



# Quarantine: Students' Perspectives through Value Judgment Lenses

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## **Abstract**

**Background/Objectives:** The main objective of the researchers in conducting this study was to explore the perspectives or thoughts of the student participants about the values of quarantine during the Luzon-wide Enhanced Community Quarantine (ECQ) to extract emerging themes about family values in order to provide inputs to pedagogical strategies. **Methods/Statistical analysis:** The only instrument employed in this research was the closed-fixed interview that covered both factual and meaning-generation level. There were no predetermined questions asked, in order to remain as open and adaptable as possible to the participants' thoughts and perspectives on the enhanced community quarantine thru their value judgment lenses. **Findings:** The researchers prepared interview questions; participants were asked thru phone calls and skype. Responses were analyzed and categorized to extract their thoughts and perspectives. **Improvements/Applications:** Themes on obedience, meditation/reflection, adjustment and cooperation for family values emerged may be used to provide inputs to pedagogical strategies.

## **Keyword**

Value judgment lenses, Quarantine, Perspectives

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## **I. INTRODUCTION**

The biggest news hits the entire universe about the spread of the 2019 novel Coronavirus, otherwise known as 2019-nCoV or COVID-19; sometimes called the “Wuhan Coronavirus,” COVID-19 is one of the nastier ones. In fact, coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus the-coronavirus [1]. Accordingly, symptoms of the virus include fevers, coughs and shortness of breath, aches, sore throat, and vomiting [2]. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it is important that people practice respiratory etiquette (for example, by coughing into a flexed elbow). As a respiratory illness; the severity for patients has ranged from a mild cold to very severe symptoms that can lead to death [3]. These symptoms can occur between 2 to 14 days after being exposed to someone infected with the coronavirus [4].

Seemingly originating from Wuhan China [4], the coronavirus can cause pneumonia and can be deadly for some. Perhaps the most frightening thing about the situation is the lack of information [5]. As of January 29, 2020, the caseload for the virus has passed 6,000 in China; officially becoming a larger outbreak than the Severe Acute Respiratory Syndrome (SARS) incident a few years ago [4]. The new coronavirus typically spreads when droplets from an infected patient’s coughs or sneezes land on or get inhaled by another person [6]. According to the World Health Organization, the virus is not airborne and does not spread between people who are more than 6 feet apart. Some research, however, suggests that viral droplets can travel farther than 6 feet in certain conditions and that live coronavirus particles can persist in the air in aerosol form [7].

The Philippines is no exception; the Philippines suffered a lot from this pandemic disease. As of April 15, 2020, the total number of COVID-19 cases has reached 5,453. Prior to the widespread, the government has imposed restrictions such as closing schools, universities, stores and malls, providing curfew hours (from 8pm to 5am), stopping prayers or mass gatherings, and halting public transportation and flights to particular countries. Such restrictions have been incremental [8], and even with cases continuing to rise, quarantine in Manila has been imposed from March 15-April 14, 2020. Following the augmented number of COVID-19 cases, the Congress held special sessions on March 23, 2020 to enact the Bayanihan: to Heal as One Act. Officially designated as Republic Act No. 11469, such granted President Duterte additional authority to combat the 2020 coronavirus pandemic in the Philippines [9]. So, he

created the Inter-Agency Task Force (IATF) for the management of emerging infectious disease based on Resolution No.10 S.2020. The task force suggested the extension of quarantine for two weeks (April 14-30, 2020). For protection, people are ordered to stay at home, never go out and practice personal hygiene when they sneeze or cough and boost their immune system. The barangay captain issued a Quarantine Pass (QPass) for each household. When people need to go out for some necessities like purchasing food and medicine, only those who are issued the QPass can go out and they should practice social distancing. And therefore, students have to stay at home. There is the cessation of the common routines they do. They have to be with their family members. They are expected to hone their family values [10] which are sometimes referred to as familial values, traditional or cultural values that pertain to the family’s structure, function, roles, beliefs, attitudes, and ideals [11].

It is for this contention that the researchers took the cudgel in exploring the perspectives or thoughts of the student participants about the values of quarantine during the Luzon-wide Enhanced Community Quarantine (ECQ). In other words, students expressed their thoughts or how they valued or judged the quarantine thru their lenses. Quarantine is an epidemiological intervention of restriction on the movement of people and goods, which is intended to prevent the spread of the novel corona virus (COVID-19—infectious disease brought about by a virus [12].

The main objective of the researchers in conducting this study was to explore the perspectives or thoughts of the student participants about the values of quarantine during the Luzon-wide Enhanced Community Quarantine (ECQ) to extract emerging themes about family values in order to provide inputs to pedagogical strategies. Specifically, the following ancillary questions were answered:

1. How do the participants judge the value of quarantine?
2. How about the existential enhanced community quarantine?
3. What is the participants’ idea of COVID-19?
4. How do the participants describe the enhanced community quarantine (ECQ) on the bases of:  
family values; and  
government policies?
5. What emerging themes for family values surface from the findings of this study that may be used to provide inputs to pedagogical strategies?

## **II. METHODS**

The researcher used the pure qualitative phenomenological research method to collect and

work with non-numerical data in order to interpret meaning from these data that help people understand social life through the study of targeted populations or places.

Qualitative research was designed to reveal the meaning that informs the action or outcomes that are typically measured by quantitative research. So, the researchers investigated meanings, interpretations, symbols, and the processes and relations of social life.

What this type of research produces is descriptive data that the researchers interpreted using rigorous and systematic methods of transcribing, coding, and analyzing trends and themes. Just because its focus is everyday life and people's experiences, qualitative research lends itself well to creating new theories using the inductive method, which can then be tested with further research.

Specifically, the researchers employed an interpretive phenomenological qualitative procedure to gain a better understanding of the lived experiences of 4th year graduating students during the ECQ. The researchers studied the structures of the participants' consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward their experience about the ECQ.

Data collection only emanated from the semi-structured interviews in order to clarify and comprehend value judgment on the essence of the implementation of ECQ (as a phenomenon) in Luzon brought about by the pandemic COVID-19 in order to extract emerging themes to provide inputs to pedagogical strategies. In order to do that, one of the researchers requested his colleague to use the *envivo* application.

#### **A. Participants**

The participants used in this study were the 15 4th year or graduating college students (5 from BEED in Pulilan Extension and 5 from BEED and another 5 from TLE in Bustos Campus,) who were enrolled in Bulacan State University in Pulilan Extension (Pulilan, Bulacan) and Bustos Campus (Bustos, Bulacan) during the second semester of School Year 2019-2020.

The researchers believe that the 4th year or graduating students have the ability to understand the issue of quarantine better and they possess the following characteristics:

##### **Time management.**

They take studying seriously; they are seen to study well since they are in their terminal career stage; they attempt to juggle various domains of life (work, home, hobbies or interests).

##### **Determination.**

They are observed to manifest a fixed decision to finish their studies; they ascertain the quality of their studies and focus to advance it.

##### **Decision-making capacity.**

As they show a wide range of background and bring equally diverse set of needs, the researchers believe that they make an enduring power of attorney appointment to understand the information relevant to the decision they make, retain that information to the extent necessary to make the decision, use or weigh that information as part of the process of making the decision and communicate the decision and their views and needs as to the decision in some ways, including by speech, gestures and other means.

##### **Life priorities.**

They flourish to cope for upward movement; they also know that it is important to establish clear goals and priorities in order to set aside non-essential tasks that can eat up time and to monitor where the time actually goes. They are likewise observed to fashion priorities in family, health, friendship, community, security and progress.

#### **B. Instrument**

The instrument used in this study was limited to the interview thru phone calls and skype. Since people were under the ECQ, they were not allowed to have the face-to-face interaction, so the researchers interviewed the participants via phone calls and skype.

#### **C. Data Collection and Analysis**

In order to collect and analyze data from interviews, the researchers analyzed responses for key patterns. The patterns were identified, categorized, and coded in order to divulge themes. A constant comparison process was inductively done. That is, the categories and their meaning emerged from the data rather than being imposed on the data before the data were even collected or analyzed.

Just because of the continual building of key patterns through analysis, the discovery of relationships began as the initial observations were analyzed. A process of continuous refinement occurred as the coding process is integral to the data collection and data analysis.

### **III. RESULTS AND DISCUSSIONS**

#### ***A. Participants' Thoughts and Perspectives about the Value of Quarantine***

Participant 1 disclosed that quarantine made them closer together. They had time together to play and pray. They said that they put value on family togetherness and praying together. "The quarantine keeps us together. It teaches us to be contented and appreciate what we have, buy only the essential needs and live a simple life."

Participant 2 said that because of the rise in messaging technology — especially text messaging, they just do not have the same face-to-face relationships that their parents had 20 years ago. So, they communicate with friends via the internet, particularly messenger. The quarantine gave them time with friends and family members.

Participant 3 "Through the quarantine, we were made aware of our responsibilities to our parents. We obeyed what they told us to do. We were told to stay at home due to some restrictions, so we obeyed. We learned the value of obedience during this crisis."

Participant 4 "We learned the value of cooperation during the quarantine. We know hard it is not to go out to do the usual thing or the daily schedule that we follow, but we need to obey because of the quarantine. We need to cooperate with the government to stop the spread of the virus which is becoming pandemic."

Participant 5 "Quarantine is restriction on the movement of people and goods, which is intended to prevent the spread of the novel corona virus, but we have to follow what the government tells us to do."

Participant 6 said that "This quarantine is a novel experience. It teaches us several things such as obedience and forging family ties. It leads to close family bonding and we learned household chores which we did not do before. Aside from this, the quarantine teaches us to appreciate the beauty of technology. During the quarantine, we communicate with friends and teachers via the internet."

Participant 7 disclosed that this quarantine had taught people how to go to the basics. For example, he said that people needed to plant vegetables and stayed at home just like what happened 20 years ago.

Participant 8 said "this quarantine gives us the opportunity to reflect on what is happening around us."

Participant 9 disclosed that the quarantine is

imposed due to the spread of COVID-19. The contagion poses dangers to all. And so, people had to follow the government policies under the ECQ.

Participant 10 said that the quarantine is a measure to prevent the spread of COVID19. It is a means of restricting the movement of people who, while not yet ill meaning not yet have the symptoms of COVID-19, might have been exposed to an infectious virus and therefore may become infectious. The students valued the quarantine much and social distancing as these methods will be the first line of defense in attempting to contain or lessen the severity of the outbreak until a vaccine and medication can be developed.

Participant 11 said that people need to obey and cooperate in order to protect public health during the COVID-19 pandemic.

Participant 12 said "people should only leave the house for several key reasons. These include travelling to work as a keyworker, shopping for food or medicine and going out for an emergency. Those with underlying health conditions and people over the age of 70 should be self-isolating at home for a period of 12 weeks."

Participant 13 said that the increasing panic has led to plunging in grocery stores. The quarantine gave people the feeling of increased fear and panic.

Participant 14 disclosed that the quarantine gave students the chance to halt for a while and think deeply into the normal course of life.

Participant 15 said "this quarantine is likened to a nightmare. There is the cessation of work, studies and normal life. We need to wake up from this and repent for our sins."

#### ***B. Participants' Thoughts and Perspectives about the Existential Enhanced Community Quarantine***

COVID-19 crisis is real [13]. "When classes got suspended, teachers conducted a reading group or online interaction where students could meet online once a week to discuss lessons. The quarantine literally poses an existential threat to all of human life today. And when faced with the possibility of complete obliteration, it suddenly seemed as if nothing else in the world mattered but survival. Survival seems to be worth all of jobs" they said.

"With the imposed isolation of so many communities, a part of us is lost – a part of our humanity becomes missing. Martin Heidegger talks of our relationship to the being of other entities as our

facticity. Our facticity involves our concern for things that we do, things that we buy, and people that we care about. But the needed isolation for survival devoid us of these relationships; the ECQ rids us of an aspect of our facticity” some of the participants disclosed. They continued by saying: “suddenly, we can no longer do things that are of concern to us and we cannot visit those whom we care about. Suddenly, just so we could survive as a species, we deprive ourselves of a modality of our being as humans” they continued.

Many people do not have work; businesses and establishments are closed; there is no public transport at all and struggles are real in buying medicines, groceries and some basic necessities. “The quarantine hinders our normal life occurrences” they disclosed.

### **C. Participants' Ideas about COVID-19**

“According to the World Health Organization (WHO), coronaviruses are a large family of viruses that can cause illnesses ranging from the common colds to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). A novel coronavirus (nCoV) – like the one currently spreading across the world – is a new strain that has not been previously identified in humans” the participants said.

In summary, COVID-19 is thought to have originated in a food market in Wuhan, China, the epicenter of the outbreak. Coronaviruses are zoonotic, meaning they are transmitted between animals and humans (Fan, Zhao, Shi & Zhou, 2019). Just because coronavirus is a new illness, the government health workers still do not know exactly how it spreads. However, like other viruses, it is likely that it COVID-19 is passed from person to person through droplets of moisture that leave the body when coughing and sneezing. However, the government and the Department of Health (DOH) are currently taking steps to prevent the contagion of COVID-19 into communities across the country.

### **D. Participants' Description of the ECQ on the bases of Family Values**

“Family values, they said “are usually the result of interaction with the religious norms of society, which main objective is the preservation of the family. Traditional family values are: marriage, faith, loyalty, mutual respect. Parents in the family give a child native utterances, native customs and traditions, form the national identity, the national consciousness, national pride, and bring up the national honor and dignity.”

In hindsight, family values are important unifying factors that bind members together. Rural

family worked together on the field, the family in cities was involved either in trade or a craft. Accordingly, family traditions are a model of interaction between parents and children in everyday life that have been tested from generations to generations.

Family values are preserved and transmitted, where the younger generation is growing up in the isolation from the ethnic culture environment under the influence of popular culture and urbanization in general.

However, due to the development of society and its views on the family life values, especially now that people are under the extended quarantine, some changes in family values may be observed. For example, the elders may think twice when some youngsters would approach to kiss their hands. Another thing is that, people would be more conscious about their health; as they would be more aware of their environment. They would be more conscious about their health and the way they interact with people and deal with pressing problems.

### **E. Participants' Description of the ECQ on the bases of Government policies**

The student participants highly agree on the government interventions, such as quarantine, isolation and social distancing methods especially their families since they viewed these methods as temporary government viable interventions in place of pharmaceutical interventions during an infectious disease outbreak like COVID-19 which they believe can be successful only if all people would strictly observe and follow the government guidelines and rules as discussed through television news by the members of the IATF.

More so, they favor isolation of people infected by COVID-19 living in their residence in a separate quarantine facilities to avoid widespread of the virus within their communities. However some students are sad and worried because due to ECQ their parents could no longer work and earn a living since most of their fathers are jeepney or tricycle drivers and contractual/construction workers.

In the same manner, they express their disappointment because some people do not follow government policies and guidelines on the ECQ. Some are not used to being quarantined at home and so they find ways on how to go out and dilly-dally outside.

### **F. Emerging Themes for Family Values**

The following emerged as themes:

### **Cooperation.**

There will be no peace without collaboration; and there will be no collaboration without cooperation. Cooperation hinges on sacrifice. Victory against COVID-19 may not be fully achieved without cooperation and cooperation may not be achieved without sacrifice. If people would provide a little sacrifice (such as curtailing themselves of going out and staying at home instead), they may fight COVID-19. Cooperation equates with sacrifice [14]. When they cooperate, they decide to sacrifice their own personal desires to do some things they normally do for the sake of cooperation. Cooperation is an important element of forging family values. For them, cooperation is important because during the lockdown, it allows them and family members to work together to achieve a common goal or derive mutual benefits. Cooperation exists at many levels and takes place between individuals and organizations. Cooperation allows participants to exchange valuable information that helps both sides improve their knowledge bases and work in a time- and resource-efficient manner. The participants see mutual assistance as a goal to strive for, to view others as potential collaborators and to choose cooperation as often as possible as a viable alternative to competition and individual work. Cooperation between and among members is often referred to as a cooperative relationship. Participants in these relationships often share vital resources and knowledge as well as staff and personnel to accomplish a specific task. Cooperative relationships can result in a one-time collaboration between family members to achieve a goal or can involve recurring meetings and events to allow them to continue working with each other.

### **Communication.**

Effective communication within the family can lead to better relationships between and among family members. It is founded on trust, listening and understanding. Effective communication keeps them open to share thoughts and feelings, coax expression and foster a safe home environment in which all members of the family can feel comfortable and secure in their relationships.

### **Meditation and Reflection.**

Self-reflection and meditation give the participants insights into their own thoughts and aspirations. The more thorough the process of self-reflection, the better they recognize their thoughts, feelings, values and beliefs about who they are in the family. They disclosed that some problems stem from their inability to sit quietly in a room and think deeply about their decisions in life.

### **Quality Time.**

One of the many challenges facing families due to the COVID-19 pandemic is finding new ways of living together while letting go of old expectations. There is an important opportunity to strengthen familial bonds and create a sense of unity. Families need a sense of familiarity and stability in their lives; these experiences can foster feelings of family closeness (McEwen, 2017). Therefore, family members should plan home-based leisure activities that are aligned with individual interests and require little planning, such as board games, a game of soccer in the yard or reading together. For parents in particular, creating a consistent strategy is essential as children look for structure. Families are a primary source of companionship and gratification. Now more than ever, families are the primary pillar of support as people are instructed to stay at home.

Amid growing pandemic fears and restrictions, the participants affirm that when families spend quality “play” time together, it can build and strengthen the family unit which, in turn, may alleviate stress. The COVID-19 restrictions can still provide them with the opportunity to reconnect and strengthen relationships and communication among family members and friends through emails, letters, phone calls and social media.

### **Obedience.**

Obedience is a form of social influence that involves performing an action under the orders of an authority figure. It differs from compliance (which involves changing behavior at the request of another person and conformity (which involves altering behavior in order to go along with the rest of the group. Instead, obedience involves altering behavior because a figure of authority has told them to.

### **Adjustment.**

The value of adjustment estimates the burden of a certain problem. It is a process of changing something for a person to do better in a new situation. Future problems may occur due to failure of adjustment. The lived experiences of the participants help them develop the value of adjustment. While it is true that quarantine is both novel and difficult, it fosters opportunities for them to experience how a tinge of adjustment offers chances of being prepared.

## **G. Inputs to Pedagogical Strategies**

Classroom atmosphere is an integral element in the success of cooperative learning. For example, students must feel comfortable working with classmates and be willing to share ideas, ask questions

and take risks. In order to create such a cooperative atmosphere and to make the principle of cooperation work, the following pedagogical inputs may be considered:

Creating the right environment is crucial. Some have experienced how classroom setting greatly affects what they do and how they feel. Working with students to develop a set of behaviors, policies, or norms offers one means of promoting cooperation as a value. Here are some positive ways they may be worded, for example, "I listen when others are talking" instead of "Do not talk when others are talking." It is helpful to have these norms posted on the wall for all (including others) to see.

Examples may include:

I encourage everyone to participate.

I help others without doing the work for them.

I keep silent when the teacher is explaining the lesson.

Nowadays, with the advent of technology, texting and messaging apps are at their fingertips; today's students can communicate more quickly and easily than ever. However, text-based messaging does not have the added benefits of vocal tone, face-to-face conversation, or context that past generations may have taken for granted. So, teachers may incorporate blogging or creating a group chat for strengthening lesson activities. Blogging may be incorporated into the curriculum to teach students the necessity of self-reflection.

Maybe, thinking about the events of the week: whether they learned some lessons, made some mistakes or did something good, may be a good starting point for blogging activities. Blogging may get them into the habit of constant self-reflection. Self-reflection is important because it leads to self-improvement. They can think about life lessons or values that they believe they find important, so that they can apply them into their daily lives.

The more they think about those lessons and values, the more they will be better in decision making. Additionally, they can self-reflect on their mistakes so that they can think about them with an open mind. They can think about what they did right and wrong, so that they can do things differently next time. It is important to realize that they are not perfect and try not be afraid to accept the negative aspects of their actions.

The advent of technology poses some forms of adjustments. Since both students and teachers learn to adjust to novel situation of quarantine brought about by COVID-19, they also learn the idea of work from home (WFH) procedures. It is for this reason that teaching and learning via technology may be

introduced gradually. Teachers may use blogging as a means to utilize technology. The advent of technology is gaping before teachers and students; teaching and learning is headed towards that direction. In hindsight, it may be an important pedagogical strategy to be considered.

If everyone in the family is participating in some type of activity, then general household chores may be introduced as part of family life, and therefore, these chores may be a part of the curriculum. Have a family meeting and explain that in order to do these enrichment activities/sports/music, everyone will have to pitch in to complete family chores. Even small kids can help set the table, clear dishes, or take out the trash cans to the curb. Prioritizing and scheduling even a short amount of time for students may help them navigate this difficult time and contribute to the collective well-being of the family as a microcosm of the government.

#### **IV. DISCUSSION AND CONCLUSION**

In the light of the responses extracted from the 15 participants, the researchers concluded that:

The participants judged the value of quarantine as an opportunity to hone their family values. Despite its novelty and difficulty, they learned some life lessons of obedience, meditation/reflection, adjustment and cooperation. The existential enhanced community quarantine taught them the same, as they continued to stay at home; they learned to follow government policies and guidelines for safety security and hygiene. They learned the value of quality time to play and pray with their family members.

The participants believed that (as they saw in the news and heard over radio or television news), COVID-19 is thought to have originated in a food market in Wuhan, China, the epicenter of the outbreak. It is likely that COVID-19 is passed from person to person through droplets of moisture that leave the body when coughing and sneezing.

On the basis of family values, the participants developed to the value of togetherness in playing and praying as they appreciated quality time during the existential enhanced community quarantine. However, on the basis of government policies, they learned the value of obedience and sacrifice for the need to follow guidelines on safety and protection.

Themes on obedience, meditation/reflection, adjustment and cooperation for family values emerged may be used to provide inputs to pedagogical strategies.

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