



Working Conditions and Mental Health Among Filipino Teachers in New York City Public Schools: A Phenomenological Inquiry

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ABSTRACT

Teacher working conditions and mental health are closely intertwined, yet the experience of Filipino teachers working abroad—a population that sustains a significant share of overseas basic-education staffing—remains underexamined. This study investigated the interplay between working conditions and the mental health of Filipino teachers in New York City public high schools during school year 2023–2024. Using a descriptive phenomenological design grounded in Conservation of Resources theory and the Job Demands-Resources model, the authors conducted semi-structured interviews with 31 Filipino high school teachers across New York City’s five boroughs and analyzed the data using Colaizzi’s method. Three domains of findings emerged: teachers’ working conditions (work environment, professional relationships, physical environment, comfort and productivity, and resources); the strategies teachers used to navigate factors affecting their mental health (ranging from mental wellness initiatives to spiritual and community practices); and the perceived impact of working conditions on mental health, chiefly through empowering administrative support, job satisfaction, a tranquil teaching climate, technological readiness, and holistic teaching packages. Findings suggest that resource-rich, supportive working conditions function as protective buffers for this population’s mental well-being, consistent with the dual-pathway logic of the Job Demands-Resources model, though the data captured considerably more about protective resources than about demands or stressors. The study proposes a five-component support model—work-environment assessment, professional-relationships framework, physical-environment design, personalized comfort and productivity initiatives, and resource enhancement—that school leaders can adapt to sustain teacher well-being. Implications for school administrators, teacher-support policy, and the design of similar studies in Philippine basic-education settings are discussed alongside methodological limitations.

Keywords: Filipino teachers, teacher working conditions, teacher mental health, overseas Filipino educators, Job Demands-Resources model, phenomenology

1. Introduction

Educational management shapes not only how a school system runs but also whether the adults inside it can sustain the work of teaching. Bush (2011) frames this management task as three interlocking functions—administrative, strategic, and leadership—that together determine whether a school becomes a supportive environment for staff and students alike. Where these functions operate well, teachers are more likely to report job satisfaction and, by extension, better mental health outcomes (Bush, 2011). Where they do not, the accumulating evidence on teacher well-being points to a consistent pattern: workload, weak support structures, and difficult working conditions are associated with elevated stress, burnout, anxiety, and depression among teachers (Gobbato et al., 2014; Rodrigues et al., 2019).

That evidence base, however, has been built largely on teachers working within their home education systems. It says comparatively little about teachers who carry out this work far from home—a gap that matters for the Philippines, which has for decades supplied teachers to schools in the United States, the Middle East,

and elsewhere (Alcibar, 2021). The outflow is not merely historical: the Teachers Dignity Coalition, drawing on Philippine Overseas Employment Administration figures, estimated that an average of 1,500 Filipino public-school teachers left annually over the three years preceding 2024, citing low domestic salaries, heavy non-teaching workloads, and comparatively weaker school facilities and class-size ratios relative to typical postings abroad (Human Rights Online Philippines, 2024). Filipino teachers abroad thus navigate the ordinary demands of the classroom alongside migration-specific stressors: unfamiliar administrative systems, distance from family support networks, and the work of adapting to a new professional culture (Deguma, 2022; Sumalinog, 2022). Whether the working-conditions-to-mental-health pathway documented among domestic teacher populations operates the same way for this diaspora group, and—just as important for the sending system—what specifically about their conditions abroad sustains their well-being once they are there, has not been well established. Understanding that latter question has direct relevance for the Philippine basic-education sector: if identifiable, resource-based conditions are what protect migrating teachers' well-being once abroad, the same conditions may be worth replicating at home as part of a broader teacher-retention strategy.

Related literature on the mechanics of that pathway offers useful starting points. Rodrigues et al.'s (2019) scoping review identified workload and the absence of adequate support as the working-condition factors most consistently associated with teacher stress, burnout, anxiety, and depression. Gobbato et al. (2014) similarly linked specific work demands to depression and anxiety, arguing that generic workload measures obscure the more granular features of the job that actually drive distress. Day and Palmer (2014) broadened the frame further, showing that workload, organizational culture, and the quality of professional relationships jointly shape teachers' overall experience of their work—a multidimensional view that resists reduction to any single variable. Li et al. (2021) added a mediating mechanism to this picture, finding that teacher self-efficacy channels the relationship between working conditions, mental health, and student outcomes, which suggests that the consequences of poor working conditions do not stop with the teacher. Read together, these studies establish that working conditions affect teacher mental health through several distinguishable channels—workload, support, relationships, and self-efficacy—but none examined a diaspora teaching population, and none asked what teachers themselves do to manage these pressures once they are in the classroom.

Two theoretical frameworks guided the present inquiry into this gap. Hobfoll's (1989) Conservation of Resources (COR) theory holds that individuals work to acquire, retain, and protect resources they value—among educators, this extends beyond salary to intangibles such as autonomy, collegial support, and a positive work climate—and that stress arises when those resources are threatened, lost, or invested without adequate return. COR theory further predicts a resource caravan effect, in which the presence of one resource (for example, a supportive administration) tends to generate others (for example, higher job satisfaction), producing cascading benefits or, in its absence, cascading strain. Complementing this, the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) proposes two parallel pathways: a health-impairment pathway, in which job demands deplete energy and contribute to burnout, and a motivational pathway, in which job resources sustain engagement and buffer the effects of demands. Applied to this study, COR theory offers a lens for understanding how Filipino teachers accumulate and protect the resources that sustain them abroad, while the JD-R model provides a structure for distinguishing which features of their working conditions function as demands and which function as resources.

Framed by this literature and these two models, the study investigated the interplay between working conditions and the mental health of Filipino teachers in New York City schools during school year 2023–2024, and asked: (1) What are the working conditions of Filipino educators in New York City schools? (2) How do Filipino educators in New York City schools navigate the various factors influencing their mental health? (3) How do working conditions affect the mental health of Filipino teachers? (4) What strategic model can be derived from the findings to support this population's well-being?

Findings are expected to serve several audiences. For school administrators, they identify concrete, resource-based levers—beyond salary—for supporting teacher well-being. For teachers, particularly those from similar migrant backgrounds, the findings offer a point of comparison for evaluating their own working conditions and a vocabulary for advocating change. For the Philippine basic-education sector specifically, a system that continues to see teachers migrate abroad, the findings offer transferable insight into what working conditions and support structures sustain teachers' mental health, with direct relevance to school leadership, teacher retention, and professional-development policy at home.

2. Methods

Research Design

This study used a descriptive phenomenological qualitative design, following Creswell's (2013) guidance for research aimed at understanding the essence of a shared lived experience. Phenomenology was selected because the research questions centered on how Filipino teachers subjectively experienced their working conditions and managed their mental health—questions that call for rich, first-person description rather than measurement against predetermined variables. The design allowed participants' own language and meaning-making to shape the findings, consistent with the study's aim of capturing culturally specific, contextually grounded insight rather than testing a pre-specified hypothesis.

Research Setting

The study was conducted within the New York City Department of Education, the largest public school system in the United States, serving over 1.1 million students across more than 1,800 schools organized into 32 geographic districts. Each district operates under its own superintendent with guidance from a Community District Education Council. District-wide, minority enrollment stood at 90%, with 54.1% of students classified as economically disadvantaged, and a student population that was 41% Hispanic/Latino, 24.7% Black, 16.1% Asian or Pacific Islander, 14.6% White, 1.2% American Indian or Alaska Native, and 0.5% Native Hawaiian or other Pacific Islander. This scale and diversity made the system a substantively important, if geographically bounded, site for examining the working conditions of Filipino teachers.

Participants

Participants were 31 Filipino high school teachers drawn from across New York City's five boroughs: the Bronx (10), Brooklyn (8), Queens (6), Manhattan (5), and Staten Island (3). Inclusion required that participants be of Filipino background and actively employed as a high school teacher in one of the five boroughs at the time of the study. The authors reported selecting participants at random from within this eligible pool to reduce bias in representation across boroughs. As discussed in the Limitations section, this procedure sits somewhat uneasily alongside the study's phenomenological design, which more typically calls for purposive or criterion-based sampling of information-rich cases; the implications of that mismatch are addressed later in this article.

Instrumentation

Data were collected using a researcher-developed interview guide combining fixed and open-ended items, reviewed and validated by graduate-school faculty prior to use. The guide addressed two domains: working conditions (adequacy of tools, training, and physical space; perceived comfort and productivity; and factors teachers associated with a good working environment) and mental health (sources of felt appreciation, connectedness to the work, and self-generated strategies for managing well-being). Open-ended items were included specifically to allow participants latitude to introduce considerations the guide had not anticipated.



Data Collection Procedures

Following approval from the New York City Department of Education's Internal Review Board and Holy Name University's Ethics Review Board, the authors distributed consent forms to prospective participants. Most data were gathered through one-on-one interviews conducted in person; where scheduling constraints made an in-person interview impractical, participants completed the same guide in written form. Interviews were audio-recorded and transcribed using intelligent verbatim transcription, then checked, coded, and iteratively reviewed until stable themes emerged.

Data Analysis

Transcripts were analyzed using Colaizzi's (1978) seven-step descriptive phenomenological method: familiarization with each transcript; extraction of significant statements bearing directly on working conditions or mental health; formulation of meanings from those statements; clustering of meanings into themes; integration of themes into an exhaustive description of the phenomenon; condensation of that description into a fundamental structure; and, where feasible, validation of the resulting structure against the original data. This method was selected for its systematic, auditable movement from raw statement to interpreted theme, which suited the study's aim of producing findings that remained traceable to participants' own words.

Ethical Considerations

The study adhered to standard human-subjects protections. Participation was voluntary, and informed consent was obtained from every participant prior to data collection. No participant who withdrew was replaced, no incentives or compensation were offered, and the study posed no anticipated risk to participants. Confidentiality was maintained throughout data handling and reporting.

Trustworthiness and Methodological Limitations

Several features support the credibility of the findings: the interview guide was reviewed by graduate faculty prior to use, interviews were transcribed verbatim rather than summarized, and the sample drew on teachers from all five boroughs rather than a single school community, broadening the range of settings represented. At the same time, the original study did not report several procedures conventionally used to establish rigor in phenomenological research—among them member-checking of emergent themes with participants, peer debriefing, an audit trail of analytic decisions, or a bracketing/positionality statement addressing the authors' own standing as Filipino teachers within the same New York City system under study. Given that shared identity, a reflexivity statement is particularly relevant to how readers should weigh the findings, and its absence is noted here as a limitation rather than resolved retroactively. These considerations, along with the sampling issue noted above, are revisited in the Discussion.

3. Results

Analysis of the interview data yielded three domains of findings, corresponding to the study's first three research questions: teachers' working conditions, the strategies teachers used to navigate factors influencing their mental health, and the perceived impact of working conditions on mental health.

Working Conditions of Filipino Teachers in New York City Schools

Five emergent themes characterized participants' working conditions (Table 1): work environment, professional relationships, physical environment, comfort and productivity, and resources.

Table 1

Working Conditions of Filipino Teachers in New York City Schools

No.	Clustered Themes	Emergent Theme
1	Comfort in current school; adaptation and adjustment; success and	Work Environment



	achievements; feeling of support	
2	Collegial collaboration; supportive administration; feeling of support	Professional Relationships
3	Diverse classroom settings; optimal classroom space; advantageous class size	Physical Environment
4	Comfort and productivity	Comfort and Productivity
5	Provision of classroom tools; equipment support; professional development	Resources

Under *Work Environment*, several participants described long tenures in the same school—one had taught “in the same school for almost 18 years,” another “almost 20 years”—alongside descriptions of having “adjusted thoroughly” to their working conditions and of being “creative with the limited space and equipment” available. This combination of longevity and adaptive coping suggests that comfort in this sample was as much a product of accumulated familiarity as of the conditions themselves.

Professional Relationships centered on collegial collaboration and administrative support, echoed directly in one participant’s description that “the department collaborates together.” This finding aligns with Li et al.’s (2021) identification of a mediating role for interpersonal and efficacy-related factors in the working-conditions-to-mental-health pathway, though the present data speak to the relational climate itself rather than to self-efficacy specifically.

Physical Environment themes—diverse classroom settings, optimal space, and class size—echo Rodrigues et al.’s (2019) finding that tangible features of the work environment shape teacher mental health alongside workload and support. *Comfort and Productivity* emerged as a related but distinct theme, reflecting participants’ sense that physical and psychological comfort translated directly into their capacity to work effectively, consistent with the integrated view of teachers’ work advanced by Day and Palmer (2014).

Finally, *Resources*—classroom tools, equipment support, and professional development—reflected the material and developmental supports participants associated with effective teaching, consistent with the broader emphasis on resource provision found in international teaching-condition surveys (OECD, 2020).

Navigating Factors Influencing Mental Health

Participants described seven distinct strategies for managing their mental health amid their working conditions (Table 2).

Table 2

Strategies for Navigating Factors Influencing Mental Health

No.	Clustered Themes	Emergent Theme
1	Regular check-ins; mini-sessions on mental wellness	Mental Wellness Initiatives
2	Emphasis on meditation and relaxation; personal time-off prioritization	Holistic Well-Being Practices
3	Prioritizing self-care; listening to one’s body; surrounding oneself with support	Self-Care and Supportive Surroundings
4	Meditation and reflection practices; self-awareness; physical activities	Mindful Engagement and Reflection
5	Connecting with a higher force; building a supportive community	Spiritual Connection and Community Building
6	Incorporating self-activities in class; stressing the importance of “me-time”	In-Class Well-Being Practices
7	Wait time in student interactions; mental health support; work-life balance; professional development; supportive leadership; peer support groups; wellness programs	Educational Environment Enhancement

Institution-level initiatives—regular check-ins and dedicated wellness sessions—indicated a degree of organizational investment in staff mental health that participants noticed and valued, consistent with literature framing proactive, preventive measures as protective for teacher well-being (Hargreaves, 1998; Jennings & Greenberg, 2009). Alongside these institutional efforts, participants described individually initiated practices: holistic routines built around meditation and protected personal time (Kyriacou, 2001; Skaalvik & Skaalvik, 2017), active self-care summarized in one participant’s description of the need to “prioritize self-care, listen to one’s body, and surround oneself with supportive people,” and mindfulness or reflective practices consistent with research linking such routines to improved focus and reduced stress among educators (Roeser et al., 2013). Two further themes extended well-being beyond conventional workplace-wellness categories: a spiritual and communal dimension—connecting with a higher power and

cultivating supportive relationships—that, while sparsely represented in the broader teacher-wellness literature, resonates with research on community and purpose as protective for mental health generally (Seligman, 2011), and a set of in-class practices through which teachers embedded moments of “me-time” directly into instructional routines, suggesting that, for this sample, well-being was managed not only outside the classroom but within it. The seventh theme, *Educational Environment Enhancement*, aggregated a broad set of systemic factors—from instructional pacing to peer-support structures—that participants linked to sustaining their mental health, echoing calls in the literature for well-being to be addressed through organizational as well as individual-level change (Collie et al., 2012).

Perceived Impact of Working Conditions on Mental Health

The third domain concerned how participants perceived their working conditions as shaping their mental health, organized into five themes (Table 3).

Table 3

Perceived Impact of Teacher Working Conditions on Mental Health

No.	Clustered Themes	Emergent Theme
1	Facilitating continuous growth; fostering supportive well-being; empowering through training	Empowering Support Systems
2	Enhancing satisfaction, longevity, and well-being; boosting curriculum-related mental well-being	Job Satisfaction and Well-Being
3	Creating teaching tranquility; responsive support for mental wellness	Teaching Tranquility
4	Technology's positive impact on well-being	Technologically Well-Equipped
5	Comprehensive teaching packages for mental well-being	Holistic Teaching Packages

Participants tied administrative investment in their growth directly to their sense of well-being: one described having “been provided with the tools and training to effectively work in my assigned school,” citing “workshops and training on classroom management and varied teaching strategies” as evidence of meaningful institutional support. This pattern is consistent with research linking supportive leadership to teacher well-being and job satisfaction (Day & Gu, 2007; Skaalvik & Skaalvik, 2017). A related theme connected job satisfaction directly to longevity and mental health, illustrated by a participant who reported having “been satisfied with my job for 26 years in the same school,” with curriculum-related equipment “always provided by the administrator”—a pattern that aligns with literature connecting job satisfaction to retention in the teaching profession (Ingersoll & Strong, 2011). Participants further associated a calm, responsive teaching climate with their mental wellness (Kyriacou, 2001; Skaalvik & Skaalvik, 2017), described the availability of instructional technology—laptops, computers, smartboards, and web-based resources—as a source of confidence that supported their mental health (Ertmer et al., 2012), and credited comprehensive, ready-to-use teaching packages with reducing the burden that might otherwise fall on individual teachers to assemble instructional materials from scratch (Guskey & Yoon, 2009).

Taken together, all three domains—working conditions, coping strategies, and perceived impact—were populated overwhelmingly by supportive resources and adaptive strategies rather than by explicit demands or stressors. This pattern, and what it may and may not indicate about this population’s actual stress exposure, is addressed in the Discussion.

4. Discussion

The findings extend the working-conditions-to-mental-health literature to a population—Filipino teachers working abroad—that has not previously been examined through this lens, while also surfacing a methodological pattern worth naming directly. Read through the Job Demands-Resources model (Bakker & Demerouti, 2007), the data are rich in resources: supportive administration, collegial relationships, adequate physical space, instructional technology, and comprehensive teaching materials all appeared as factors participants associated with better mental health, consistent with the model’s motivational pathway and with Conservation of Resources theory’s (Hobfoll, 1989) prediction that accumulating valued resources—support,

autonomy, a positive climate—protects well-being and can cascade into further gains, such as the link participants drew between administrative support and job satisfaction. What the data captured far less of, however, is the demand side of the same model—the specific job stressors (workload, role conflict, time pressure) that the health-impairment pathway would predict as risks to mental health, and that comparable studies of domestic teacher populations identified as central (Gobbato et al., 2014; Rodrigues et al., 2019). This asymmetry may reflect a genuinely favorable set of conditions for this particular sample, drawn as it was from a system recognized among the more resourced in the United States (District Administration, 2023); it may also reflect the influence of an interview guide weighted toward positively framed prompts, or of the authors' own position as Filipino teachers within the same system, which—absent a reported bracketing or positionality process—could plausibly shape both what participants felt comfortable disclosing and how their responses were interpreted. Distinguishing between these explanations is not possible from the reported data and is flagged here as a direction for future replication rather than resolved.

The resource-heavy profile of these findings also stands in instructive contrast to the push factors cited for Filipino teacher migration in the first place. Reporting on the Teachers Dignity Coalition's 2024 statement attributed the outflow of teachers from Philippine public schools to low salaries, heavy non-instructional workload, and comparatively weak facilities and class-size ratios (Human Rights Online Philippines, 2024)—precisely the categories (resources, workload, physical environment) in which participants in this study described their New York City postings favorably: manageable class sizes, available technology, and access to ready-made teaching materials. This pattern is consistent with, though not proof of, the possibility that at least part of what sustains Filipino teachers' well-being abroad is exposure to the same resource categories they identified as lacking at home, which would strengthen the case for treating these findings as informative for domestic Philippine school leadership and not only for New York City administrators.

The strategies participants used to manage their mental health similarly extended beyond what individual-level wellness literature typically documents, particularly in the emergence of spiritual connection and community-building as a distinct theme. That this dimension surfaced prominently in a Filipino sample, in a literature where it is otherwise sparsely represented (Seligman, 2011), suggests a culturally specific resource—communal and faith-based support—that Western-derived well-being frameworks may underweight, and that future comparative research could examine explicitly rather than treat as incidental.

5. Conclusion

Among the Filipino high school teachers in this study, working conditions and mental health were closely linked through a set of concrete, resource-based factors: supportive administration, collegial relationships, adequate physical space, technological readiness, and comprehensive instructional resources. These factors functioned as protective buffers consistent with Conservation of Resources theory and the resource pathway of the Job Demands-Resources model, and participants supplemented institutional support with individually initiated strategies ranging from mindfulness to spiritual and communal practice. The five-component support model derived from these findings offers school leaders a concrete starting point for sustaining immigrant teachers' well-being, while the methodological limitations identified here—around sampling, trustworthiness reporting, and the underrepresentation of job demands—mark clear priorities for the next study in this line of inquiry.

6. Recommendations / Implications

Toward a Support Model for Filipino Teachers' Well-Being

In response to the fourth research question, the findings point toward a five-component model schools can use to sustain the well-being of Filipino and other immigrant teaching staff. First, a *work-environment assessment* component would have schools periodically gather qualitative feedback—through surveys,

interviews, or structured check-ins—on comfort, adaptation, and perceived support, rather than inferring these from turnover data alone. Second, a *professional-relationships framework* would formalize the mentorship, team-building, and communication structures that participants credited with sustaining collegial support, rather than leaving these to develop informally. Third, *physical-environment design* would treat classroom space and class size as deliberate levers for teacher well-being, not merely as facilities constraints. Fourth, *personalized comfort and productivity initiatives*—flexible scheduling and individualized professional development—would recognize that what sustains one teacher’s productivity may differ from what sustains another’s. Fifth, a *resource enhancement program* would maintain consistent access to classroom tools, technology, and ready-to-use teaching materials, extending the protective role these resources played in participants’ accounts. Sustaining any of these components would require a feedback loop—periodic reassessment against teacher-reported outcomes—rather than a one-time implementation, consistent with the iterative, resource-replenishment logic of Conservation of Resources theory (Hobfoll, 1989).

Implications

For school administrators, the findings indicate that investment in professional relationships, physical space, technology, and ready-made instructional resources functions as directly as salary in supporting immigrant teachers’ mental health, and that these levers are more immediately actionable than broader labor-market conditions. For teachers, the findings offer a vocabulary—resources versus demands—for identifying and advocating for the specific conditions that most affect their well-being. For the Philippine basic-education sector, which continues to see substantial teacher migration abroad, the findings offer a transferable framework: the same resource categories identified here (professional relationships, physical environment, comfort, and material resources) are levers within reach of Philippine school leadership as well, independent of the migration question, and may inform how DepEd schools structure teacher-support and retention practices domestically.

Recommendations

Future research should adopt purposive or maximum-variation sampling to better align participant selection with the phenomenological tradition, incorporate explicit trustworthiness procedures—member-checking, peer debriefing, and a documented positionality statement—and design interview protocols that probe job demands as deliberately as they probe resources, so that both pathways of the Job Demands-Resources model can be examined with comparable depth. Comparative studies across other diaspora teacher populations, and longitudinal designs tracking well-being beyond a single school year, would further test the durability and specificity of the patterns identified here. For practice, school leaders are encouraged to institutionalize the mental-wellness check-ins and mindfulness supports participants described as valuable, invest deliberately in the professional-relationships and resource-enhancement components of the proposed model, and consider structured avenues—peer groups, mentorship, or faith- and community-based partnerships—for the spiritual and communal support this sample identified as meaningful.

7. Limitations

Several limitations qualify these findings and should guide their interpretation. First, the sample of 31 teachers, while offering geographic range across New York City’s five boroughs, was described as randomly selected—a procedure more consistent with probability sampling than with the purposive, information-rich case selection conventionally associated with phenomenological inquiry; the resulting sample composition may not represent maximum variation in participants’ experiences. Second, the original study alternated between describing its design as phenomenological and as qualitative-descriptive, and used the terms “thematic analysis” and “Colaizzi’s method” somewhat interchangeably; this article follows Colaizzi’s (1978) method as the analytic frame throughout, but readers should note that the underlying analysis may not have



distinguished as sharply between these related but distinct approaches as the write-up here implies. Third, as noted in the Methods, the study did not report member-checking, peer debriefing, an audit trail, or a bracketing statement addressing the authors' dual role as researchers and members of the population under study; this limits the extent to which the findings' credibility can be independently assessed. Fourth, the findings are bounded to the post-pandemic period in one school district and to high-school-level teachers, which limits generalizability to other grade levels, geographic contexts, or time periods. Finally, as discussed above, the findings are markedly weighted toward protective resources rather than demands, which may understate the stressors this population experiences and should temper any inference that working conditions for Filipino teachers in this context are uniformly favorable.

8. Declarations

Ethics Statement

This study received approval from the New York City Department of Education's Internal Review Board and Holy Name University's Ethics Review Board prior to data collection. Participation was voluntary, and informed consent was obtained from every participant. No participant who withdrew was replaced, no incentives or compensation were offered, the study posed no anticipated risk to participants, and confidentiality was maintained throughout data handling and reporting.

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Conflict of Interest

The authors declare that they have no competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Author Contributions

Conceptualization, methodology, analysis, writing—original draft, and writing—review and editing: Cecilia C. Rodriguez and Asuncion P. Pabalan.

Data Availability

The interview data generated and analyzed during this study are not publicly available due to the participant confidentiality commitments made during informed consent, but de-identified excerpts may be made available by the corresponding author upon reasonable request, subject to ethical and privacy restrictions.

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