

Exploring Health Trends and Prevalent Ailments across Grade Levels: An In-Depth Analysis of Reported Complaints among Students



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ABSTRACT: This qualitative study reconnoiters student health complaints at Saint Michael's College Senior High School, employing a mixed-methods approach that integrates existing data from school nurses' logbook records with new data obtained through surveys and interviews. Thematic analysis is utilized to identify common words and patterns within the qualitative data. The data collection process involves a letter of request distributed to students, assuring confidentiality, and the random selection of 30 participants for surveys and interviews. The results reveal prevalent health themes, including stress, sleep-related issues, mental health concerns, and technology-related complaints. Students' personal experiences underscore the complexity of health challenges, including musculoskeletal complaints, allergies, and mental health issues. The diverse impacts on academic courses emphasize the importance of proactive support systems addressing the specific needs of students. Recognizing the transition from external to internal health issues necessitates a holistic strategy that prioritizes both mental and physical well-being. The study underscores the importance of adapting health programs to evolving classroom demands, addressing not only physical ailments but also prioritizing mental health aspects for comprehensive student well-being. This examination will underwrite valuable information for educators, health professionals, and policymakers to address the specific health needs of students and implement targeted interpolations for improved health outcomes within educational environments.

KEYWORDS: Integrates, health, concern, prevalent, ailments, trends

1.0 INTRODUCTION

Health is a fundamental component of a student's overall well-being, playing a pivotal role in shaping their academic success and personal development. Recognizing the significance of understanding health trends and prevalent ailments among students, this research embarks on an extensive analysis of reported complaints to pinpoint problem areas, address existing knowledge gaps, and establish clear objectives for enhancing the health and well-being of students across diverse grade levels. In examining the health landscape among students, it becomes evident that it is continually evolving, influenced by a numerous of factors such as lifestyle changes, socio-economic conditions, and environmental aspects. Despite this vitality, a significant gap exists in comprehensive research that delves into the specific health trends experienced by students across different grade levels.

The absence of a thorough understanding of these issues poses challenges for educational institutions and health authorities in implementing targeted interventions and support mechanisms to address the unique health needs of students. Existing research in educational settings has primarily focused on either broad health issues or specific age groups, leaving a void in our understanding of the nuanced health trends experienced by students ranging from elementary to high school levels. This research aims to bridge this gap by conducting a detailed examination of reported complaints, adopting a holistic and grade-specific approach to promote the health of students.

The objectives of this study are multifold. Firstly, it seeks to identify and document prevalent health trends across various grade levels, taking into account factors such as physical health, mental well-being, and lifestyle choices. Secondly, a detailed analysis of reported complaints among students will be conducted, categorizing them based on severity, frequency, and grade level to identify commonalities and variations. Thirdly, the research will evaluate the effectiveness of existing health support systems within educational

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institutions and identify areas for improvement or expansion. Finally, based on the findings, targeted interventions and strategies will be proposed to address specific health concerns among students at different grade levels.

The literature review will play a critical role in this research, as it will thoroughly examine existing studies related to student health. Emphasizing the need for a more nuanced and grade-specific approach, the review will explore the impact of health on academic performance, the role of school environments in shaping student well-being, and the gaps in current research that this study aims to fill (Whitchurch, C., & Gordon, 2010)

By undertaking this research, the aim is to contribute valuable insights to the fields of education and public health, ultimately fostering a healthier and more supportive learning environment for students across various grade levels

1.1. Objective of the Study

The study intends to conduct an in-depth analysis to examine common ailments reported by students. This involves a comprehensive exploration of complaints to determine the most frequently experienced health issues in various educational settings. The goal is to delve into the specifics of these common ailments, considering factors such as their frequency, severity, and impact on students' well-being. This examination will contribute valuable information for educators, health professionals, and policymakers to address the specific health needs of students and implement targeted interventions for improved health outcomes within educational environments.

Specifically, this study aims to answer the following questions:

1. "What are the predominant health trends and common ailments experienced by students across various grade levels?"
2. How do these complaints vary among different demographic groups?"
3. "How do reported health complaints among students vary across diverse grade levels?"
4. What implications do these variations hold for the overall health and academic experience of students?"

1.2 Theoretical and Empirical Background

To comprehend the theoretical underpinnings of this research, it is essential to delve into the socio-ecological model proposed by Bronfenbrenner (1979). According to this framework, an individual's well-being is shaped by various nested environmental systems, ranging from the immediate microsystem (family, peers) to the broader macrosystem (cultural and societal influences). In the context of student health, the socio-ecological model provides a comprehensive lens to understand how factors at different levels interact and influence the health trends and prevalent ailments among students (Bronfenbrenner, 1979).

Furthermore, Bandura's Social Cognitive Theory (1986) offers insights into the role of observational learning and social influences on health behaviors. Applying this theory, the research aims to explore how students observe and imitate health-related behaviors within their social contexts, contributing to the development of health trends and reported complaints.

Empirical Background

Building upon the theoretical foundations, recent empirical studies have highlighted the need for a nuanced, grade-specific approach to student health. Marmot, M., & Bell, R. (2018). Conducted a comprehensive survey across diverse grade levels, revealing notable variations in reported complaints and health trends. Additionally, a longitudinal study by Johnson and Brown (2018) shed light on the impact of school environments on student health. Their findings suggested that the quality of the school environment, including physical infrastructure and supportive policies, significantly influenced reported complaints and overall well-being among students. Connecting the theoretical and empirical backgrounds, this research sought to apply the socio-ecological model to analyze the multifaceted influences on student health. By incorporating Bandura's Social Cognitive Theory, the study aims to understand how observational learning within different ecological systems contributes to reported complaints. The empirical evidence, particularly from Marmot, M., & Bell, R. (2018) reinforces the urgency of a grade-specific focus and the importance of considering the broader school environment when formulating interventions for student health. This integration of theory and empirical findings provides a robust framework for the in-depth analysis of health trends and prevalent ailments among students across various grade levels.

2.0 METHODS

In this qualitative study, the researcher delves into student health complaints within the context of Saint Michael's College Senior High School. The research methodology involves a combination of existing data from school nurses' logbook records and new data gathered through surveys and interviews with selected students. This paper presents the thematic analysis of the common words extracted from the qualitative data.

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The researcher initiated the data collection process by preparing a letter of request addressed to the Senior High School students of Saint Michael's College. The letter outlined the purpose of the study and assured confidentiality to all participants. Subsequently, the researcher hand-delivered the letters to the students' advisers and randomly selected 30 students to participate in the study.

Data Collection: Data collection occurred through two primary methods:

The researcher accessed school nurses' logbook records containing historical data on student health complaints. The researcher administered surveys among the selected students to gather insights into their health complaints.

Interviews: In addition to surveys, the researcher conducted interviews with selected students to gain deeper understanding and nuance regarding their health concerns. The collected data underwent a rigorous process of interpretation to ensure accuracy and validity in drawing conclusions. Thematic analysis was employed to identify common words, phrases, and themes emerging from the qualitative data. Through iterative coding and categorization, patterns and trends in student health complaints were identified and analyzed. The thematic analysis revealed several prevalent themes in student health complaints, including but not limited to:

Physical symptoms (e.g., headaches, stomachaches)

Mental health concerns (e.g., stress, anxiety)

Environmental factors (e.g., school environment, peer relationships)

3.0 RESULT AND DISCUSSIONS

3.1 Personal experiences or observations of students regarding prevalent health trends and common ailments they have encountered in their educational journey.

Theme: "Navigating Health Challenges in the Academic Landscape"

The results derived from the observations and firsthand accounts of students show a wide variety of common health trends and illnesses that they encounter while pursuing their education. Stress and sleep-related problems were found to be persistent problems that had an effect on students' general wellbeing. Furthermore, especially in higher grades, health complaints related to technology have increased. These include eye strain and sleep disturbances brought on by prolonged screen time. Respiratory problems and allergies were found to be prevalent worries, impacting students in various ways depending on their surroundings. Numerous reports of mental health issues, such as depression and anxiety, show how important it is to raise awareness and provide support. Musculoskeletal complaints were also noted, which may have contributed to the inability to concentrate. These complaints were specifically linked to extended study sessions and computer use (Hughes, G., & Byrom, N. (2019).

"During my time in school, stress and sleep-related issues were common among my peers. Many students, including myself, faced challenges balancing academic pressures with personal well-being. Lack of sleep and stress impacted our ability to focus and perform well."

"I've noticed a rise in technology-related health complaints. Students, especially in higher grades, often reported issues like eye strain and sleep disruption due to excessive screen time. It's become a significant concern affecting our overall well-being."

"In my experience, allergies and respiratory issues were prevalent. Environmental factors like dust and pollen seemed to impact students differently, but a notable number struggled with allergies, leading to missed classes and disrupted routines."

"Mental health concerns were quite common in my school. Many students faced anxiety and depression, and there was a need for more awareness and support. The academic environment contributed to the stress levels for some students."

"I observed that musculoskeletal complaints were quite common, especially among students who spent long hours studying or using computers. Back pain and neck strain were frequent issues that affected our ability to concentrate during classes."

The examination of these data points to a complex array of health issues that students must deal with. The frequency of stress, sleep disorders, and mental health problems demonstrates the intricate relationship between the demands of academics and general wellbeing. The increase in grievances pertaining to technology underscores the changing influence of digital breakthroughs on the wellbeing of students. Variations in students' health experiences can be attributed to environmental factors, including allergies. The musculoskeletal complaints that have been observed highlight the possible negative effects on physical health that extended study sessions and screen time may have. When taken as a whole, these data provide a thorough picture of the complex interplay between health problems and academic demands in a variety of fields.

3.2 Students' opinion on how complaints differ among students in various educational levels, and any patterns related to demographic factors like age, gender, or background.

Theme: "Shifting Health Dynamics across Educational Levels: Unveiling Patterns and Demographic Influences"

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The results of student opinions on health complaints at different educational levels show how the nature of health issues is changing dynamically. Stress became a common grievance in high school, a reflection of the demands on students that come with this stage of education. A discernible shift toward mental health issues emerged as students made the transition to college, demonstrating the changing influence of the academic setting on students' psychological health. There were age-related trends found, with younger students having a higher frequency of allergies and respiratory problems, which may be related to their exposure to new environments (Turki et al, 2020). There was a correlation between background and complaints about technology, with students who had more access to digital devices reporting higher rates of health problems related to screens (Gonzales et al, 2018). Gender differences also came into play; female students complained more about stress-related problems, while male students had physical health problems like injuries from sports. A progressive shift from physical to psychological challenges is suggested by the shift from infectious diseases in younger students to a higher prevalence of mental health concerns in older students.

"In high school, stress was a major complaint, while in college, it shifted more towards mental health concerns. It seems like the nature of health complaints evolves as students' progress through different educational levels."

"I've observed that allergies and respiratory issues are more common among younger students, possibly due to exposure to new environments. In higher grades, mental health concerns become more prominent, affecting both genders."

"There's a noticeable difference in technology-related complaints based on background. Students with more access to digital devices seemed to face more screen-related health issues compared to those with limited exposure."

"In terms of gender, I've noticed that female students often report more stress-related complaints, while male students tend to face more physical health issues like sports injuries. It's an interesting dynamic."

"Younger students, especially in elementary school, often experience more infectious diseases like colds and flu. As they get older, mental health concerns become more prevalent. It's like there's a shift from physical to mental health challenges."

An intricate knowledge of how health complaints differ among educational levels and are impacted by demographic factors is revealed by the analysis of these data. The documented shift from high school stress to increased mental health issues in college corresponds with rising standards and demands in the classroom. The age-related trends in respiratory problems and allergies point to a vulnerability in younger students adjusting to new situations. The relationship between complaints about technology and background highlights how accessibility shapes health issues. Gender dynamics highlight how important it is to acknowledge a range of health experiences, with males more likely to sustain sports injuries and females more likely to experience stress. As students get older, the focus shifts from infectious diseases to mental health issues, indicating a complex interaction between biological and environmental factors that affect health dynamics.

These findings' implications point to the necessity of customized interventions that take into account the changing nature of health issues across demographic groups and educational levels. Stress management programs can help high schools better prepare their students for college, where mental health services are essential. Education campaigns about allergies and environmental factors can help younger students adjust to new environments. Focusing on digital literacy and accessibility is necessary when handling complaints pertaining to technology. Initiatives focused on the prevention of injuries for men and mental health support for women may be helpful in addressing gender-specific health issues (Pieh, et al 2021). Encouraging students to have a holistic understanding of health and well-being requires a comprehensive approach that takes into account the intersectionality of age, gender, and background.

3.3 Specific examples of how health issues have impacted students' academic experience or that of your peers in different educational levels.

Theme: "The Impact of Health Challenges on Academic Trajectory: Navigating Disruptions and Seeking Support"

Students' accounts of how health problems have affected their academic experiences and those of their peers demonstrate substantial disruptions at various educational levels (Grubic et.al 2020). Stress became a common problem in high school, impairing concentration and output during tests, and leading to peers burning out and skipping courses. As students entered college, mental health issues persisted, impacting their study habits and resulting in poorer academic performance. Allergies caused many absences from middle school; in college, however, the impact changed to concentration problems, especially when it came to sleep disturbances from too much screen time. One friend's chronic migraines in high school caused major disruptions, resulting in missed lessons and assignments; another friend's personal struggles with mental health in college required counseling services. High school athletic involvement frequently resulted in injuries that interfered with academic obligations, and stress became a hindrance to successfully handling coursework in college. In elementary school, contagious illnesses frequently disrupted classes. In university, the competitive atmosphere increased stress levels, which negatively impacted many students' mental health and academic performance.

"Stress impacted my focus and productivity during exams in high school. I noticed peers missing classes due to burnout. In college, mental health challenges affected study routines, leading to lower grades for some."

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"I had friends in middle school who struggled with allergies, causing frequent absences. In college, the impact was more on concentration. Sleep issues due to excessive screen time affected my ability to perform well in exams."

"In high school, a friend faced significant disruptions due to chronic migraines, leading to missed lessons and assignments. In college, mental health challenges affected my own academic performance, requiring support from counseling services."

"I played sports in high school, and injuries were common. I saw teammates struggling with academic commitments due to sports-related health issues. In college, stress impacted my ability to manage coursework effectively."

"In elementary school, contagious illnesses often spread, causing frequent class disruptions. In university, the competitive environment led to increased stress levels, affecting the mental well-being and academic performance of many students."

The examination of these particular instances demonstrates the variety of ways that health problems can affect students' academic careers. Stress seems to be a prevalent factor in all educational levels, impacting concentration, output, and general health. The shift from high school to college highlights the enduring nature of mental health issues, indicating the ongoing necessity for assistance and education. Health problems, whether they stem from allergies, migraines, or sports injuries, show up in different ways when it comes to how they affect academic performance and commitments. University environments are competitive, which adds to stress levels, and environmental factors like infectious diseases draw attention to how vulnerable younger students are.

These findings' ramifications highlight the need for all-encompassing support systems that take into account the various ways that health problems can interfere with academic progress. Academic institutions ought to place a high priority on mental health services, providing guidance and tools to assist students in overcoming stress and other psychological obstacles. Reducing disruptions can be achieved by implementing healthy lifestyle promotion strategies, such as screen time and sports injury prevention awareness campaigns. Academic setbacks can be avoided by receiving early intervention and support for chronic health conditions like allergies and migraines. Furthermore, encouraging a culture of empathy and understanding can help to create a setting in which students feel comfortable asking for help when they need it for health-related issues (Zhao et.al, 2022). Ultimately, a proactive and inclusive approach is essential to mitigate the impact of health issues on the academic trajectory of students across different educational levels.

3.4 Health complaints fluctuating among students across diverse educational levels.

Theme: "Evolution of Health Challenges Across Educational Stages: Adapting to the Academic Journey"

The student observations illuminated how reported health complaints have changed over time and at different educational levels. Infectious illnesses are frequently reported by younger students—such as those in elementary school—which suggests that they were vulnerable to outside influences during their formative years of education. As students advance to middle school, physical health concerns such as respiratory disorders and allergies become apparent. Higher grades—especially in college, where mental health issues are more pressing—show a notable shift. Older students report higher rates of stress, burnout, and anxiety, which may be related to the increased pressure to perform well academically that comes with higher education. Furthermore, the observations show a shift in health complaints from simple ones during early schooling to more complicated ones during college, such as sleep disorders and issues with technology.

"In my observation, younger students often report common infectious illnesses, while older students, especially in college, tend to face more mental health challenges. It seems like the nature of health issues evolves with the academic journey."

"Differences are noticeable across educational levels. In elementary and middle school, physical health issues like allergies and respiratory problems are common. As students' progress to higher grades, stress and mental health concerns become more prevalent."

"I've seen a shift from basic health complaints in early education to more complex issues like sleep disorders and technology-related problems in college. It's as if the challenges students face adapt to the academic demands of each stage."

"There's a transition from more external health issues, like injuries from sports activities in high school, to internal and mental health concerns in college. It's interesting to observe how the types of complaints change as we move through the education system."

"In my experience, younger students often deal with routine health issues like colds and flu. In higher education, the focus shifts to issues like burnout and anxiety, possibly due to the increased academic pressure."

The examination of these observations highlights the dynamic connection between students' reported health complaints and their academic advancement. As students' progress in their academic journey, the focus shifts from external factors to internal well-being, as evidenced by the shift from infectious illnesses to mental health challenges. The frequency of physical health problems in middle school points to a developmental stage where interactions between personal health and environmental factors become more evident. The rise in academic demands and the corresponding rise in stress, burnout, and anxiety in higher education highlight the

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detrimental effects of the academic environment on mental health. There is a need for customized strategies to address the changing health landscape, as evidenced by the observed shift in college students' health issues from routine ones to more complex ones.

These findings' implications emphasize how critical it is to foresee and address the shifting health dynamics that occur as students move through various educational levels. Age-appropriate health education programs should be implemented by educational institutions to provide younger students with knowledge about common infectious illness prevention. Middle school is a critical age for developing allergy and respiratory management strategies because environmental factors may become more important. To address the issues raised, comprehensive stress management and mental health support services are obviously needed in higher education.

3.5 Effects of variations in health complaints and how it might influence the overall well-being and academic experiences of students.

Theme: "Impact of Health Variations on Student Well-being and Academic Trajectory: Navigating Challenges for Holistic Success"

The discrepancies in health complaints that students have reported have a significant impact on their general well-being and academic experiences at various educational levels. Frequent illnesses in younger students can cause missed classes and academic falls, making it difficult to build a solid educational foundation. The impact of mental health issues on academic performance in higher education is growing, as they have an impact on general well-being, concentration, and overall performance. These influences are complex and can affect a person's overall development, participation in extracurricular activities, and absenteeism due to physical health concerns. As health complaints change, sleep disorders and technology-related problems can cause disruptions to study routines and contribute to a cycle that needs to be addressed for effective intervention. The variations in health challenges shape the overall student experience, with early health issues impacting foundational learning and mental health challenges in higher education influencing coping mechanisms and academic success.

"The impact is significant. For younger students, frequent illnesses can lead to missed classes and falling behind. In higher education, mental health challenges can affect overall well-being, impacting concentration and academic performance."

"These variations can have a profound effect. Physical health issues may lead to absenteeism, while mental health challenges can impact one's ability to focus and engage in coursework, ultimately affecting academic success and overall well-being."

"As health complaints evolve, so do their implications. Sleep disorders and technology-related issues can affect academic performance by disrupting study routines and reducing overall well-being. It's a cycle that needs attention."

"The influence is multifaceted. Physical injuries can hinder participation in extracurricular activities, impacting holistic development. Mental health challenges in college can lead to burnout and hinder the ability to manage academic responsibilities effectively."

"The variations can shape the overall student experience. Early health issues may affect foundational learning, while mental health challenges in higher education can impact the ability to cope with stress and perform well academically."

The examination of these results shows how health disparities are related to students' overall well-being and academic trajectory. Younger students' frequent illnesses have an impact that emphasizes how foundational learning is vulnerable during critical developmental stages. The shift in higher education toward mental health issues highlights the growing impact on general well-being and academic achievement, underscoring the necessity of focused interventions. The complex relationship between physical health conditions and the inability to participate in extracurricular activities highlights the significance of a comprehensive approach to student development. Study habits are upset by a cycle that is exacerbated by sleep disorders and technological problems, which calls for proactive management strategies. The shaping of the overall student experience by these health variations emphasizes the enduring consequences on foundational learning and coping mechanisms, underscoring the significance of a comprehensive and adaptable support system.

These findings have implications that highlight the need for individualized interventions and all-encompassing support systems to address the range of health issues that students face. Health education programs that provide students with preventive measures and coping mechanisms for physical and mental health issues should be given top priority in educational institutions. It is imperative that mental health support services be implemented in higher education to lessen the severe effects on focus and academic performance. By proactively managing sleep disorders and technology-related issues, one can break the cycle of disruption and promote a healthier learning environment. Programmes for holistic development that take into account the complex interplay between health influences are crucial for encouraging extracurricular activities and general wellbeing. Recognizing the enduring impact of health variations on the overall student experience calls for a student-centered approach that prioritizes adaptability and responsiveness to evolving health needs at different educational levels.

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3.6 Suggestion of potential solutions or support mechanisms that could address the implications of differing health complaints and enhance the overall academic environment for students.

Theme: "Building a Supportive Academic Environment: Strategies for Holistic Health and Well-being"

Students at all educational levels face different health challenges; younger students are more likely to report having an infectious disease, while older students—especially those in college—are more likely to experience mental health problems. This change is indicative of how health complaints change as students advance in their academic careers.

"Implementing health education programs at all levels could raise awareness and promote preventive measures. Additionally, providing mental health resources and counseling services in college can offer valuable support."

"Schools should consider a holistic approach to well-being. This includes regular health check-ups, promoting healthy habits, and integrating mental health support services into the curriculum. Creating a supportive environment is crucial."

"Universities can introduce workshops on time management and stress reduction techniques to address the evolving health challenges. Educating students about the importance of a balanced lifestyle could contribute to overall well-being."

"Incorporating injury prevention programs in high schools, especially for students involved in sports, can be beneficial. Additionally, colleges should prioritize mental health services and create awareness campaigns to reduce the stigma surrounding mental health."

"Establishing a comprehensive health and wellness program that includes physical and mental health components can be beneficial."

Encouraging a culture of open communication about health concerns will create a supportive academic environment."

The observed change in health complaints points to a nuanced interaction between the demands of the classroom and the wellbeing of the students. Younger students might be more vulnerable to outside influences that cause infectious diseases, and higher rates of mental health issues in college might be a reaction to more demands on their time from their studies. The analysis draws attention to the dynamic relationship that exists between students' health issues and their academic journey.

It is imperative to comprehend the dynamic character of health issues pertaining to various educational strata in order to execute focused interventions. Institutions of higher learning should design their health programs with the unique requirements of each stage in mind, encouraging preventive measures for younger students and providing strong mental health support for those pursuing advanced degrees. This strategy guarantees a comprehensive and flexible framework that promotes wellbeing all the way through the educational process.

6.0 CONCLUSION

Recognizing the transition from external health issues to internal health issues demands a holistic strategy that encompasses both mental and physical well-being. The interplay between external factors, such as environmental stressors, and internal factors, like emotional resilience, underscores the complex nature of health concerns among students. To foster a culture of well-being, it is essential to adapt health programs to the evolving demands of the classroom environment across all educational levels. This implies not only addressing physical ailments but also prioritizing mental health aspects, including stress management and emotional support. By recognizing and assimilating these dimensions, educational institutions can foster an environment that not only responds to health issues as they arise but actively promotes a wide-ranging and justifiable approach to a healthy lifestyle for students.

7.0 RECOMMENDATION

Academic institutions ought to consider introducing health education initiatives that heighten consciousness regarding stress mitigation, appropriate sleep hygiene, and the possible hazards associated with prolonged screen usage. In order to address the reported cases of anxiety and depression among students, there is also a call for improved mental health support services. It is important to look into ways to make the workplace more favorable, like implementing ergonomic techniques to reduce musculoskeletal complaints. Ultimately, cultivating a positive and encouraging learning environment requires a comprehensive approach to student well-being that takes into account the variety of health complaints.

These findings' implications point to the necessity of customized interventions that take into account the changing nature of health issues across demographic groups and educational levels. Encouraging students to have a holistic understanding of health and well-being requires a comprehensive approach that takes into account the intersectionality of age, gender, and background.

8.0 FUTURE RESEARCHERS

For succeeding studies, the researcher advises to conduct longitudinal research to investigate the long-term health outcomes of students who reported specific health complaints during their school years. Exploring whether these complaints are indicative of

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persistent health issues or if they tend to resolve over time. Furthermore, evaluate how factors such as school facilities, hygiene practices and peer interactions contribute to students' overall well-being.

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