part of the study. Further, the researchers considered those Criminology students who opted to withdraw during the administration of the survey.

Research Instrument

The Depression Anxiety and Stress Scale by Loviband and Lovibond was developed in the study's questionnaires (1995). Three separate survey questions were used to carry out the investigation. The questionnaire added three scores to measure depression, anxiety, and stress.

Table 1
Depression, Anxiety, and Stress Scale 21

Numerical Meaning	Verbal Description	Interpretation
0	Never a problem	The effect is almost not felt
1	Sometimes a problem	The effect is felt
2	Often a problem	The effect is often felt
3	Always a problem	The effect is always felt.

Table 2
Depression, Anxiety, and Stress Scale 21 Scores

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

The prevalence of depression, anxiety, and stress among students was measured using the Depression, Anxiety, and Stress Scale 21. The scale has 21 items evenly distributed among three subscales (stress, anxiety, and depression), each with seven items. The total score from each subsection can range from normal to extremely severe. The students responded to the items on a 4-point Likert scale (0 = never a problem, 1 = sometimes a problem, 2 = often a problem, and 3 = almost always a problem) (Table 1). The following are suggested cut-off scores for traditional severity labeling (normal, moderate, severe).

Data Collection

The researchers submitted a letter of permission to the School Director, Dean of College, and Program Head of the BS in Criminology Program of the UM Bansalan College to conduct this study. Upon approval, the researchers immediately conducted the survey. They clarified a few terms to the respondents so they could answer the questionnaires with understanding. The researchers conducted an in-person survey. The researchers gathered and tallied the relevant statistical information once the respondents completed the questionnaire. Based on the data, the researchers developed a conclusion and suggestions for this study.

Statistical Tools

The researchers computed the frequency and percentage to determine the information for the Criminology students' demographic profile. Moreover, frequency and percentage were used to quantify the students' stress, anxiety, and sadness levels. T-test for independent samples and Analysis of Variance (ANOVA) were used to determine the significant difference in the level of depression, anxiety, and stress of Criminology students in distance learning, when grouped according to demographic profile.

RESULTS AND DISCUSSION

Demographic Profile of Criminology Students

The demographic profile of Criminology students from first- to third-year students is shown in Table 3, which consists of gender, age, year level, civil status, ethnicity, religion, and monthly family income. Two hundred sixteen (216) respondents from first-year to third-year Criminology students of UM Bansalan responded to this study, of which 160 (74.07%) were male, and 56 (5.93%) were female. The majority of the respondents belonged to age 21 to 23 years (117 or 54.17%), followed by 18 to 20 years (91 or 42.13%), and 24 to 26 years (8 or 3.7%). In terms of year level, first-year college students comprise 114 (52.78%), second-year students 53 (24.54%), while third-year students were 49 (22.69%).

Table 3
Demographic Profile of Criminology Students

	Characteristics	n	(%)
Gender	Male	160	(74.07)
	Female	56	(25.93)
Age	18-20	91	(42.13)
	21-23	117	(54.17)
	24-26	8	(3.70)
Year Level	1 st Year	114	(52.78)
	2 nd Year	53	(24.54)
	3 rd Year	49	(22.69)
Civil Status	Single	210	(97.22)
	Married	6	(2.78)
Ethnicity	B'laan	5	(2.31)
	Bisaya	188	(87.04)
	Ilocano	6	(2.78)

	Bagobo	14	(6.48)
	Others	3	(1.39)
Religion	Christian	208	(96.30)
	Islam	2	(0.93)
	Others	6	(2.78)
Monthly Family Income	Below PhP5,000	72	(33.33)
	PhP6,000-PhP15,000	52	(24.07)
	PhP16,000-PhP25,000	73	(33.80)
	PhP26,000-PhP35,000	11	(5.09)
	Above PhP36,000	8	(3.70)
TOTAL		216	(100.00)

Regarding the civil status, 210 (97.22%) were single, and 6 (2.78%) were married. For the ethnicity, 188 (87.04%) were Bisaya, 14 (6.48%) were Bagobo, 6 (2.78%) were Ilocano, 5 (2.31%) were B'laan and 3 (1.39%) were from other ethnicities. For their religion, majority of the respondents belonged to Christianity (208 or 96.30%), followed by Islam (2 or 0.93%) and others (6 or 2.78%). The monthly family income from the respondents there were in five categories: PhP 16,000-PhP25,000 (73 or 33.80%), below PhP 5,000 (72 or 33.33%), PhP 6,000-PhP15,000 (52 or 24.07%), PhP 26,000-PhP35,000 (11 or 5.09%) and above PhP 36,000 (8 or 3.70%).

Level of Depression, Anxiety, and Stress of Criminology Students in Distance Learning

The second objective of this study was to determine the level of depression, anxiety, and stress of Criminology students in distance learning at UM Bansalan College. On depression subscale, 46.30% of the student respondents had normal scores, 29.63% had mild scores, 22.69% had moderate scores, and 1.39% had severe scores. On the anxiety subscale, data showed that 47.22% of the students had normal scores, 31.94% had mild scores, 18.52% had moderate scores, and 2.31% had severe scores. Lastly, on the stress subscale, there were 48.61% as classified under normal scores, 34.26% had moderate scores, 14.35% had mild scores, and 2.78% had severe scores (Table 4). In line with this study, according to Rehman et al. (2020), students, researchers, and teachers reported mild stress levels. Students were found to be moderately depressed, which can be the source of changes in their daily lives and means of distance learning. Students are found to experience stress, depression, and anxiety during the pandemic with distance learning.

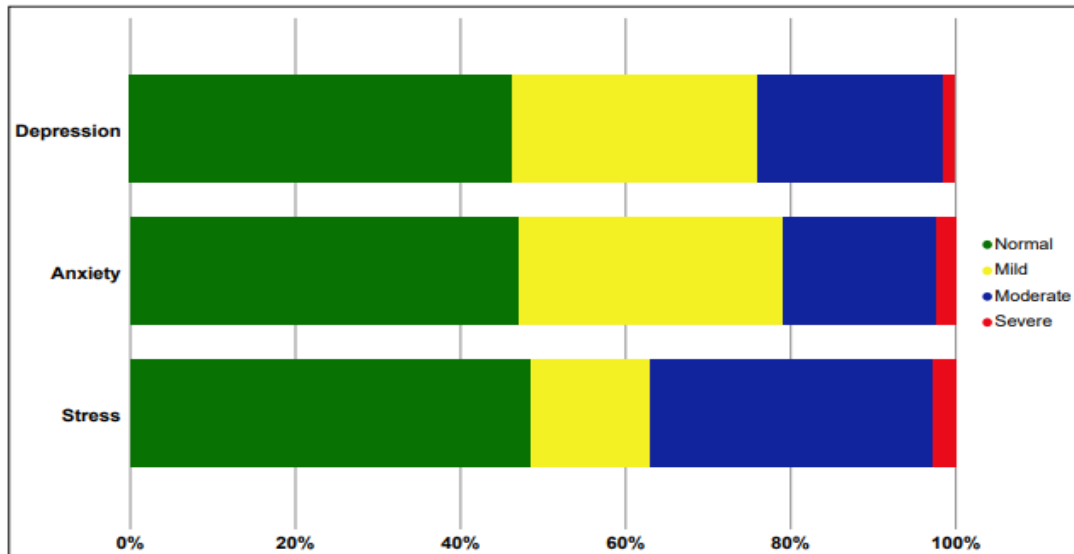
Table 4

Distribution of Depression, Anxiety, and Stress Levels of Criminology Students

	Depression	Anxiety	Stress
Normal	100 (46.30)	102 (47.22)	105 (48.61)
Mild	64 (29.63)	69 (31.94)	31 (14.35)
Moderate	49 (22.69)	40 (18.52)	74 (34.26)
Severe	3 (1.39)	5 (2.31)	6 (2.78)
Extremely Severe	0 (0.00)	0 (0.00)	0 (0.00)

Figure 1

Depression, Anxiety, and Stress Levels of Criminology Students



Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Gender

Table 5 shows that most male and female Criminology students have scored within the normal range of depression symptoms, 40% and 64%, respectively. Similarly, most male and female students have normal anxiety levels, 40% and 68%, respectively. Also, most male and female students have scored within the normal range of stress at 40% and 73%, respectively. However, male students have significantly higher stress levels than female students at $p < 0.001$. On the depression and anxiety subscale, data revealed significant differences between male and female criminology students having $p = 0.005$ and $p = 0.002$, respectively, both < 0.05 , which means that a higher percentage of male Criminology students had experienced

mild to severe symptoms of depression and anxiety compared to female students. The comparative data further shows that female students have better normal levels of depression than male students. Even with the level of anxiety, females show a high percentage of normal levels compared to male students. Lastly, female students have a better normal level in accordance with the stress level than males do.

Table 5
Comparison of Depression, Anxiety, and Stress Levels of Criminology Students When Analyzed According to Gender

	Normal	Mild	Moderate	Severe	Extremely Severe	<i>p-value</i>
Depression						
Male	64 (40%)	49 (31%)	49 (31%)	44 (28%)	3 (2%)	0.005*
Female	36 (64%)	15 (27%)	15 (27%)	5 (9%)	0 (0%)	
Anxiety						
Male	64 (40%)	55 (34%)	55 (34%)	37 (23%)	4 (3%)	0.002*
Female	38 (68%)	14 (25%)	14 (25%)	3 (5%)	1 (2%)	
Stress						
Male	64 (40%)	28 (18%)	28 (18%)	62 (39%)	6 (4%)	<0.001**
Female	41 (73%)	3 (5%)	3 (5%)	12 (21%)	0 (0%)	

*Significant at 0.05, **Significant at 0.001

However, male students have significantly higher stress levels compared to female students at $p < 0.001$. On the depression and anxiety subscale, data revealed significant differences between male and female students having $p = 0.005$ and $p = 0.002$, respectively, both < 0.05 , which means that a higher percentage of male students experienced mild to severe symptoms of depression and anxiety compared to female students. Gao et al. (2020) stated that gender differences from college students in terms of mental health that male students experienced more depressive problems than females. Also, according to Kamal and Othman (2020), the level of anxiety in males was higher than in females, which shows the normal range.

Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Age

Table 6 shows that the level of depression, anxiety, and stress in the age of 18-20 is the lowest normal among the three groups (36%, 38%, and 40%, respectively) compared to those with the age of 21-23 (50%, 50%, and 52%, respectively) and age of 24-25 (100% in all

levels). Table 6 also shows that most 18-20-year-old Criminology students have mild depression, anxiety, and stress (42%, 41%, and 16%, respectively). Additionally, 18-20-year-olds a high level of moderate depression, anxiety, and stress (21%, 20%, and 41%, respectively).

The comparative data further show that there is no significant difference in the level of stress based on the different age groups. However, the 18-20 year-old Criminology students have experienced significantly higher level of depression, anxiety, and stress symptoms compared to the other age groups, with $p = 0.004^*$ and $p = 0.021^*$, respectively, and both < 0.05 . Related to the findings of this study, according to Pelucio et al. (2022), 18-20-year-old students were more depressed and anxious than older students.

Table 6
Comparison of Depression, Anxiety, and Stress Levels of Criminology Students When Analyzed According to Age

	Normal	Mild	Moderate	Severe	Extremely Severe	<i>p-value</i>
Depression						
18-20	33 (36%)	38 (42%)	19 (21%)	1(1%)	0 (0%)	0.004*
21-23	59 (50%)	26 (22%)	30 (26%)	2 (2%)	0 (0%)	
24-26	8 (100%)	0 (0%)	0(0%)	0 (0%)	0 (0%)	
Anxiety						
18-20	35 (38%)	37 (41%)	18 (20%)	1 (1%)	0 (0%)	0.021*
21-23	59 (50%)	32 (27%)	2 (19%)	4 (3%)	0 (0%)	
24-26	8 (100%)	0(0%)	0 (0%)	0 (0%)	0 (0%)	
Stress						
18-20	36 (40%)	15 (16%)	37 (41%)	3 (3%)	0 (0%)	0.061
21-23	61 (52%)	16 (14%)	37 (32%)	3 (3%)	0 (0%)	
24-26	8 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	

**Significant at 0.05*

Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Year Level

Table 7 shows that among the three groups of the year level, the third-year students had the highest normal level of depression, anxiety, and stress (73%, 80%, and 80%, respectively) during distance learning. Similarly, second-year students have normal depression, anxiety, and stress (51%, 53%, and 57%, respectively). At the same time, first-year students show the lowest level of normal depression, anxiety, and stress (32%, 31%, and 32%, respectively). However, they show a high mild range in depression and anxiety (42% and 46%, respectively) to a moderate range of depression, anxiety, and stress levels (25%, 22%, and 48%, respectively). The comparative data further show significant differences in the levels of depression, anxiety, and stress of the students from the different year levels, all with a p-value < 0.001. Specifically, this means that first-year students have experienced significantly higher levels of depression, anxiety, and stress symptoms than second-year students. The study by Naser et al. (2020) stated that during the pandemic, depression, anxiety, and stress were alarming for the students due to the mandatory switch to distance education. Despite the limited resources and skill sets according to year level, there wear slightly higher.

Table 7
Comparison of Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Year Level

	Normal	Mild	Moderate	Severe	Extremely Severe	p-value
Depression						
1 st Year	37 (32%)	48 (42%)	28 (25%)	1(1%)	0 (0%)	0.000**
2 nd Year	27 (51%)	12 (23%)	13 (25%)	1 (2%)	0 (0%)	
3 rd Year	36 (73%)	4 (8%)	8 (16%)	1 (2%)	0 (0%)	
Anxiety						
1 st Year	35 (31%)	52 (46%)	25 (22%)	2 (2%)	0 (0%)	0.000**
2 nd Year	28 (53%)	15 (28%)	8 (15%)	2 (4%)	0 (0%)	
3 rd Year	39 (80%)	2 (4%)	7 (14%)	1 (2%)	0 (0%)	
Stress						
1 st Year	36 (32%)	20(18%)	55 (48%)	3 (3%)	0 (0%)	0.000**
2 nd Year	30 (57%)	10 (19%)	11 (21%)	2 (4%)	0 (0%)	
3 rd Year	39 (80%)	1 (2%)	8 (16%)	1 (2%)	0 (0%)	

**Significant at 0.001

Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Civil Status

Table 8 shows that most single students have normal levels of depression, anxiety, and stress (46%, 47%, and 49%, respectively). However, it also shows they are also high in mild depression and anxiety (30%, and 32%, respectively) to moderate range in depression, anxiety, and stress (23%, 19%, and 35%, respectively). In general, there were no significant differences in the depression, anxiety, and stress levels of criminology students according to civil status. The result contradicts the study of Blanco et al. (2021), which stated that depression scores were higher for those single.

Table 8
Comparison of Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Civil Status

	Normal	Mild	Moderate	Severe	Extremely Severe	<i>p-value</i>
Depression						
Single	96 (46%)	63 (30%)	48 (23%)	3 (1%)	0 (0%)	0.780
Married	4 (67)	1 (17%)	1 (17%)	0 (0%)	0 (0%)	
Anxiety						
Single	98 (47%)	68 (32%)	39 (19%)	5 (2%)	0 (0%)	0.777
Married	4 (67%)	1 (17%)	1 (17%)	0 (0%)	0 (0%)	
Stress						
Single	102 (49%)	29 (14%)	73 (35%)	6 (3%)	0 (0%)	0.516
Married	3 (50%)	2 (33%)	1 (17%)	0 (0%)	0 (0%)	

Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Ethnicity

Table 9 shows that in terms of depression, the Bagobo group shows a high level of the normal range (60%), followed by B’laan (60%), then Ilocano (50%). Regarding anxiety and stress, the B’laan group shows the highest in the normal range (80% and 60%, respectively). While the Bisaya group shows the highest mild range in depression and anxiety (31% and 34%, respectively), and the Bagobo group shows the highest mild range in stress (21%). In the moderate range, the other ethnicity shows the highest range regarding depression, anxiety, and stress (67%, 33%, and 67%, respectively). The comparative data shows no significant difference in the level of depression, anxiety, and stress when analyzed according to ethnicity.

Table 9
Comparison of Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Ethnicity

	Normal	Mild	Moderate	Severe	Extremely Severe	p-value
Depression						
B'laan	3 (60%)	2 (59%)	0 (0%)	0 (0%)	0 (0%)	0.737
Bisaya	84 (45%)	59 (31%)	42 (22%)	3 (2%)	0 (0%)	
Ilocano	3 (50%)	1 (17%)	2 (33%)	0 (0%)	0 (0%)	
Bagobo	9 (64%)	2 (14%)	3 (21%)	0 (0%)	0 (0%)	
Others	1 (33%)	0 (0%)	2 (67%)	0 (0%)	0 (0%)	
Anxiety						
B'laan	4 (80%)	0 (0%)	1 (20%)	0 (0%)	0 (0%)	0.924
Bisaya	85 (45%)	63 (34%)	35 (19%)	5 (3%)	0 (0%)	
Ilocano	3 (50%)	2 (33%)	1 (17%)	0 (0%)	0 (0%)	
Bagobo	8 (57%)	4 (29%)	2 (14%)	0 (0%)	0 (0%)	
Others	2 (67%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	
Stress						
B'laan	3 (60%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)	0.963
Bisaya	91 (48%)	27 (14%)	64 (34%)	6 (3%)	0 (0%)	
Ilocano	3 (50%)	0 (0%)	3 (50%)	0 (0%)	0 (0%)	
Bagobo	7 (50%)	3 (21%)	4 (29%)	0 (0%)	0 (0%)	
Others	1 (33%)	0 (0%)	2 (67%)	0 (0%)	0 (0%)	

**Significant at 0.05

Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Religion

Regarding religion, Christian students showed as the lowest in the normal range in depression and anxiety (46% and 47%, respectively). Islam and other religions show both 50% scores in the normal range in depression. Regarding anxiety and stress, the other religions are the highest in the normal range (67% and 50%, respectively). However, Islam shows the highest range in mild depression, anxiety, and stress (50%, 50%, and 100%, respectively). In the moderate range, the other religions show the highest depression and stress, both 50%, and in anxiety, the Christian was at a high level (19%). The comparative data in Table 11 shows no significant difference in the level of depression and anxiety when analyzed according to religion. However, there is a significant difference in the stress level among the Criminology students with different religions, with a p-value < 0.05. Specifically, data indicates that Christian criminology students have experienced significantly lower levels of depression, anxiety, and stress symptoms than those who identified as Islam or other religions. According to Iswanto et al. (2022), religion has been one of the effective shelters for a human, wherein religious teachings bring social support, purposefulness, and hope that reduces stress.

Table 10

Comparison of Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Religion

	Normal	Mild	Moderate	Severe	Extremely Severe	p-value
Depression						
Christian	96 (46%)	63 (30%)	46 (22%)	3 (1%)	0 (0%)	0.585
Islam	1 (50%)	1 (50%)	(0%)	0 (0%)	0 (0%)	
Others	3 (50%)	0 (0%)	3 (50%)	0 (0%)	0 (0%)	
Anxiety						
Christian	97 (47%)	67 (32%)	39 (19%)	5 (2%)	0 (0%)	0.943
Islam	1 (50%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	
Others	4 (67%)	01(17%)	1 (17%)	0 (0%)	0 (0%)	
Stress						
Christian	102 (49%)	29 (14%)	71 (34%)	6 (3%)	0 (0%)	0.037*
Islam	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	
Others	3 (50%)	0 (0%)	3 (50%)	0 (0%)	0 (0%)	

*Significant at 0.005

Depression, Anxiety and Stress Levels of Criminology Students when Analyzed According to Monthly Family Income

The monthly family income of students shows that the level of depression above 36,000 pesos income bracket was the highest in the normal range (88%). On the level of anxiety, the 6,000-15,000 pesos income bracket was the highest in the normal range (77%); and on the level of stress, the 26,000-35,000 pesos income range shows the highest in the normal range (91%). However, the students who have monthly family income of 16,000-25,000 pesos showed mild depression and anxiety (48% and 51%) to moderate depression, anxiety, and stress (33%, 33%, and 66%, respectively).

The comparative data in Table 11 show significant differences in the levels of depression, anxiety, and stress of Criminology students when analyzed according to their monthly family income, all having a p-value < 0.001. Specifically, the levels of depression, anxiety, and stress are significantly higher in those students whose monthly family income is within PhP16,000.00-PhP25,000.00 compared to all other income groups. Sahile et al. (2020) stated that those at risk of developing anxiety, depression, and stress are associated with the level of anxiety coming from higher monthly family income.

Table 11

Comparison of Depression, Anxiety, and Stress Levels of Criminology Students when Analyzed According to Monthly Family Income

	Normal	Mild	Moderate	Severe	Extremely Severe	<i>p-value</i>
Depression						
Below 5000	34 (47%)	22 (31%)	14 (19%)	2 (3%)	0 (0%)	
6,000- 15,000	37 (71%)	5 (10%)	9 (17%)	1 (2%)	0 (0%)	
16,000-25,0000	14 (19%)	35 (48%)	24 (33%)	0 (0%)	0 (0%)	
26,000-35,0000	8 (73%)	2 (18%)	1 (9%)	0 (0%)	0 (0%)	<0.001**
Above 35,0000	7 (88%)	0 (0%)	1 (13%)	0 (0%)	0 (0%)	
Anxiety						
Below 5000	38 (53%)	23 (32%)	8 (11%)	3 (4%)	0 (0%)	
6,000-15,000	40 (77%)	3 (6%)	8 (15%)	1 (2%)	0 (0%)	
16,000-25,0000	11 (15%)	37 (51%)	24 (33%)	1 (1%)	0 (0%)	<0.001**
26,000-35,0000	7 (64%)	4 (36%)	0 (0%)	0 (0%)	0 (0%)	
Above 35,0000	6 (75%)	2 (25%)	0 (0%)	0 (0%)	0 (0%)	
Stress						
Below 5000	41 (57%)	11 (15%)	18 (25%)	2 (3%)	0 (0%)	
6,000-15,000	38 (73%)	5 (10%)	8 (15%)	1 (2%)	0 (0%)	
16,000-25,0000	10 (14%)	12 (16%)	48 (66%)	3 (4%)	0 (0%)	<0.001**
26,000-35,0000	10 (91%)	1 (9%)	0 (0%)	0 (0%)	0 (0%)	
Above 35,0000	6 (75%)	2 (25%)	0 (0%)	0 (0%)	0 (0%)	

CONCLUSION AND IMPLICATIONS

This study determined the level of depression, anxiety, and stress of Criminology students in distance learning at the UM Bansalan College. There were 160 males and 56 females whose ages were classified into three groups: 18-20, 21-23, and 24-26, belonged to the first-year to third-year level. Majority of the respondents were single, and their ethnicities are B'laan, Bisaya, Ilocano, and Bagobo. Majority are Christian. The monthly family income of the respondents ranged from below Php5000-Php35,000 above. The level of depression, anxiety, and stress of Criminology students was normal. Analyzing the level of the three scales according to the demographic profile shows the significance of higher stress of males with $p < 0.001$.

Further, students aged 18-20 were significantly higher in depression and anxiety with $p < 0.05$. For year level, first-year students have experienced significantly higher levels of depression, anxiety, and stress symptoms with $p < 0.001$. Both civil status and ethnicity show that there were no significant differences. Christian students show a lower level on the three scales with a $p < 0.05$. Lastly, the monthly family income shows that it was significantly higher for students whose monthly family income is within PhP16,000.00-PhP25,000.00 bracket, with a $p < 0.001$.

This study confirmed the theory of Evolution of Loneliness of Cacioppo (2018), which explained that students during distance learning experience loneliness, anxiety, and stress due to home isolation. Further, the Behaviorist Theory (Watson, 1913) explained the result that the external and outward factors or behaviors, which is the COVID-19 pandemic, can affect the demographic profile of the students. Distance learning may also impact students' internal behaviors, including their level of depression, anxiety, and stress. The findings of this study imply the importance of the guidance of the parents towards their children and know their insights depending on their education and personal life to not trigger their mental health issues.

Teachers need to guide their students and encourage them to engage with programs that enhance the mental health such as physical and sports activities. Students should also engage in activities that would help them build self-esteem and have a positive mindset. Each school's guidance counselor must do a quarterly session or symposium for the students to acknowledge and assess their wellbeing in terms of education, finances, or family problem. Additionally, the first-year students of this study must undergo counseling to assess their mental health in distance learning. The guidance counselor helps them when they struggle with their studies and other factors that affect their mental health status. Lastly, the University of Mindanao Bansalan College Guidance Office should implement Psychological First Aid (PFA) quarterly, a strategy based on empirical research and human resilience. In the aftermath of a traumatic incident, natural catastrophe, public health emergency, or personal crisis, PFA tries to lessen stress symptoms and aid in a healthy recovery.

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