



Experience of final exam stress from Polish high school students. The narrative of COVID-19 Pandemic Generation

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Abstract: *Introduction:* For many students worldwide, school achievements and final exams results are a significant challenge and are understood as determinates of their future college and university education, as well as their professional career. The COVID-19 pandemic not only forced schools to close and a ban on gatherings, but also introduced many new solutions and measures regarding the conduct of final exams, for which students had been preparing for years. In Poland, the government shut schools in 2020, two months before the usual time for final exams. This significant factor required modification in the manner and course of the final stage of preparation for the 'maturity' exam, which resulted in limited contact with teachers and peers, leading to intense emotions and personal challenges. *Method:* The study aim was to point out the specific COVID-19 stress experience of high school students who were on the verge of graduating. 120 high school students from South Poland [40 men (33%) and 80 women (66%), aged 18-19 years], who were preparing for the final high school exam in Poland in 2020, participated in the online survey. Phenomenological content analysis of the structured open-ended questionnaire was used. *Results:* It was found that the subjective experiences of students were mostly negative to Covid-19 restrictions and remote learning, expressed not only as negative emotions to the new, surprising, and hence fearful situation, but also as negative attitude s towards routine changes. The strong need to develop new adaptation mechanisms necessary to cope with the isolating circumstances was also explored. *Conclusions:* The study provides new supplements on mental health prevention (not only during pandemic) in students who were on the verge of graduating.

Keywords: depression, final exam, stress, COVID-19, high school students

Introduction

In March 2020, after the announcement of the pandemic, many countries introduced restrictive rules for teaching in schools. Consequently, millions of students had to adapt to a completely new form of education: remote learning. The COVID-19 pandemic compelled teachers to review their teaching methods (Williams et al., 2021; Mpungose, 2020). Students were offered non-standard solutions and a transfer learning process, which should be considered as initiating a state of permanent transformation. For the school to be able to conduct online classes effectively, radical changes were necessary in the organization and methodology of teaching, as well as the roles and competences of teachers. However, schools were

not prepared for them due to poor infrastructure and insufficient technical equipment for all students, as well as insufficient preparation of teachers to conduct remote mentoring and provide support to students (Carrillo & Flores, 2020). Teachers themselves have indicated that online teaching has many disadvantages, with the main one being the lack of a direct relationship with students (Decarli et al., 2022).

The radical change in organizational rules was particularly difficult not only for young students just starting school but also for older students about to graduate and transition to higher education or enter the workforce. For many students worldwide, school achievements and final exam results are a significant

challenge and are understood as determinates of their future college and university education, as well as their professional career (Alyahyan & Düşteğör, 2020; Song et al., 2021).

The COVID-19 pandemic not only forced the closure of schools and a ban on gatherings, but also introduced many new solutions and measures regarding the preparation of final exams, for which students had been preparing for years. For epidemiological reasons, three main alternative approaches to organizing final exams were implemented: cancellation, change of format, and postponement of date. Final exams (middle school and high school) were canceled in Norway, India, and the United States. This strategy meant that students were admitted to universities without having to pass final exams or solely on the basis of the school's evaluation of their work and completion of the curriculum. The exams were postponed for several months in the West Indies, the Czech Republic, Hong Kong, Ireland, China, and Colombia. However, in Great Britain, the United States and Germany, exams were held in a revised format. In Poland, the government closed schools in 2020, two months before the usual time of final exams. This significant factor required a modification in the manner and course of the final stage of preparation for the 'maturity' exam, resulting in limited contact with teachers and peers, which caused intense emotions and personal challenges.

Pandemic stress has been known to have worsened mental health in the general population (Fancourt et al., 2021; O'Connor et al., 2021; Wang et al., 2020). However, studies exploring the experiences of high school students during the pandemic are scarce (Długosz, 2020; Długosz & Kryvachuk, 2021; Chodkowska et al., 2021; Szwarc, 2020). Therefore, a study on high school students was conducted in the last phase of preparation for the final high school exam during the COVID-19 pandemic, based on the assumption that its impact may have been even greater during such an important moment in the life of a young person.

Qualitative research was conducted in this particular social situation to explore the stress experiences of adolescents, who were preparing for the final exam during the restrictions and isolations of Covid-19.

1. Method

1.1. Sample

The sample included 120 high school students: 40 men (33%) and 80 women (67%) between the ages of 18 and 19. All participants were from third-year classes of high schools in the south of Poland. The study was conducted in April 2020 (one month before the final scheduled exams). Due to the COVID-19 pandemic, this survey was conducted online using the Google Forms platform. The calls to participate in the study, along with links to the Web survey, were distributed through social media. The study adhered to the guidelines outlined in the Declaration of Helsinki and was approved by the appropriate institutional research ethics board. It was conducted anonymously and participation was voluntary, without any remuneration.

1.2. Instrument

The study used a structured online interview questionnaire that contained 10 open-ended questions. The questionnaire comprised items on the experience of a change in the teaching/learning process and the preparation for the high school leaving exam due to the introduction of online education during the Covid-19 pandemic. The questions were constructed by the authors and verified by two independent competent judges (psychologists experienced in working with high school students). Out of the 30 questions originally formulated, the judges finally found the following to be the most adequate to explore the students' experience:

1. How do you perceive the COVID-19 pandemic in the context of preparation for the high school leave examination?
2. What changes do you see in teacher behavior?
3. What changes do you see in parents' behavior?
4. What changes do you notice in your functioning?
5. How has your interest in schooling and learning changed?
6. What changes do you feel with online learning?

7. What changes do you feel about doing your homework?
8. What changes in your own competencies do you experience while performing your school duties?
9. What changes do you feel about your need to rest from school activities?
10. What emotions dominate your feelings in connection with preparation for the final exams during the pandemic?

A phenomenological content analysis of the answers allowed the researchers to capture subjective experiences related to the final exam preparation process with respect to changes in (1) the exam preparation process, (2) the stress and sentiment experience of the students, and (3) the school teaching methods (follow Table 1 for descriptions of the categories for each experience area).

The written statements obtained in response to the questionnaire were subjected to qualitative analysis based on interpretative phenomenological analysis (Smith et al., 2009). This allowed researchers to find phrases that would indicate how respondents identified phenomenological changes resulting from the introduction of distance learning during the most intensive stage of the preparation process for the final exam. Two semantic dimensions were considered in the analysis of the statements. The first dimension focused on the general context and its impact on the student, while the second examined the functional areas (cognitive, emotional, and social).

Table 1. Descriptions of the categories of each area of the student experience related to online education

Experience area	Categories describing subjectively perceived changes related to remote education
Context	General reflections on the pandemic and key aspects of respondents' experience. Difficulties and challenges caused by the pandemic.
Student	Changes in emotional states, interests, competencies, knowledge, motivation.
School teaching	Changes in the pressure exerted on students. Teachers' monitoring and control of their progress, and degree of preparation for the exam.

2. Results

The responses of the respondents were analyzed in the context of the issues listed in the Method section. The phenomenological topics were formulated in comparison with the experiences of high school students who were on the verge of graduating and were going to prepare for the final exam through personal attendance. The main phenomenological categories and their written descriptions are given in Table 2.

As shown in Tables 2, high school students who were on the verge of graduating were confronted with a new reality: the external world became a strange place where predicting the consequences of one's decisions or having future plans or dreams was impossible.

Pandemic high school students isolation final exam experiences are given in Table 3.

Pandemic isolation was followed by extremely strong negative emotions: loneliness, fear, panic, a feeling of overload, constant fatigue, social anxiety, and apathy. This was also related to dysregulation of cognitive self-concept structure, decreased self-esteem, lack of self-confidence, and lack of sense of control over events. High school students who were on the verge of graduating felt imprisoned, socially isolated, and witnessed the complete digitization of social life. Moreover, their concept of the world shifted from a relatively stable one to an imminent collapse of civilization. They experienced anger, sadness, and a longing to return to normal. They also felt a lack of energy, sadness, nervousness, a feeling of being unproductive, and a disruptive daily routine. Their ability to think logically, prove theorems and use previously acquired knowledge also decreased.

For high school students who were on the verge of graduating in 2020, the pandemic crisis could be seen from two perspectives. On the one hand, it was the total destruction of daily routines, while on the other hand, it presented a positive opportunity to develop new skills and training for effective exam preparation. Some high school students identified stress as being more related to health issues than to the postponement of their final exams. Subjects experienced high anxiety due to the lockdown-enforced change in activity.

Table 2. Stress from the final exam related to the pandemic experienced by high school students who were on the verge of graduating

STRESS CONTEXT	
Negative changes	Positive changes
Global manipulation	
I am only afraid of human stupidity because society allows itself to be manipulated like sheep and asks for a vaccine that will mean complete control over the individual by the leaders of the international conspiracy [part. 4]. The problem is the shortage of some goods on the shelves and the need to wear these stupid masks [part. 6] The coronavirus is media manipulation and I am not afraid of it at all [part. 1] This talk about the virus is crazy and irritating [part. 2]	No
Extreme existential uncertainty	
Breakdown of the rules of operation makes loss of stability and constancy. It is worse than war because no one shoots and the virus is invisible [part. 46] The most depressing feeling is related to the lack of possibility of predicting anything [part. 119] This is not a typical disease that can be faced by anyone; although everyone wants to be healthy, this is an absurd situation described only in Albert Camus' "La Peste" novel [part. 56] Anyone can be infected; anyone can be a mortal enemy, so I feel panic before contacting people [part. 32]	No
Anxiety of family members	
My family is in the high-risk group due to chronic diseases, so I fear for myself and my loved ones [part. 2] I fear for my loved ones' lives. Death lurks around the corner [part. 23]	No
Ambiguity about exam dates	Stoicism and acceptance of reality
I feel very bad about the uncertainty of the exam date [Part. 29] The conflicting messages about the exam date are driving me crazy [part. 57] The exam itself is not as burdensome as the uncertainty about its form and date. How can they play with people like that? [part. 46]	I feel well-prepared for the final exams, so I am not stressed about the date [part. 39]
Fear of personal future	
This stress also limits my ability to develop in other areas, such as finding a job or going on vacation [part. 35]	No
Total daily routine change	Not much change due to individual situation
I was very depressed at first because I am social by nature and social contact is forbidden [part. 32]. I have become apathetic because I am sitting at home. Sitting in front of the computer has killed my curiosity and self-esteem [part. 22] I broke down because of the lack of contact with people. [part. 31] Remote contact is driving me crazy [part. 63]	I was often sick, so I didn't go to school anyway, and it was normal for me to study on my own. So not much has changed in my life [part. 35] I like quarantine a lot. I live in the countryside, and I do not feel limited by space. It would be paradise. [part. 56] I am very happy that I do not have to leave the house because I have a nice family. At the same time, I am afraid of how the situation will develop. [part. 34]

Table 3. Pandemic stress of the final exam among high school students who were on the verge of graduating

Students' sentiments	
Negative changes	Positive changes
Emotional state	
Depression, nervous breakdown, panic	Gradual timing/acclimatizing toward positive emotion
<p>In the beginning, it was hard for me; I had no desire to do anything, even to live [part. 24]</p> <p>I was so broken and depressed because I enjoyed meeting people and traveling so much that I felt these restrictions just broke me because I had to stay home [part. 22]</p> <p>My emotional state got worse because I had to stay home; I couldn't find a place for myself; I was nervous. [part. 33]</p> <p>I have started to think of death because there is so much talk on television about people dying from COVID [Part. 44]</p> <p>I got depressed, sad, lonely, I feel overwhelmed: constant fatigue, social anxiety, apathy, panic [part. 23]</p> <p>Emptiness, boredom, lack of readiness to act, discouragement, overwhelming feeling of impossibility [part. 35]</p> <p>Indifference, apathy, weariness, increased tearfulness, regret that I did not try to take my own life on an appropriate occasion [part. 46]</p> <p>At first, my mental health was very poor, but with the help of appropriate medication from a psychiatrist, my condition improved [part. 45]</p> <p>At first, I was terrified of everything that was happening, but now I am used to it. I miss my friends. [part. 78]</p>	<p>After a month I got used to the new daily life and I try to think positively, which makes me less depressed [part. 50]</p> <p>I feel positive emotions because I'm developing bonds with loved ones; I'm realizing my interests and simple pleasures; the joy of existence; development of sensitivity and gratitude; mindfulness [part. 60].</p> <p>I am very happy that I do not have to leave the house because I have a nice family. At the same time, I am afraid of how the situation will develop [part. 61].</p> <p>Peace of mind, no stress, and more time for myself and my interests [part. 55].</p>
Social Functioning	
<p>I miss my friends and face-to-face conversations [part. 25]</p> <p>I miss my schoolmates: no group or teamwork, no discussion, no peer facilitation [part. 67]</p> <p>I couldn't go to the gym or meet up with friends, and online is different [part. 23].</p> <p>And, even though I am an introvert, I miss people and freedom of movement [part. 37]</p> <p>What else can I say except that coronavirus and quarantine, restrictions ruined my plans for the near future; I wanted to become independent, settle down, and start developing in different directions; it all failed [part. 57].</p>	<p>But it was also possible to feel better during the pandemic because, paradoxically, the number of opportunities to keep in touch with other people online increased and I gained more social support than before the pandemic [part. 100]</p> <p>Before the pandemic, I was isolated from people, but I found a support group and friends online, and I moved out and started living alone [part. 77].</p> <p>I have no contact with my father anymore, so I got better. Better focus. It's good for me because I have silence in my apartment and I can focus on my studies [part. 96].</p>
School Functioning	
Didactic mean - individual preparation, scientific lecturing	
<p>I don't have the motivation, conditions, or strength to fulfill myself at home and develop my knowledge or skills, but such opportunities were more available when I went to school [part. 87].</p> <p>The external structure collapsed (school, lessons, schedule, traffic jams) so I had to develop my own (get up, brush my teeth, tidy up my room, etc.), which wasn't easy at all. [part. 68]</p> <p>No classwork, no repetition, no feedback - it is very strange for me and makes me confused [Part. 28]</p>	<p>I prefer to work on myself.</p> <p>Pandemic isolation is not a problem because I prefer being alone [part. 37]</p> <p>It increased my internal motivation and sense of responsibility, but this is my personality [part. 38]</p> <p>I am good at individual studying, so lectures and textbooks are enough for me [part. 49]</p>
Time management	
<p>It's too hard for me to figure it out on my own [part. 11]</p> <p>The school imposes order; sometimes it overwhelms, but it was a salutary lesson for me [part. 13]</p> <p>Time flies through my fingers, I cannot concentrate on anything and I know I will not make it [part. 14]</p>	<p>I have time to develop interests and gather inspiration for future work [part. 12],</p> <p>I do not waste time on pointless school duties [part. 22]</p> <p>I have time for my interests and I can spend time with my boyfriend. [part. 25]</p> <p>I can prepare for my final exams at my own pace [part. 26]</p> <p>I don't have to rush for the bus, I can open my eyes at 7.55 and turn on the computer. It was cool for the first few days, but in the long run, it totally blew me away [part. 27].</p>

Attention and home distractors	
I am not able to concentrate. The lack of regularity frustrates me [part. 40]. Due to the number of tasks and teacher's requirements, I cannot make it and I am mentally and physically exhausted [part. 41] I have a lot of distractions at home that I cannot control [part. 33] No group or teamwork, no discussion; peer facilitation makes me exhausted [part. 42]	It is more comfortable for me to concentrate in my own room than in a classroom [part. 27]
Remote teaching/learning	
I am very tired of the online classes, connections problems are actually a nuisance, and the teacher perceives the absence of a student badly for reasons beyond his control [part. 60]. Teachers give more tasks; they don't understand that students staying at home all day don't have such well-earned time for learning; some people don't have the conditions for it at home [part. 70]. I also see teaching from the teacher's point of view (a parent is one) and I think that what is happening at the moment is one big chaos [part. 90] No one was prepared for this form of conducting classes; not everyone can fully handle the technology and form of online classes [part. 110]. I didn't have the motivation to get out of bed or take care of personal hygiene because for whom? After all, my cat always accepts me [part. 50]. I have no desire to do anything, I feel more and more tired; I hope this quarantine ends as soon as possible [part. 118].	Teachers reluctantly learned to use the equipment and began to prepare better for lectures [part. 24] Teachers started to organize the lecture material better [part. 40]

Table 4. Summary of the most common phenomenological topics related to the pandemic experience of high school students who were on the verge of graduating

	Main areas of students' experience related to pandemic			
	General reaction to the pandemic	Emotional changes	School functioning changes	Mental health problems
Specific categories	Indifference	Increased fear of death	Remote teaching/learning	Depression
	Disbelief	Negative impact of isolation on mood	Fear related to exam date uncertainty	Suicidal thoughts
	Media manipulation belief	Decreased motivation to act and self-care	Increased homework	Loss of sense of life
	Depression	Increased insecurity	Increased individual efforts, strains, and responsivity	Anxiety and insecurity
	Panic	More social support	Lack of peer mentoring and support	Medical treatment
	Social isolation	Anxiety	Changes in attentional processes	Need for psychotherapy
	Online contact	Learning motivation changes	Changes in resistance to external distractors Changes in family relationships	Dehumanized formal relationships

Remote teaching was stressful for high school students who were on the verge of graduating due to more sophisticated lecturing and excessive homework tasks given by teachers, relying on textbooks. The quantity of practical exercises and peer tutoring was insufficient; therefore, the students felt exhausted and uncomfortable. Teachers assigned many tasks without considering that students staying home all day did not have such well-earned time to learn, and some lacked suitable conditions for studying at home. Technical problems (lack of computers, internet, software) were also an additional stressor because the school system was not prepared for such a big change. It was very chaotic at first; not everyone had the necessary technological skills to navigate online classes. Teachers also developed a bad perception about absent students for reasons beyond their control.

However, the respondents also described some positive changes: increased independence, increased internal motivation, more self-reliance, a more responsible approach to duties, better motivation and time management, improved language competencies, reduction of fatigue caused by intellectual work, better emotional balance, more time for pleasure, less fatigue than when going to school and changes in emotional and social functioning.

Table 4 presents a summary of the phenomenological analysis of the pandemic experience of high school students who were on the brink of graduating.

3. Discussion

Pandemic worries experienced by high school graduates in Poland after the COVID-19 outbreak were relatively common and could also be found in other countries (Długosz, 2020; Szwarc, 2020; Liu et al., 2020). Although qualitative data analysis does not provide general statistically significant results, it should be considered because participants spontaneously reported important mental problems and behavioral symptoms. A recent meta-analysis showed that prevalence rates of clinically severe anxiety and depression in adolescents increased from approximately 12% to more than 20% following the COV-

ID-19 pandemic (Racine et al., 2021). The depressive mood was quite prevalent among Polish students who planned to sit for their final exams in May 2020 (Szwarc, 2020). The highest levels of depression and generalized anxiety symptoms were manifested by students aged 18 to 24 years. These symptoms were strongly associated with difficulties experienced at home (difficult relationships with loved ones, lack of privacy, and fatigue from excess responsibilities) and anxiety, as well as uncertainty about the spread of the pandemic (Chodkowska et al., 2021).

High school students who are about to graduate are in a critical transition stage characterized by cognitive, emotional, and social changes related to the preparation of final exams, making their lives highly challenging (Blakemore, 2019; Casey et al., 2010). This typical developmental crisis was exacerbated by feelings of threat, uncertainty, lack of control, and unpredictability of the pandemic, all of which were also high-risk factors for developing psychological problems (Haig-Ferguson et al., 2020).

The changes experienced by graduates who passed their final school exams in 2020 affected various aspects of their emotional, cognitive, and social functioning. The respondents identified changes that varied in nature, intensity, and valence. On the one hand, the pandemic crisis represented a risk, but on the other hand, it provided opportunities for some people, as was observed in a qualitative survey conducted in the UK (Burton et al., 2020).

Ambiguous and novel circumstances naturally lead to a sense of uncertainty and increased anxiety. Individual differences in tolerance of uncertainty may differentiate these symptoms, but the perception of unfavorable phenomena (such as frightening news, increased number of patients and deaths, mandatory social isolation) and their interpretation in terms of lack of control and efficiency result in increased uncertainty. This, in turn, makes it difficult to function in uncertain situations (Comer et al., 2009). Increased uncertainty leads to a variety of adverse outcomes, including worry and anxiety, depression, and even psychosomatic disorders (Dugas et al., 2012). Young people faced a new unexpected reality where causal analysis and outcome prediction became impossible. The ability to think deductively and hypothetically,

which is predominantly used in late adolescence, seemed to have been suspended. Causative orientation, which involves a person actively shaping the course of events, appears to have changed toward a defensive orientation aimed at protecting one's threatened self-esteem (Doliński, 1993). If a person cannot effectively influence the course of events, they switch to a defensive orientation, change their goals, and begin to protect their self-esteem. Belief in a just world (Lerner, 1980) – the vision of the world as a friendly, just, orderly place where one can accurately predict the course of events and the consequences of one's own and other people's behavior – was also broken (Kiral et al., 2022; Mariss et al., 2022; Münscher, 2022). These negative effects of the COVID-19 pandemic can have far-reaching consequences for the younger generation, such as the inability to achieve long-term goals through socially approved activities, the inability to regulate mental well-being, and the appropriate management of negative emotions, especially in difficult situations.

The most important event for high school students who were on the verge of graduating in April 2020 was the final exam; This is usually a very stressful experience, but during the pandemic it became extremely difficult due to the unexpected date and form and the lack of clear information from the Polish Ministry of Education. Media reports presented various opinions about the date (usually in May vs. postponed to June or September) and the form (traditional vs. remote), all of which intensified the stress.

In general, the level of stress increased after press reports on final exams and the uncertainty and difficulty in controlling the course of the situation (Długosz, 2020). During the lockdown and implementation of remote teaching/learning, many students had no contact at all with a significant teacher so final exams were accompanied by extremely negative experiences, often exacerbated by the home environment. A survey conducted in Poland among students who intended to take their final exams in May 2020 confirmed this reality (Szwarc, 2020).

Students in the risk groups were more concerned with their own health and that of their family members, while more introverted students with a lower need for stimulation felt more comfortable staying

home, and the lack of contact with peers did not limit their self-development. Although personality traits were not controlled for in the presented study, the phenomenological analysis used could support other findings in the field of COVID-19 stress regulation, specifically related to the interindividual variance of personality traits (Getzmann et al., 2021; Siryk et al., 2022).

Pandemic stress was not only associated with daily hassles, but also with the most important event, namely high school final exams, which are usually characterized by intense examination stress (Długosz, 2020). However, it was also possible to feel better during the pandemic because, paradoxically, the number of opportunities to stay in touch with other people online increased and more social support was available than before the pandemic. Students who were isolated before the pandemic could find a support group and friends online.

Positive changes were also related to positive emotions, the development of bonds with loved ones, the realization of interests and simple pleasures, the joy of existence, the development of sensitivity and gratitude, and mindfulness. It was also found that the ability to express gratitude led to fewer negative changes and more positive experiences resulting from COVID-19. The ability to feel gratitude for family members or others reduced mental health difficulties and promoted positivity at the onset of the pandemic (Kumar et al., 2022). Some people experienced positive changes and experiences during the COVID-19 pandemic in relation to their family situation. For those with a positive family environment and good social support, isolation was not so much of a problem. In supportive families, the risk of juvenile depression is lower (Ni et al., 2020).

The results of the presented studies are of great importance for the family, school and local community, have an impact on our understanding of the individual subjective experience related to COVID-19 stress and the mental well-being and functioning of adolescents. That knowledge seems to be core basic to taking action on five priority areas: depression and suicide prevention, mental health care, and education among young people, taking care of mental health in the schoolplace and family context.

Conclusions

It can be concluded that one month after the implementation of government restrictions and remote learning, the reactions of high school students about to graduate were mostly negative. However, these reactions included not only an emotional attitude towards a new, surprising, and therefore fearful situation, but also a change in routine activity patterns related to attending school and the need to develop new adaptation mechanisms toward acceptance of social isolation. They mostly experienced the subclinical, but some of them also had clinical range for internalizing problems. The study found significant, albeit modest, increases in subdepressive depressive symptoms and negative emotions, such as anxiety, a decrease in life satisfaction, well-being, and cognitive predictability. However, the simplest activities turned into millstones, leaving little energy for more ambitious ones, such as development, creativity, or fun.

It is of key importance for the prevention of mental health problems among high school students who were on the verge of graduating during a pandemic to take action at school, in the family

environment, and in the local community. This will support young people in dealing with exam stress in a remote teaching situation and with stress related to the pandemic, while teaching important coping strategies. Due to lockdown, it is also important that mental health clinics and training centers can develop remote learning preventive programs.

Limitations

Despite the important phenomenological results based on the qualitative analysis of interview data on the COVID-19 pandemic experiences of Polish high school students who were on the verge of graduating, the present study has several limitations. First, this study collected data at the beginning of the pandemic when isolation was implemented. Future studies should include more than one data collection time point to provide evidence of the dynamic adaptation process. Second, our results were based on a qualitative analysis of data obtained by a structured interview. Future research should use data from direct evaluation or reports from multiple informants to increase the reliability of study findings.

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