

**COGNITIVE DISTORTIONS AND COLLEGE ADJUSTMENT
OF FIRST YEAR STUDENTS IN SAMAR STATE UNIVERSITY**

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Graduate School
Samar State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Guidance and Counseling

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May 2020

APPROVAL SHEET


In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled "**COGNITIVE DISTORTIONS AND COLLEGE ADJUSTMENT OF FIRST YEAR STUDENTS IN SAMAR STATE UNIVERSITY**", has been prepared and submitted by **MA. ANDREA C. DEL ROSARIO, RPm**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

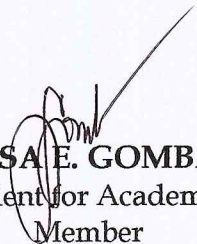
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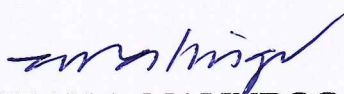

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MA. ANDREA C. DEL ROSARIO, Rpm

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DEDICATION

I humbly dedicate this work

To my supportive Husband Nathan
Who carried me through the
challenges of this research.

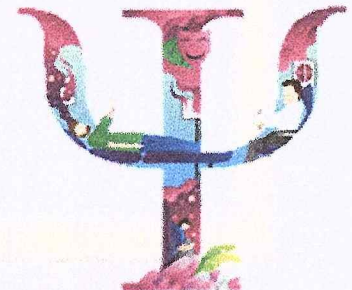
To my pure joys,
Andrei Brennan & Psalm Ayden,
Who served as my inspiration to
continue despite all the difficulties.

To my parents
Papa Popoy and Mama Virgie,
Tatay Mao (+) and Mama Edith
For their endless love

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And above all, to the Almighty God,
For the gift of knowledge and wisdom.
Provision and comfort as I journey
to my road to RGC.



ABSTRACT

The study aimed to analyze the cognitive distortions and college adjustment for first year students in Samar State University for the School Year 2019-2020. This study addressed cognitive distortions and college adjustment of freshmen students. In the first, quantitative phase of the study, College Adjustment Scale (CAS) and Shortened General Attitudes and Belief Scales (SGABS) data collected from freshmen students at Samar State University to test Cognitive Behavioral Theory and Social Stress Theory to assess whether cognitive distortions relate to college adjustment. Out of 328 participants, it was found that students engage in cognitive distortions but in different levels, 49.09% reported low cognitive distortions, 37.20% moderate cognitive distortions and 13.72% engage in high cognitive distortions. Generally, based on the mean sum scores of SGABS, SSU freshmen students engage in low cognitive distortions. This study therefore concludes that socioeconomic factors and cognitive distortions/irrational beliefs are key variables that play a significant role in the adjustment difficulties experienced by freshmen students as they transition and try to integrate into higher education learning. The result of the present investigation may facilitate future intervention studies or mediation, or moderation studies geared towards investigating the role of cognitive distortions in the relationship of antecedent events and its consequences. Other variables such as coping strategies, social support, or humor may likewise be investigated as potential moderating variables between cognitive distortions and adjustment difficulties.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Successful adaptation to a higher education environment can be complex (Stoklosa, 2015) and demanding as it calls individuals to deal with significant changes physically, emotionally, and mentally (Tartakovsky, 2018; Abdullah, Elias, Mahyuddin, & Uli, 2009). Often, it involves the ability to mobilize their arsenal of relevant skills and resources and expertly use them to navigate through novel experiences such as leaving home, entering universities or colleges, interacting with new people or peers from diverse backgrounds, and facing increased demands on academic achievement and assessment (Santrock & Halonen, 2010; Ines, 2019).

However, not all students are able to muster the necessary adaptation and adjustment skills to navigate through the overwhelming challenges of college or university life. As studies consistently show, those unable to cope, run the risk of developing a host psychological difficulties such as mood and anxiety disorders, as well as suicide and suicidal ideation (American College Health Association, 2008, 2015; Pryor, Hurtado, DeAngelo, Blake, & Tran, 2009). This vulnerability is also further complicated by the developmental transition known as “emerging adulthood”. The period coincides with the time individuals are in college, and is

not only characterized by the struggle towards independence and taking on more adult roles (Rosenberg, 2016; Munsey, 2006), but was also identified as a period when mental health issues begin to manifest or meet the diagnostic criteria for psychiatric disorders (Collins, 2018; Rosenberg, 2016). Hence, students, among other things, need to overcome not only the daunting challenges posed by the academe, but also the developmental tasks associated with emerging adulthood; both of which and without proper intervention, potentially increases their susceptibility to developing mental disorders.

The Philippine discourse on mental health has only peaked in the last couple of decades with the professionalization and regulation of the practice of guidance and counseling (2004) and psychology (2009), as well as the ratification of the Mental Health Act in 2013. Yet, despite these efforts and reports from national surveys identifying it as the third most prevalent form of morbidity in the country, mental health continues to be poorly resourced with only about 3-5% of the total budget allotment of the Department of Health. Epidemiological evidence on mental disorders is equally limited (Lally, Tully, & Samaniego, 2019; Magtubo, 2016; Nicdao & Soriano, 2016). Nevertheless, local literature is starting to amass scientific evidence that help shed light on the present mental health conditions and overall well-being of Filipinos, especially the students. In a cross-sectional descriptive study conducted by Solidum (2018) among 200 students aged 16-20 years old, results revealed that the respondents suffered from moderate

depression, while elevated levels of psychological distress, specifically, anxiety and depression were found by Cleofas (2020) among 249 university students. Interpersonal conflict, compatibility, and issues with building new relationships were also common, especially among first year students (Ng & De Guzman, 2017; Li and Shan, 2013).

The mounting evidence revealing the apparent susceptibility of Filipino college students to a host of mental health issues reinforces the need to identify the factors associated with adjustment difficulties so that targeted intervention and programs may be developed, not only to prevent the progression of adjustment difficulties to mental disorders, but also support the well-being and psychosocial needs of the students. This is also vital because in the country, cultural variables such as shame, stigma, and collectivist beliefs about mental health and disorders were implicated as potential barriers in the utilization of relevant psychological services (Tuliao, 2014). This suggests that mental disorders in colleges and universities may go unnoticed because the barriers likely hinder help-seeking from professionals.

Local studies that investigated the antecedents of adjustment difficulties point to various external factors such as environmental stress, broken relationships, domestic violence, maltreatment, socio-economic factors, teasing at school, and the social media (Caday, 2017; Quintos, 2017; Nicdao & Soriano, 2016; Bansal, Goyal, Srivastava, 2009). Foreign literature on the other hand, has

collectively identified the role cognitive distortions and irrational beliefs play in the formation and/or maintenance of mental disorders such as schizophrenia, eating and sexual disorders, and of course, anxiety and mood disorders (Kring, 2014). Studies anchored on the cognitive theory, the vanguard of empirically-supported and evidence-based research, likewise established the relationship between psychological distress and cognitive distortions, or the illogical and negatively biased errors in thinking that cause individuals to perceive reality inaccurately (Rnic, Dozois, & Martin, 2016; Nyarko & Amissah, 2014; Wilson, Bushnell, Rickwood, Caputi, & Thomas, 2011).

Yet, despite the plethora of factors associated with adjustment difficulties, not all fully capture and encapsulate the experiences unique to a student of Samar State University. Hence, anchoring on both the Social Stress and Cognitive Theories to account for socio-economic factors and cognitive distortions, the present study, therefore, intends to illustrate the distinctive adjustment profile of SSU students. Investigations such as this are perceived as essential to promote the scientific discourse of mental health in academic institutions and encourage the development of evidence-based interventions and programs that are context-specific. Echoing Cleofas' (2020) assertion, schools, as social institutions, must be able to create an environment that fosters the well-being and quality life of its students. This study therefore, is an effort towards that direction.

Statement of the Problem

The study aimed to analyze the cognitive distortions and college adjustment of first year students in Samar State University for the School Year 2019-2020.

Specifically, the study answered the following questions:

1. What is the profile of the student-respondents from Samar State University in terms of:

- 1.1 Sex;
- 1.2 Age;
- 1.3 Senior High School Track/Strand;
- 1.4 College Program;
- 1.5 Program Alignment;
- 1.6 Living Arrangement;
- 1.7 Family Profile;
 - 1.7.1 Parents' Educational Attainment
 - 1.7.2 Parents' Occupation
 - 1.7.3 Family Size
 - 1.7.4 Family Monthly Income?

2. What is the level of adjustment difficulty of the students in terms of:

- 2.1 Anxiety;

- 2.2 Depression;
- 2.3 Suicidal Ideation;
- 2.4 Substance Abuse;
- 2.5 Self-Esteem;
- 2.6 Interpersonal Problems;
- 2.7 Family Problems;
- 2.8 Academic Problems; and
- 2.9 Career Choice Problems?

3. What is the extent of students 'engagement in cognitive distortion along:

- 3.1 Self-downing;
- 3.2 Need for Achievement;
- 3.3 Need for Approval;
- 3.4 Need for Comfort;
- 3.5 Demand for Fairness;
- 3.6 Other Downing?

4. Is there a significant relationship between college adjustment and the student-respondent's demographic profile?

5. Is there a significant relationship between cognitive distortions and the student-respondent's demographic profile?

6. Is there a significant relationship between the students' adjustment in college and their cognitive distortions?

7. What is/are the reason/s behind the adjustment difficulties experienced by first year college students?

Hypotheses

The following are the hypotheses that were tested in the study:

1. There is no significant relationship between the level of college adjustment of the students and the following:

1.1 Sex;

1.2 Age;

1.3 Senior High School Track/strand;

1.4 College Program;

1.5 Program Alignment;

1.6 Living Arrangement;

1.7 Family Profile;

1.7.1 Parents' Educational Attainment

1.7.2 Parents' Occupation

1.7.3 Family Size

1.7.4 Family Monthly Income.

2. There is no significant relationship between the level of cognitive distortions of the students and the following;

2.1 Sex;

2.2 Age;

2.3 Senior High School Track/strand;

2.4 College Program;

2.5 Program Alignment;

2.6 Living Arrangement;

2.7 Family Profile;

2.7.1 Parents' Educational Attainment

2.7.2 Parents' Occupation

2.7.3 Family Size

2.7.4 Family Monthly Income.

3. There is no significant relationship between the students' college adjustment and their cognitive distortions.

Theoretical Framework

This study is anchored on the following theories: Social Stress Theory, Albert Ellis' Rational Emotive Behavioral Theory (REBT), and Aaron Beck's Cognitive Theory of Pathology.

Adjustment refers to the behavior that enables individuals to meet the demands of the environment. It is complex and multi-faceted with the goal of achieving an appropriate fit between the person and the demands of the environment. Hence, an adjusted student may be one who obtains adequate to excellent grades, passes his or her courses, and is actively involved in extra-curricular activities (China, 2015).

Most studies on adjustment have focused on its implication to academic achievement. However, successful adaptation to the academic environment goes beyond academic outcomes and requirements. That is, social and psychological demands also arise from living independently with other people, and the daily interactions with peers and teachers. Students therefore, face the complementary processes of socialization and de-socialization as they make the transition to tertiary education. Socialization is the process of being exposed to and adapting on some of the new values, attitudes, beliefs and perspectives from a given environment, while de-socialization refers to changing selected values, beliefs and traits in response to the new environment or experience (China, 2015). Thus, successfully integration with the school's values, attitudes, beliefs, and

perspectives, interpersonal relations with classmates, peers, and faculty, involvement in campus activities, and attachment or affinity to the school are to be expected from the students. They likewise may need to change or modify some of the current belief system, value, attitude, or practices they hold to be able to adapt to the standards of the institution or to nurture “pakikisama” among their peers.

While most students are able to meet the demands of colleges and universities, some may struggle, thus experience distressing emotions or behaviors as a result. Adjustment in this study therefore, refers to a student’s capacity to cope, adapt, and manage the academic, psychological, and socialization demands and challenges brought about by the university. Adjustment difficulties on the other hand refers to the psychological distress, relationship conflict, low self-esteem, and academic and career choice difficulties students experience as identified and measured by the College Adjustment Scale.

Local and foreign literature thus far, have implicated the role of socio-demographic factors such as socioeconomic status, gender, age, race, ethnicity, environmental stress, interpersonal relationships, maltreatment and abuse, school and peer-related factors, and social media (Caday, 2017; Quintos, 2017; Nicdao & Soriano, 2016; Mossakowski, 2014; Bansal, Goyal, Srivastava, 2009) in the vulnerability of students to adjustment difficulties. The Social Stress Theory may account for this trend as it emphasizes the influence of society via social contexts,

relationships, roles, and statuses. This perspective also asserts that mental health problems are caused by one's exposure to social stress, such as an individual's social status and early life experiences, as well as their vulnerability to stress, which is primarily attributed to the limitations in one's ability to cope with challenges due to low levels of social support, self-esteem, or mastery.

Studies on college adjustment collectively show an increasing susceptibility of students to psychological distress and adjustment disorders, especially to anxiety and depression (Cleofas, 2020). Literature on abnormal psychology and mental health has consistently shown the role cognitive distortions and irrational beliefs play in the formation and/or maintenance of a host of mental disorders such as schizophrenia, eating and sexual disorders, and of course anxiety and mood disorders (Kring, 2014). Studies anchored on cognitive theories and therapies, the vanguard of empirically-supported and evidence-based research especially on psychological treatment have likewise established the relationship between cognitive distortions and depression among undergraduate students (Rnic, Dozois, & Martin, 2016; Nyarko & Amissah, 2014), negative problem orientation, depression and anxiety among young adults (Wilson, Bushnell, Rickwood, Caputi, & Thomas, 2011), and interpersonal distress (Li and Shan, 2013) and conflict (Coban, 2013) to name a few.

Cognitive distortions are negatively biased errors in thinking that cause individuals to perceive reality inaccurately. Individuals experience automatic

thoughts in response to events, which in turn lead to emotional and behavioral responses. The content of automatic thoughts is typically consistent with an individual's core beliefs about important aspects of themselves, others, and the world. When negative core beliefs are activated, and negative automatic thoughts elicited which are comprised of errors in reasoning that are not evidence-based. A negative, neutral or even positive event may induce negative feeling and maladaptive behaviors (Rnic, Dozois, & Martin, 2016).

Therefore, the extent of academic and socialization demands posed by colleges, such as the need to meet the academic standards of the program, integrate or re-align some of the individual's existing values or beliefs to meet that of the school's, adapt to the rules, regulations, and classroom policies imposed by the teacher, or even daily interactions may prove strenuous for students who engage in cognitive distortions. Overtime, the sequence of thought, emotions, and behavior may lead or maintain adjustment difficulties and psychological distress among these students.

The concept of cognitive distortions was conceptualized by the one of the eventual leaders of the cognitive therapy movement - Aaron Beck and Albert Ellis. Their new approach to psychotherapy addressed clients' symptoms more clearly, present-focused, and efficient (Pomerantz, 2011).

Rational Emotive Behavioral Theory (REBT) that was developed on 1955 by an American Psychologist, Albert Ellis. The basic assumption is grounded on the

notion that people contribute to their own psychological problems because of the rigid and extreme beliefs they hold about events and situations. Cognitions, emotions, and behaviors, therefore, interact significantly and have a reciprocal cause-and-effect relationship. Emotions specifically, stem mainly from one's beliefs, which influence the evaluations and interpretations an individual makes, and of the reactions he or she have to life situations (Corey, 2010). In this study, the Shortened General Attitude and Behavior Scale (SGABS) was administered to student-respondents, it is a 26-item measure, which was designed to provide a brief assessment of irrational thinking in accordance with ideas from REBT theory. This is a 26-item self-report questionnaire, consisting of two subscales, rationality and irrationality. Irrationality looking at six factors: need for achievement, need for approval, need for comfort, demands for fairness, self-downing and other downing.

Similarly, the Cognitive Theory of Pathology by Aaron Beck meanwhile, holds that people's perceptions of, or spontaneous thoughts about situations, influence their emotional, behavioral, and often physiological reactions. Individuals' perceptions are often distorted and dysfunctional when they are distressed. Individuals also learn to identify and modify their distorted beliefs: their basic understanding of themselves, their worlds, and other people. These distorted beliefs influence their processing of information and give rise to their distorted thoughts. Thus, the individuals' emotional, physiological, and

behavioral responses are therefore mediated by their perceptions of experience, which are consequently influenced by their beliefs and characteristic ways of interacting with the world.

Conceptual Framework

The schema that served as a guide of the research in the conduct of this study is shown in Figure 1.

As seen on the center, the respondents of this study are freshmen students at Samar State University in Catbalogan City, Samar. The circle figures that surround the center circle shows the different factors which are present in the student, their profile (sex, age, senior high school track/strand, college program, living arrangement and family profile), the extent of engagement in cognitive distortions in terms of: self-downing, need for achievement, need for approval, need for comfort, demand for fairness and other downing, and the different level of adjustment difficulty experienced by students, in terms of: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career choice difficulties. Statistical treatments used for the demographics were frequency counts, percentages, mean and standard deviation.

Taking into account the social stress theory which emphasizes the influence of society via social contexts, relationships, roles, and statuses to an individual's

stress levels or adjustment problems, the present study correlated the demographic profile of the students to their level of college adjustment difficulties through College Adjustment Scale results and extent of engagement in cognitive distortions with the use of Shortened General Beliefs and Attitudes Scale results, using statistical treatments such as, Pearson-Product Moment Correlation Coefficient, Chi-square and Spearman-rho (Mossakowski, 2014).

Also, the present study took into consideration the Cognitive Behavioral Theory / Rational Emotive Behavioral Therapy which stands that individuals add to their own problems because of the inflexible and extreme beliefs they hold about events and situations. This suggests that students may also contribute to their own adjustment difficulties because of the illogical and sometimes unrealistic beliefs they hold about their transition in college (Pomerantz, 2011; Oltean, Hyland, Vallieres, & David, 2017). In connection to this, the present study tested the relationship between the extent of engagement in cognitive distortions of students and their adjustment difficulties in college, using Spearman-rho.

Further, freshmen students who were considered high risks based on the College Adjustment Scale, were subjected for an in-depth interview on their current experiences along academics, family and social aspects in their initial year in college and their responses were evaluated using thematic analysis.

The rightmost part of the figure which is enclosed in a box with a broken line was not explored in this study, but still has important implications for future

use. The findings of this study also served as the bases for making a psychosocial support program and the appropriate interventions that will address the challenges faced by the student – respondents in adjusting to college.

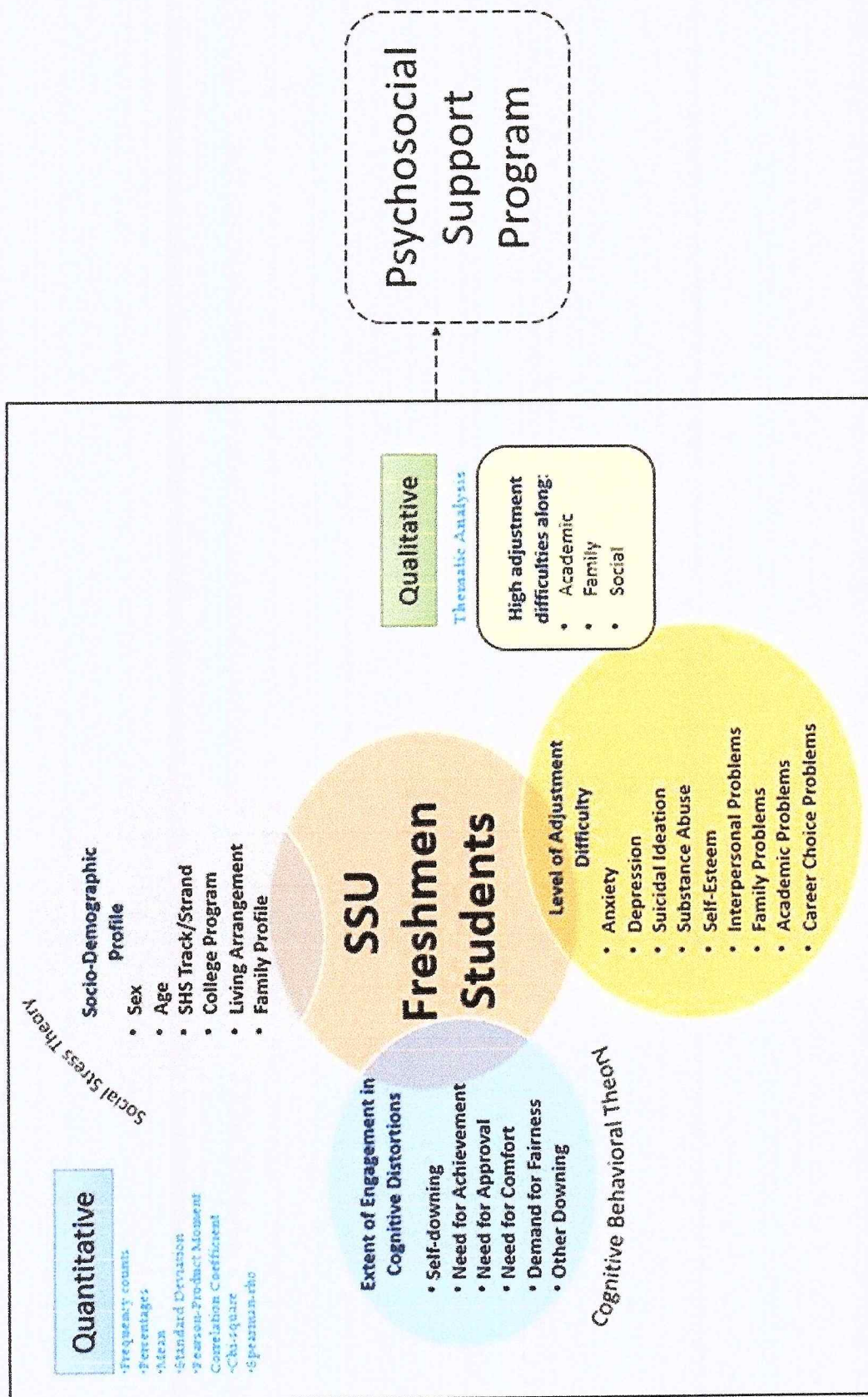


Figure 1. Conceptual Framework

Significance of the Study

Among those who will benefit from this study are the school administrators, guidance counselors and other Student Services, parents, future researchers, and students.

To the School Administrators. The results and findings of the present study have vital implication towards policy making among administrators. Thorough understanding of the plight of students may facilitate a revisit and re-alignment of existing university rules and policies, and the development of programs that may be supportive of the psychological and emotional well-being of students.

To the Guidance Counselor and other Student Services. The findings of the study could provide information that would aid to strengthen the school's guidance program, services and specific activities that will be offered to the students like information dissemination, counseling program, psychological and wellness activities. Also, to come up with effective counseling intervention to mental health problems experienced by college students or emerging adults.

To the Parents. Together with the guidance center, parent organizations can develop programs that strengthens social support, or psychosocial interventions to help families with emerging adults and will enable them to understand their children and foster a healthy parent – child relationship.

To the Future Researchers. The results of the present investigation may facilitate future intervention studies or mediation, or moderation studies geared towards investigating the role of cognitive distortions in the relationship of antecedent events and its consequences. Other variables such as coping strategies, social support, or humor may likewise be investigated as a potential moderating variable between cognitive distortions and adjustment difficulties.

To the Students. This study could help students identify the different factors that may affect their college adjustment and their mental health. Also, results of this study could encourage them to get help when experiencing adjustment and mental health problems like depression, anxiety and suicidal ideation, etc.

Scope and Delimitation

This study is limited to assessing the relationship between freshmen's cognitive distortions and their adjustment in college in Samar State University for the School Year 20129-2020. The scope of the study covers the profile of SSU freshmen students in terms of: sex, age, SHS track or strand, college program, living arrangement and family profile. It also determined the freshmen's level of adjustment difficulties and cognitive distortions through the use of College Adjustment Scale (CAS) by Anton & Reed (1991) and Shortened General Attitude and Behavior Scale (SGABS) by Lindner et.al., (1999), respectively. Specific

adjustment difficulties were also determined through the qualitative in-depth interview.

Out of 1,825 freshmen there were randomly selected sample of 328 freshmen students in the different colleges of Samar State University – Main Campus who participated in the first phase of the study. For the qualitative phase, out of 68 student-respondents with significantly high results in CAS, there were only 17 students who responded and willingly participated for an in-depth interview. Time constraints had also been a factor in the present investigation as the in-depth interviews commenced during the last days of First semester of the school year 2019-2020, hence, they were interviewed before, during and after the final exams week, this might had some effect with their interview responses and during that time, respondents are only halfway in their first year in college.

In the present study, the external campuses of SSU were not included in the sample therefore generalizability is not assumed in this study. Also, the relationship between cognitive distortions and adjustment difficulties though significant are found to be low correlated therefore do not predict strong causality.

Definition of Terms

To give the reader a better understanding on the textual presentation of the thesis manuscript, the following terms are defined conceptually and operationally.

Academic. A term used to the works done in schools, colleges, and

universities, especially work which involves studying and reasoning rather than practical or technical skills (Hanks, 2014). In this study, it refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students related to their performance in school.

Adjustment. Is accommodating or fitting oneself to circumstances, as when we say that a student is adjusted to or gets along well, with the group in which he finds himself (Munn, 2000). In this study, it refers to the nine adjustment scales being tested to the freshmen student – respondents' of SSU.

Anxiety. Is an unpleasant state of inward turmoil, often accompanied by nervous behavior, somatic complaints, and overthinking. It is the subjective unpleasant feelings of dread over anticipated events_(Davidson, 2008). In this study, it refers to one of the possible problems experienced by the freshmen students, focusing on common emotional, mental, and physiological symptoms.

Area of Normal Functioning. According to the College Adjustment Scale (CAS), this refers to the scores which fall on T-scores 59 and below, which suggests average or typical functioning and not an area of concern (Anton & Reed, 1991).

Area for Further Evaluation. According to the College Adjustment Scale (CAS), this refers to the scores which fall on T-scores 60 and above, which suggests an area to be investigated further. It is divided into two: suggestive of difficulty and significant adjustment difficulty (Anton & Reed, 1991).

Career. Is a path or progress through life or history or a profession or

occupation chosen as one's life's work (Hanks, 2014). In this study, it refers to one of the scales in the nine areas of adjustments which possibly a problem encountered by the freshmen students related to their choice of vocation or profession.

Challenge. Any situation faced by a person that tests their mental or physical ability (Cambridge, 2015). In this study, it refers to the factors that are affecting the student – respondents' highest area of adjustment.

Cognition. This consists of the conscious mental activities: the activities of thinking, understanding, learning, and remembering (Merriam-Webster, Inc., 2019). In this study, this pertains to how a college student thinks and perceives things and his or her present situation.

Cognitive Distortion. Systematic errors in reasoning that lead to faulty assumptions and misconceptions (J. Beck, 2011; Beck & Weishaar, 2011 as cited in Corey, 2010). In this study, this refers to a college student's negative bias in their interpretation of what transitioning to college really means to them.

Demand for Fairness – The idea that one cannot stand being treated unfairly and thinks that unfairness is unbearable (Pomerantz, 2011).

Depression. A state marked especially by sadness, sedentariness, difficulty in thought or mental process and concentration, appetite and sleep pattern changes, feelings of misery and hopelessness, and sometimes suicidal tendencies because of a difficulty and unpleasant situation (Hanks, 2014). In this study, it

refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students, focusing on common affective, cognitive, and physiological symptoms.

Emerging Adulthood. It is a transitional stage between late adolescence and early adulthood stage (Santrock, 2010). In this study it refers to the Freshmen students of Samar State University whose ages range in 18-25 years old.

Family. A group of individuals who are related to each other, especially consisting of two parents rearing their children (Hanks, 2014). In this study, it refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students relating to the difficulties they experience in relationships with family members.

Interpersonal. It means relating to relationships between people (Hanks, 2014). In this study, it refers to one of the scales in the nine areas of adjustments which possibly a problem encountered by the freshmen students relating to others in the campus environment.

Irrational beliefs. According to Ellis (1994), irrational beliefs are unrealistic and toxic because they function as rigid, dogmatic demands and strong preferences, but they are not, in fact, “musts” or absolute rules. Individuals tend to couple these demands with overestimations of the consequences of failure (Ellis, 1994 as cited in Pomerantz, 2011). In this study, this refers to the irrational beliefs of students based on their response in Shortened General Attitudes and Behavioral

Scales (SGABS).

Need for Achievement - The idea that one should be thoroughly competent at everything, that there is an ideal solution to individual challenges, and it is a disaster if they do not find it (Pomerantz, 2011).

Need for Approval - The idea that a person needs someone stronger than himself to be dependent on (Pomerantz, 2011).

Need for Comfort - The idea that is it catastrophic when things are not the way one wants them to be (Pomerantz, 2011).

Other Downing - If a person treats him very unfairly, they are bad and worthless (Pomerantz, 2011).

Self-downing - If one's performance falls short of perfect, they see themselves as a total failure, if somebody dislikes them, that means they are worthless. This is similar to Beck's All-or-nothing thinking or illogically assessing everything with no middle ground or "gray area" (Pomerantz, 2011) .

Self - Esteem. It is a sense of trust and pride in oneself which is also related to self-respect - a feeling of having respect for yourself and your abilities (G. & C., Merriam, 2011). In this study, it refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students relating to negative self-evaluations and dissatisfaction with personal achievement.

Substance Abuse. The habit of taking an unwarranted quantity of drugs in methods that are damaging to physical and mental well-being (Hanks, 2014). In this study, it refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students relating to disruption in psychological, social, academic and vocational functioning as a result of substance consumption and abuse.

Suicidal Ideation. Also known as suicidal thoughts are thoughts about how to kill oneself, marked by an impulse to commit suicide (G. & C., Merriam, 2011). In this study, it refers to one of the scales in the nine areas of adjustments which is possibly a problem encountered by the freshmen students pertaining to ideation or thoughts reflecting to suicide, including hopelessness and resignation.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes review of related literature and studies which were considered relevant on the associations of one's cognition and their adjustment. The researcher reviewed several published articles, books, journals, and on-line or web-based references. These helped the researcher to establish some basic facts and principles which are useful in the conduct of the study.

Related Literature

Arnett (2000) suggested the term “emerging adults” for young people from the late teens through the twenties, with a focus on ages 18-25. Emerging adulthood in human development is the period where individuals experience the “feeling-in-between” that they do not consider themselves an adolescent nor full-fledged adults (Arnett, 2000). This extended adolescence period is characterized as a time for experimentation and exploration where individuals are still trying to transition from identifying with groups to establishing his or her own identity, such as what career to pursue, which lifestyle to adopt, and even what they want their identity to be. It is also a period where they are expected to navigate through more mature or adult-like experiences, responsibilities, and relationships (Santrock, 2010).

This transition is one of the most significant developmental milestones individuals go through across a lifespan. Major changes physically,

psychosocially, and cognitively typically occur at this time and brings uncertainty to the person. In this transition period, the person is obliged to make necessary adjustments to cope with the expectations brought about by this phase. One of the critical periods in human development takes place in the late adolescence and the initial phase of early adulthood, it is during this period that individuals are transitioning from high school to university life.

This will include a move from one's childhood home, away from their family of origin and from an established network of friends. A successful transition to young adulthood or emerging adulthood will form a foundation for the individual in future stages of development and transitions (Lenz, 2001).

However, while most individuals successfully pass through this important transition, it sometimes fails or threatens to fail (Fegert, Hauth, Banaschewski, & Freyberger, 2016). Adjustment difficulties arising from this developmental period is a pressing concern as studies have shown that the average onset of a number of mental health conditions range late teens through early 20s or from 18 to 24 years old (The Jed Foundation, n.d.; Kessler, Amminger, Gaxiola, Alonso, Lee & Ustun, 2007). For many young people, the first symptoms of a mental health disorder coincide with the transition out of adolescence (Mental Health in Emerging Adulthood, 2017). This shows that emerging adults are particularly at-risk for psychiatric disorder. In a survey done each year in United States, a huge portion (over 40%) of young adults, 18 to 29-years old, as compared to any other age group

were found to have met the criteria for psychological disorder, to wit: 22.3% are experiencing anxiety, 22.0% are into substance abuse, and 22.0% with mood disorders. The appearance of mental health symptoms destabilizes adjustment and reduces the likelihood of successful transitions to adulthood (Mental Health in Emerging Adulthood, 2017; Viner, J. & Tanner J, n.d.).

Literature likewise revealed a rising number of emerging adults who are students in colleges or universities who are coping with symptoms of depression, anxiety, and other mental health challenges. College can be quite stressful for students due to the many different types of transitions they experience during this period (Ines, 2019). It was found in another study that 86% of respondents reported feeling overwhelmed by responsibilities, 57% with substantial anxiety, 35% with feelings of depression, and 66% with academic related problems due to depression, anxiety and stress (American College Health Association, 2015; Brown, 2016). This particular vulnerability seemed to be rooted on adjusting to new experiences (The Jed Foundation, n.d; Lenz, 2001). Students, therefore, may struggle developmentally if they cannot manage their “firsts”. If students do not feel adequate or are not prepared to cope, they can become easily susceptible to depression and anxiety (Pryor, et.al., 2009; The Jed Foundation, n.d.).

Feelings of inadequacy can also stem from academic stressors. In college, competition is much more significant. There is a palpable pressure to do well due to competition among younger students, and over-involved parents (Cabaguing

& Gacoscosim, 2018). This likely puts a significant strain among individuals, which, in turn, may increase their levels of stress and contribute to feelings anxiety and depression (Pryor, et.al., 2009, The Jed Foundation, nd.). College students may likewise struggle with identity disorientation. This is experienced when the familiar people in a student's life are no longer present to reinforce the identity that he/she may have created. Hence, feelings of disorientation and a diminished sense of self may be experienced which could further lead to a shaky identity, self-esteem issues, and poor choices (Santrock & Halonen, 20120).

Navigating through more adult responsibilities along with increased academic stress and social pressures may prove challenging as they have yet to master the necessary skills and cognitive maturity of adulthood. College students can easily feel anxious and distressed from the overload brought about by the need to juggle school, work, friends, and family while trying to figure out the direction of their lives (Anxiety and Depression Association of America, n.d.; Conley, Shapiro, Huguenel & Kirsch, 2018). This is supported by a study that demonstrated that psychological distress among college students — that is, their levels of anxiety, depression, and stress — rises steadily during the first semester of college and remained elevated throughout the second semester. This suggests that the first year of college is an especially high-risk time for the onset of psychological conditions. Students who reported mental health problems in

depression, anxiety, and eating concerns were more likely to experience academic adjustment concerns (Conley, et.al., 2018).

Anxiety is considered as a normal but vital human emotion. It involves feelings of apprehension, uneasiness, or dread that results from real or perceived threat. Certain levels of arousal as a result of anxiety is considered adaptive as it can help individuals perform at their peak, navigate through, and adjust to new situations and environment, and can provide motivation for basic survival. However, anxiety may also be considered as maladaptive when it lasts beyond the stressful circumstance, or when it starts to interfere with a person's daily functioning and relationships (American Psychological Association, 2013; Barlow and Durand, 2015). In a study of stress and anxiety in the Philippines, the most frequent responses shown by university students were anxiety and fear. Anxiety in this context, was attributed to the student's constant anticipation of uncertain events such as what questions will the exams contain, will he/she pass the class, and will his/her group mates be responsible enough. Fear on the other hand was found as a frequent response brought about by thoughts of failure or that they are ill-equipped to cope with university courses. It was concluded that anxiety and doubt can be powerful sources of stress which can further aggravate one's psychological state (Dy, Espiritu-Santo, Ferido, & Sanchez, 2013). The negative consequences of debilitating anxiety especially among university students are well documented. Students who experience difficulties with managing their anxiety

tend to have issues in setting long-term academic goals. Those students who demonstrated symptoms of social phobia, social anxiety and fear of negative evaluation were found to have lower conditions of living specifically on their social roles and functioning. This is perhaps the reason why they perform worse than their normally functioning peers (Cleofas, 2020).

Most college students occasionally feel sad or depressed, but these emotions usually pass quickly, typically, within a couple of days. However, depression (major depressive disorder or clinical depression) is a common but serious condition. It causes severe symptoms that affect how someone feels, think, and handle daily activities, such as sleeping, eating, or working. Untreated depression lasts for a significant period of time, interferes with day-to-day activities and is much more than just being a 'little down' or 'feeling blue'. In 2009, it was found that approximately 30 % of college students, with 45% of women and 36% of men reported "feeling so depressed" that it was difficult to function at some time in the past year, based on a nationwide survey of students at tertiary institutions (ACHA, 2009 as cited in National Institute of Mental Health; Tartakovsky, 2018). A cross-sectional one-time observational study reveals that 15.2% of students were found to have evidence of distress, 18.4% were depressed, 5.6% students were detected to have positive scores on both the instruments. Certain factors like parental fights, beating at home and inability to cope with studies were significantly associated with higher scores of distress. Economic

difficulty, physical punishment and teasing at school, and parental fights were significantly associated with higher scores, indicating depression (Bansal, et.al, 2009). Depression is widely considered as detrimental to academic, social and personal adjustment and performance of students. It reduces one's quality of life, academic achievement, physical health, and satisfaction with the college experience, and negatively impacts relationships with friends and family members. These issues can also have long-term consequences for students, affecting their future employment, earning potential, and overall health (Conley, et al., 2015; Zajacova, Lynch, & Espenshade, 2005; Suicide Prevention Resource Center, 2019). Depression further, is one of the common reasons that influence a person's decision to commit suicide. A person may decide to end his/her life as the only means for release and relief from the clatters of prolonged numbing emotional pain.

Youth mortality as a consequent of suicide is one of the most pressing issues societies currently face in both developed and developing countries (Scott, Pilkonis, Hipwell, Keenan & Stepp, 2015). The World Health Organization (2017) reported an approximate of 800,000 suicide-related deaths per year and considers it as the leading cause of death among 15 to 29 years old. Consequently, prevalence estimates of suicide in the Philippines showed that in ages 15 to 27, there is approximately one in every ten Filipino who have considered ending their life through suicide, while around one in every twenty had suicidal attempts.

The most frequent reasons for these suicide attempts are socio-environmental factors such as parental and peer relationships, a history of maltreatment and bullying, as well as feelings of sadness and hopelessness. Slashing of the wrist(s) and ingesting poisonous substances were consequently identified as the most commonly used method of suicide (Quintos, 2017; Lie & Liou, 2012). The influence of media is yet another factor believed to trigger the occurrence of suicide. This is best illustrated in a study conducted by Hawton and Williams (2002) on the Influences of Media on Suicide. Results revealed that the reporting and portrayal of suicidal behavior in media may potentially influence and facilitate suicidal acts especially when the method of suicide is specified and presented in detail or is portrayed dramatically.

One considered factor of death among 15- to 25-year-olds are unintentional injuries related to alcohol use (Navarro, Vialas, Toulouse, 2000). It is estimated that a ratio of 12 males to 1 female whose age range from 17 to 28 years old, mostly freshmen and sophomore college students, heavily consume and sometimes abuse alcohol (Manwong, 2002). Influence of peers, deficiency of love, care and guidance of parents, major misunderstandings that causes chaos in the family, and very weak foundation on spiritual and moral values, suffering frustration in love, goal or any desire/plan in life, absence of School Anti-Drug Abuse Council in the school, lack of drug abuse prevention activities, means to temporarily forget problems, and lack of concern of faculty and staff to student's needs and problems

were the factors identified as the primary causes of heavy liquor use and abuse among university students (Caday, 2017). Not surprisingly, impairments in the individual's psychological development, school environment and leisure time were attributed to heavy alcohol consumption and abuse (Hurrelmann, Smith & Todd, 2000), while the use of tobacco and other illicit drugs as well as engagement in risky sexual behaviors were found as consequent problems (Hibell, Ahlstrom, Bjarnason, Morgan, 2000).

Low self-esteem is another pressing problem of emerging adults and college students. Self-esteem is an important factor in one's personality which is associated to the worth that one has for oneself and how other people sees him and ascribe that value to oneself (Soltani, Leila, Ebrahim, Arbabisarjou & Azizollah, 2013). A survey data from over 985,000 people ages 16-45 from 48 countries in a ten-year study, discovered that self-esteem tended to improve as individual matures, and that men at all age tended to have elevated levels of self-esteem than women worldwide (Bleidorn, Arslan, Denissen, , Rentfrow, Gebauer, and Potter). Also, parental factors, which includes attitude, family income and family functioning, contributes to a child's self-esteem. This is echoed by other studies suggesting that students from families with higher incomes and better family functioning perceived themselves as more likable and lovable and as having higher self-control (Mandara & Murray, 2000; Ümmet, 2014). However, low self-esteem is commonly associated with negative outcomes. Individuals

struggle with their confidence, tend to set higher and exaggerated expectations, thus make it harder to achieve those goals. Higher and exaggerated expectations was studied to bring lower grades on assignments and schoolworks because the person has not reached their goal. Having low self-esteem makes people look at themselves poorly and judge themselves more critically. This, consequently, may influence feelings of isolation and lead to certain decreases in positive social behavior. It is implied that going through life with a low self-esteem will bring danger to oneself and worry in others. Acting as a chain reaction, it will affect how lonely one is, which sometimes lead to depression, and eventually harmful actions later on (Abbyrose112, 2017).

Students also go through Interpersonal Problems or problems relating to others in a campus environment upon entering college. First year students have issues in building new relationships and these connections may not be established at once (Ng & De Guzman, 2017). A study in Tanzania suggests that social adjustment and academic performance are positively related. It was concluded that social adjustment is a consistent predictor of academic performance among college students. Those who are able to interact with peers, and build up social network, are also likely to attain social support easily. Thus, attaining adequate levels of social adjustment precipitates students' ability to actively engage in positive interactions with peers, and vice versa (China, 2015). However, there are instances that hinder effective social adjustment, such as incompatibility with new

classmates that sometimes lead to social isolation. In a research on college student interpersonal conflict conducted by Li & Shan (2013), it was found that there are two kinds of conflict: The incompatible interests on some of the substantive issues, and the negative emotions and the incompatible behavior, such as distrust, fear, denial and anger. Further, studies show that interpersonal conflict closely relates to anxiety, stress, self-esteem and mental health factors. If frequent and intense conflicts are not handled properly, relations between the students will continue to deteriorate. Verbal attacks, verbal abuse, if not early resolved may lead to deterioration of groups and serious separation. The negative emotional state brings harm to the physical and mental health of students, also serious impact on the school and the community, family.

Family Problems or difficulties experienced in relationships with family members are also on the rise when a student enters college. Families are affected especially their finances because college tuition is expensive and adds up to the burden of parents or families with current debts and limited financial resources. Also, the location of the college or university might also affect the frequency of visits and reduce family time together. A study conducted in the Philippines showed that family relationship and status greatly affect the performances of students towards education. Different problems arise from home which causes children to lose focus or sometimes to lose hope in continuing their education. Personal matters like broken families, misunderstandings, financial instability,

and many others results to students' depression which later on may cause lower grades or worse dropping out of students (Ferrer, Dolientas, & Reyes, 2012).

In a correlational study that investigated the relationship between parents' education level and children's success revealed that parents' educational attainment has a significant influence on the success of their children. Parents who have attained a college degree or post-graduate degree tend to place a high value on educational attainment. On the other hand, those whose parents did not hold a degree and entered the workforce straight out of high school were more likely to think that attaining a college or post-graduate degree is not worth it or not really necessary to have a job (Lamar University, 2019).

Academic-related problems and difficulties are equally pervasive among college students. It is also rampant in college life. It is important to note that academic problems may be caused by mental health issues but simultaneously a student may also develop mental health problems as a consequence of academic difficulties. A weighted analysis of thousands of self-reported results from surveys conducted by NSSE and The Tab identified which majors are the most difficult based on the data on the number of hours students spend studying, all-nighters pulled, hours napped, GPA, and how often students said they feel stressed to compile a ranking of 55 majors. Accordingly, those degrees which are related to science, technology, engineering and mathematics are far more difficult, they work long and hardest hours during the week, pull the most all-nighters, nap the least

and are stressed out more than students who pursued arts-related majors (Shukman, 2017). Therefore, the students in these fields are more prone to academic adjustment difficulties. Another study also found that female students are better than males in tackling their academic problems. This revealed that among the same age level, females seem to be more mature than the males. Also, the same study revealed that the urban students are found to be highly adjusted than the rural students. This is because students from urban areas are provided with more complete facilities and face fewer academic problems than that of the rural students. In contrary with the previous article that was mentioned. The adjustment ability of the students meanwhile, had no apparent relationship with the parent's educational attainment. This means that both low and high qualified parents receive the same parental care at home. But income wise, the students from high income families are better in adjusting compared to low-income families, this might be because they do not need to struggle with their basic needs. Also, students who are academically achievers are better in dealing with adjustment challenges and are able to perform better in academics. Similarly, students who better adjusted are able to score high in terms of academic achievement. On the other hand, the students who are less able to successfully adjust got lower scores. Therefore, student's adjustment problems at home, education, society, and emotion remarkably affect their academic achievement (Selvi and Rajaguru, 2010).

Career problems are those associated with career choice difficulties. Study shows that students may be unsure about a career path or may struggle with choosing between two career paths (Fizer, 2013:14). Given the expansive array of factors to consider in making a career decision, students experience career uncertainty which affects their emotion, attitude, and behavior (Trevor, 2006). They face complex decisional tasks such as exploring different courses of action, reflecting on interests and skills, comparing different career paths, and choosing the best option (Gestiada, Nazareno & Villanueva, 2017).

Research revealed that career decisiveness comes with age, and educational level, since it is considered a normative event. Approximately, 10% to 30% of college students could be categorized as “unsure” with their career choices, because it was found that younger and less educated persons are more likely to be undecided with choosing a career (Career Research, n.d.). In a study conducted in the Philippines, results revealed that a student also experience career choice difficulties for several reasons: they are still confused of which career path to take; the parents’ decision are typically followed; financial insufficiency; courses being offered are limited; they do not see a future in their present career; they feel too sick or sickly that they cannot pursue the career that they like; being away from friends should they take a different course (Manapsal, 2019). However, there is a thin line between career indecision and chronic career indecision, where indecisiveness may produce different levels of anxiety and stress. These students

who are chronically undecided might also report low vocational identity and lower levels of self-esteem and may become discouraged with their perceived lack of ability as well as their overall ability to choose and enter a career.

The aforementioned literature are evidences of social causes and consequences of adjustment difficulties, mental health and illness. The literature on the social factors of mental health has centered on a diversity of socio-demographic variables, such as socioeconomic status, gender, age, and race/ethnicity, etc. The literature above, reinforces the Social Stress Theory which emphasizes the influence of society via social contexts, relationships, roles, and statuses. Also, it underscores that mental health challenges are initiated by susceptibility and exposure to social stress.

Given the plethora of literature on adjustment difficulties among college students and the extensive number of factors studies have associated with it in terms of its onset, the field of psychotherapy and counseling provides an alternative lens to understand this phenomenon through the cognitive paradigm. Specifically, the cognitive theory on psychologically disturbed behavior is grounded on the notion that negative emotions and disturbing behaviors are simply not the direct result of unpleasant events experienced by individuals; rather, a consequence of the individual's thoughts about the events (Corey, 2013). This therefore seem to imply that despite the negative events, the consequent emotions and actions individuals make are dependent on how they perceive and

understand the event or situation. Similarly, The Rational Emotive Behavioral Theory, which also belongs to the cognitive paradigm, emphasizes that individuals add on to their psychological challenges, and to specific symptoms, by the rigid and extreme beliefs they hold about events and situations. Cognitions, emotions, and behaviors thus, interact significantly and have a reciprocal cause-and-effect relationship. In other words, emotions generally stem from the beliefs people hold, which influence their evaluations and interpretations (Corey, 2010). Thus, cognitive distortions are the very product of the rigid and extreme beliefs people hold. These are errors in the process of thinking, which can then lead to various fears, anxieties, and resentments (Doverspike, 2007).

Evidence of cognitive distortions is widely found in its application to psychotherapy. As Beck (1987) in his clinical practice emphasized, the goal of cognitive therapy is to alleviate psychological stress by correcting faulty concepts and self-signals. Excessive reactions, therefore, can be lowered by correcting the erroneous beliefs. Extending this theory to the present investigation, adjustment problems such as anxiety, depression, or academic problems among Freshmen College Students may be rooted on how they perceive and interpret the problems and challenges they face. Unwittingly, students may engage in cognitive distortions or hold erroneous beliefs that potentially heighten their emotional reactions and adjustment problems. While there is a seeming dearth in the local literature that has applied the concept of cognitive distortions to understand

college adjustment problems, there is sufficient evidence from related studies that supports this inference.

Related Studies

The study conducted by Wilson, Bushnell, Rickwood, Caputi and Thomas (2011), asserted that negative problem orientation and psychological distress have a reciprocal effect. It was revealed that emerging adults 18-25 years of age) who are experiencing symptoms of anxiety and depression also have negative problem orientation that acts as an obstacle to successfully solve a problem. In addition, the study also found that as cognitive distortions and NPO was intensified, symptomatology of depression and anxiety also was heightened. Catastrophizing, a type of cognitive distortion, had the strongest individual association with NPO and depressive symptoms. This study is quite similar to the present study since it also investigated the role of cognitive distortions in anxiety and depression to emerging adults but different in some ways because this study included NPO as part of analysis which was not included in the present study, additionally, the study also differ in the statistical treatment that was used.

Cognitive distortion likewise contributes to one's suicidal ideation. A related study reveals those who recently attempted suicide is more prone to take part in illogical thoughts than those who have not make an attempt suicide in recent times. It was also found that fortune telling, was the only cognitive distortion uniquely associated with suicide attempt status (Hyman, Cunningham,

Wenzel, Mattei, Brown, Beck, 2014). This study is similar to the present study since it also investigated the role of cognitive distortions in suicide ideation but different in some ways because this study explored not just the suicidal thoughts but also the intention or attempts to suicide, this study also used Beck's cognitive distortions while the present study employed Ellis's Irrational Beliefs, nevertheless, both are still related concepts in the cognitive paradigm.

Cognitive distortion and self-esteem are likewise significantly related. This is supported in another study, which revealed that high levels of cognitive distortions (self-criticism, self-blame, hopelessness, and preoccupation with danger) were related to a high self-handicapping tendency for university students with low self-esteem (Yavuzer, 2015). This study is similar to the present study since it also investigated the role of negative and unhealthy thoughts in self-esteem of university students, but different in some ways because this study used other concepts or variables on cognitive distortions and negative thoughts and included handicapping tendencies in its analysis.

Cognitive Distortions also affects relational problems (family and interpersonal problems), common distortions used that affects relationships are (1) mind reading: assuming you know what other people thinks, (2) personalizing: blaming yourself with things that others have done, (3) all-or-nothing thinking: thinking other people "never" or "always" does certain things, (4) labeling: assigning a one-word descriptor to the entirety of a person and looking for

instances when another person is exhibiting characteristics consistent with the label, (5) negative filtering/discounting positives: focusing on negative aspects of other people while framing positive sides as unimportant (Beck, Rush, Shaw & Emery, 1979; Cognitive Behavioral Therapy Los Angeles, 2014). This study is similar to the present study since it also investigated the role of cognitive distortions in relational problems but different in some ways because this study used Beck's cognitive distortions while the present study employed Ellis's Irrational Beliefs, nevertheless, both are still related concepts in the cognitive paradigm.

Cognitive distortion is also found significantly related to academic performance. A study about cognitive distortion revealed that these distortions significantly predicts students' academic performance, to a high degree around 64%, thus negative beliefs the student have about self correlates with academic performance. It implies that students have not learnt how to improve their academic performance due to their negative beliefs. It seems that those beliefs are putting them at high risk of academic failures and career problems (Usen, Eneh & Udom, 2016). This study is similar to the present study since it also investigated the relationship of cognitive distortions and academic problems but differs in a sense that the present study did not include the general weighted average (GWA) of students to the present analysis.

Indeed, the cited literature and studies portray that the aforementioned issues are truly problems faced by emerging adults and may affect their adjustment to college life. Thus, the aim of this study was twofold. First, despite all these studies, there is a lack in local literature that pinpoints what are the specific factors associated with the adjustment problem of SSU students and if there are factors that are unique to Filipinos or “waray” students. Second, is to test or validate the cognitive theory on cognitive distortions, if students engage on it, and if they might be related to adjustment problems.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures that were employed in the conduct of the study, including the research design, instrumentation, validation of the instruments, sampling procedure, data gathering procedures and statistical treatment of data.

Research Design

This study addressed cognitive distortions and college adjustment of freshmen students. A sequential explanatory mixed methods design was used, and it involved collecting quantitative data first and then explaining the quantitative results with in-depth qualitative data. In the quantitative phase of the study, College Adjustment Scale (CAS) and Shortened General Attitudes and Belief Scales (SGABS) data were collected from freshmen students at Samar State University to test Cognitive Behavioral Theory and Social Stress Theory to assess whether cognitive distortions relate to college adjustment. The second, qualitative phase will be conducted as a follow up to the quantitative results to help explain the quantitative results. In this follow-up, the tentative plan is to explore specific college adjustment difficulties with freshmen students at Samar State University (Creswell, 2014).

The quantitative data were collected using self-report questionnaires composed of a sociodemographic profile questionnaire, Shortened General Attitude and Behavioral Survey (SGABS) and College Adjustment Scale (CAS). The study primarily employed a correlational design to describe and measure the degree of relationship between or among two or more variables or sets of scores (Creswell, 2014). This investigation, therefore, began with the description of the profile of freshmen students in Samar State University in terms of the following: sex, age, track/strand, college program, family profile and living conditions. These attributes were then correlated with the propensity to engage in cognitive distortions (total irrationality) and college adjustment difficulties (anxiety, depression, suicidal ideation, substance abuse, self-esteem, family problems, interpersonal problems, academic problems and career problems) and determined the extent of relationship among these variables. The participants' degree or level of cognitive distortions and college adjustment difficulties per dimension were likewise identified.

Consistent with the fundamental principle of Sequential Explanatory Design, the qualitative phase of this study subsequently used a phenomenological method to describe the lived experiences of individuals about the phenomenon (Creswell, 2014), which in this study, is college adjustment difficulties. Respondents who obtained significantly high results in CAS were subjected to an in-depth interview to elaborate and facilitate better understanding of their specific

college adjustment experiences. Participants were interviewed about the factors associated with high results in CAS. Further, to ensure mental health and well-being of those in-depth interview participants who were observed with emotional discomfort or psychological symptomatology, they were referred for further evaluation and counseling to the Head of Guidance and Counseling Services in this University. Additionally, the qualitative data obtained from this phase were triangulated with the quantitative data to validate the role of cognitive distortions in college adjustment difficulties and test the cognitive theory as well as the social stress theory as primary lens.

The sample, measures used, and the data gathering, and analysis procedures are further described in the succeeding sections.

Instrumentation

This section describes the instruments used to measure the relationship of the variables relevant to the present study, namely, a researcher-made sociodemographic profile questionnaire two (2) standardized psychological tests intended to measure cognitive distortions and college adjustment difficulties respectively, and finally, a researcher-made semi-structured interview questions, designed to gain in-depth understanding into the experiences of the participants.

The instruments have not undergone translation procedures since the participants are bilingual, college-educated students, with English being their second language and is the primary medium of instruction in the University. The

total number of items for the standardized tool, College Adjustment Scale (CAS) is 108 and 26 items for Shortened General Attitude and Behavior Scale (SGABS).

Sociodemographic Profile. The sociodemographic questionnaire intends to describe the characteristics of participants. Attributes included are sex, age, track/strand, college program, living conditions, and family profile. These specific attributes were likewise selected to examine the relationship between each of these variables and college adjustment (see appendix C-1).

Shortened General Attitude and Behavior Scale (SGABS). This assessment scale was developed and reported by Lindner, H., Kirkby, R., Wertheim, E.H., and Birch, P. (1999). This is a 26-item brief assessment of irrational thinking. Irrational thinking is a component of cognitive distortions, which refers to the inflated thoughts or beliefs that distort a person's perception of reality, usually in a negative way (GoodTherapy, 2015). This tool is derived from the Rational Emotive Behavioral Theory by Albert Ellis to assess both irrational cognitive processes and the three content domains of achievement, approval and comfort. This self-report questionnaire consists of two subscales, rationality and irrationality. Irrationality looking at six factors: self-downing, need for achievement, need for approval, need for comfort, demand for fairness, and other downing. The sum of all subscales or total irrationality was used in the study. (Linder, et.al., 1999). Each subscale is scored on a 5-point continuum that ranges from 1 (*strongly disagree*), 2 (*disagree*), 3 (*neutral*), 4 (*agree*), to 5 (*strongly agree*).

Scores on each scale generally range from a low score of 4 to a high score of 20, except for the scales on 'need for improvement' and 'other downing' generally which ranges from a low point of 3 to a high point of 15. Overall, total irrationality scores may range from a low score of 22 to a high score of 110.

Sample subscale statements for the (1) Rationality scale is *"I have worth as a person even if I do not perform well at tasks that are important to me."*; for (2) Self-downing, *"If important people dislike me, it is because I am an unlikable bad person"*; for (3) Need for Achievement, *"It's unbearable to fail at important things, and can't stand not succeeding at them"*; for (4) Need for Approval, *"It's awful to be disliked by people who are important to me, and it is a catastrophe if they don't like me"*; for (5) Need for Comfort, *"It's unbearable being uncomfortable, tense or nervous and I can't stand it when I am"*; for (6) Demand for Fairness, *"I can't stand a lack of consideration from other people, and I can't bear the possibility of their unfairness"* and (7) Other Downing, *"When I am treated inconsiderately, I think it shows what kind of bad and hopeless people there are in the world"* (see Appendix C-2).

College Adjustment Scale. This tool is designed to determine the degree of adjustment of the respondents. The College Adjustment Scale (CAS) is a standardized test developed by Anton & Reed (1991). It is a 108-item screening instrument, albeit not a diagnostic tool, which measures the individual's degree or level of psychological distress, relationship conflicts, self-esteem and academic

and career choice difficulties. It was also intended for use by professionals who provide counseling services to college students to efficiently screen college counseling clients for developmental psychological difficulties, and is consequently used by the SSU SWDS for routine testing as part of their Psychological and Wellness services (Anton & Reed, 1991). The nine adjustment scales are: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems. Each statement may be answered by "F" (False or Not At All True), "S" (Slightly True), "M" (Mainly True), "V" (Very True). Raw scores are then converted to T scores and percentile scores where the subscale may be scored on a 4-point continuum, where 1 is the lowest and 4 is the highest. Percentile scores and normalized T scores are used to interpret a student's performance on the CAS. T scores at or above 70, or equal to or greater than the 98th percentile, are considered significant. Scores in the range of 60 through 69 are suggestive of difficulty and fall within the borderline range which suggests that this range is also considered as an area for further evaluation. The highest results, such as the 70 and above T-score indicate low settings or areas for further evaluation and possible intervention and the lowest results, such as a T-score of 50 and below means better adjustment.

Sample items on College Adjustment subscales are (1) Anxiety, *"I feel tense much of the time"*; (2) Depression, *"I haven't felt much like eating lately"*; (3)

Suicidal Ideation, *"I have nothing to live for"*, (4) Substance Abuse, *"I've done things while drinking that I'm ashamed of or embarrassed about"*; (5) Self-Esteem, *"I feel good about myself"*; (6) Interpersonal Problems, *"A lot of people irritate me"*; (7) Family Problems, *"I avoid talking to my parents"*; (8) Academic Problems, *"I have poor study skills"*; (9) Career Problems *"I need more information about career options"* (see Appendix C-3).

In-depth Interview Questions. Participants whose scores fall on or beyond the 98th percentile, or those with a T-score of 70 in one or more scales/ dimensions of the College Adjustment Scale were invited through text message for an in-depth interview as part of the qualitative phase of this study. This cut-off criterion is specifically selected because this indicates low settings or areas for further evaluation and possible intervention. The semi-structured interview questions were specifically created to allow the participants to narrate their specific adjustment difficulties. These questions are considered critical in validating and triangulating the potential role of cognitive distortions in the adjustment of students, as well as identify other potential factors that may be relevant in the lived experience of SSU freshmen students (see Appendix D-1).

Aftercare of the participants in Phase 2 or qualitative part of the study will be established through conducting orientation prior to the quantitative and qualitative part of the study. Working in coordination with the Guidance and Counseling Services, participants who may experience psychological

symptomatology or emotional discomfort will be provided counseling immediately, monitoring or follow-up sessions.

Validation of the Instrument

Shortened General Attitude and Behavior Scale (SGABS). The standardized tool provides a brief method of assessing multidimensional aspects of irrational thinking. It has undergone substantial test-retest reliability with alpha coefficient ranging from 0.65 to 0.87 construct validity, 0.41 with BDI or Beck Depression Inventory; 0.77 with IBS or Irrational Belief Scale.

College Adjustment Scale. Internal consistency ranged from $\alpha = 0.80$ to 0.92. Specifically: Anxiety (.89), Depression (.84), Suicidal Ideation (.86), Substance Abuse (.83), Self-Esteem Problems (.80), Family Problems (.84), Academic Problems (.87) and Career Problems (.92). The CAS is a sensitive measure of adjustment problems in college students, especially in light of the heterogenous nature of the counseling recipient group. The pattern of correlations found in different studies supports the convergent and discriminant validity of this tool. The replication of the pattern of correlations between the CAS and NEO-PI across three different samples attests to the stability of these relationships.

In-depth Interview. In-depth interview questionnaire was subjected to a content validation of a minimum of two (2) and three (3) subject matter experts (SME) who has a strong background in Guidance and Counseling, Abnormal Psychology and Research.

A sheet with the list of questions with columns on agree or disagree were given to the experts. An evaluator who disagreed on a certain item or question were asked to write a comment or suggestion on the specific item.

Sampling Procedure

Stratified random sampling was utilized to recruit the participants in the quantitative phase of this study, so as to ensure that all freshmen students from the different colleges are equally represented. The total population of SSU freshmen students in the Main Campus for the 1st semester of S.Y. 2019-2020 is 1,825. Hence, using the Yamane's Formula for Sample Size, a total of 328 students will participate in this study, specifically, 97 students from College of Education (COEd) shall be recruited, 33 students from College of Engineering (COEng'g), 42 students from College of Nursing and Health Sciences (CONHS), 74 students from College of Arts and Sciences (CAS) and 82 students from College of Industrial Technology (CIT).

The participants of this study are composed of freshmen students aged 18-25 years old and are currently enrolled in any curricular programs offered in Samar State University.

Participants whose scores in the CAS yielded a T score of 70 and above were recruited to take part in the qualitative phase of the current study since this is considered as an area for further evaluation.

Data Gathering Procedure

Following the approval from the ethics board, a permission to recruit and conduct the study were secured from the University President and College Deans. The participants were recruited through fishbowl sampling, wherein the numbers were encoded and cut out into small pieces according to total population of the different colleges. The following are the number of students needed for each college: CIT - 82, CAS- 74, COED - 97, COENG - 33, CONHS - 42.

The data gathering procedure began with the filling out of informed consent form (see Appendix B-1) together with the questionnaires. The nature and aims of the study, confidentiality agreements and participant rights were explained in detail. All questions and concerns regarding the study or their participation were entertained. The participants answered the questionnaires in a quiet, well-lit and well-ventilated room and they were seated according to a one-seat-apart seating arrangement. Participants were informed that they may refuse to participate or discontinue and will not be coerced to finish his or her participation in the research.

Self-sealing envelopes with the questionnaire packet composed of the Sociodemographic questionnaire, the SGABS, and the CAS were then distributed to the participants. In filling out and answering the questionnaires, student's name was not required to protect the participant's confidentiality. However, since one of the benefits of participants is to receive a Psychological Report, the researcher

has a coding for it. The self-sealing envelopes and questionnaires have a code number and the participant was required to write in the log sheet according to the number of the packet given to him or her.

While administering the standardized tools, the researcher or proctor were around to cater questions from the participants to ensure comprehension of items. Once completed, the students were asked to place their completed questionnaire inside the envelopes, sealed it, and submitted to the researcher or proctor. The subsequently expressed her gratitude towards the respondents for their participation, and each participant will be given a detailed Psychological Report of the result of the psychological tests.

Once the questionnaires were checked, participants who met the study's inclusion criteria for the qualitative phase were asked and invited for a one-on-one semi-structured, in-depth interview with the researcher at the Student Welfare and Development Services (formerly Career Guidance Center). Participants were invited through calls and text messages. There were 16 students who agreed to participate in the interview, and they were given new consent forms (see Appendix B-2) intended for the interview. They were briefed as what the study is about, what participation entailed, and explained why they were specifically selected. They were also informed that the researcher will record the interview to accurately analyze the data and rest assured that the recorded audio file is for research purposes only and will be deleted right away to secure confidentiality.

The interview started with rapport building. Then followed by the interview questions (see appendix D-1). Follow-up questions were asked for clarification or as the need arises. The session ended the moment that the questions were already answered by the participant. Participants who need further counseling after the in-depth interview, were referred by the researcher to the Head of Guidance Counseling with the respondent's approval and was scheduled another session for monitoring purposes and for further evaluation or counseling.

Statistical Treatment of Data

Correlations were employed to show whether and how strongly pairs of variables are related, such as the relationship between College Adjustment and Cognitive Distortions in this study. For quantitative data, the researcher included frequency counts, percentage, mean, chi-square, Pearson - Product Moment Correlation Coefficient (Pearson r), and Spearman-rho. The statistical software package, version 19 of Statistical Package for Social Sciences was used for interactive statistical analysis in this study. For qualitative data, the researcher made use of Descriptive Phenomenological Method.

Frequency counts and percentages. These statistical tools were used to summarize the students - respondents' profile such as age, sex, track/strand, college program, living condition and family profile.

Mean. This was used in describing the average characteristic of profile of student – respondents in terms of age, family size, family monthly income, and level of cognitive distortions and level of adjustment on the nine scales.

Standard deviation. This statistical measure was utilized in describing the extent to which the data vary among profile of student – respondents in terms of age, family size and monthly income, and student – respondents' level of cognitive distortion and adjustment on the nine scales.

Pearson-Product Moment Correlation Coefficient. This treatment was applied to determine the degree of relationship between student – respondents profile (age, family size), and level of cognitive distortion, and level of adjustment on the nine scales (anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems).

Spearman-rho. Since data were non-normal, and extreme scores are important in the study, hence, outliers are retained, this treatment was applied to determine the degree of relationship level of cognitive distortion, and level of adjustment on the nine scales (anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems).

Chi-Square. This was utilized to address data set in a categorical data such as sex, track/strand, college program, living condition and family profile.

Qualitative Analysis

In conducting thematic analysis, the researcher employed **Braun and Clarke's (2006) six-step process** for identifying, analyzing, and reporting qualitative data. The six steps are as follows:

Step 1 - Familiarization of Data. This step required the researcher to be fully immersed and actively engaged in the data by the researcher firstly transcribed the interactions and then read (and re-read) the transcripts and/or listened to the recordings. Initial ideas were noted down. By doing this, the researcher had a comprehensive understanding of the content of the interaction and all features of the data. This step is vital as it prepares the groundwork for the successive analysis.

Step 2 - Generating initial codes. Once familiar with the data, the researcher then started identifying preliminary codes, which are elements of the data that appear stimulating and meaningful. These codes are plentiful and precise than themes but provide a hint of the context of the dialogue.

Step 3 - Searching for themes. The third step in the process is the start of the interpretive evaluation of the assembled codes. Relevant data excerpts are categorized (combined or split) according to overarching themes. The researcher's thought process should refer to the connection between codes, subthemes, and themes.

Search 4 -Reviewing themes. A deeper review of identified themes followed where the researcher needs to question whether to combine, refine, separate, or discard initial themes. Data within themes were cohered simultaneously and significantly, while there should be clear and recognizable differences between themes. This is typically done over two phases, where the themes need to be examined in relation to the coded extracts (phase 1), and then for the overall data set (phase 2). A thematic 'map' was generated from this step (see Appendix F).

Step 5 - Defining and naming themes. This step involved 'refining and defining' the themes and potential subthemes within the data. Ongoing analysis was made to further enhance the identified themes. The researcher provided theme names and unambiguous working descriptions that capture the real meaning of each theme in a brief and effective manner. At this point, a cohesive story of the data emerged from the themes.

Step 6 - Producing the report. Finally, the researcher transformed her analysis into an interpretable piece of writing by using powerful and persuasive extract illustrations that are related to the themes, research question, and literature. The report relayed the results of the analysis in a way that convinces the reader of the merit and validity of the analysis and supported with empirical evidence that addressed the research question.

Ethical Considerations

Anonymity and confidentiality. Research data were protected at all stages of the process from collection to publication in adherence to Data Privacy Law.

Informed Consent. The researcher obtained informed consent to the student-respondents which includes the purpose of the research, the methods that will be employed and the potential outcomes. Participants were volunteers and take part without being coerced or deceived and has the right to withdraw from the process at any point.

Plagiarism. Acknowledgement of works or other authors used in any part of the study were ensured with the use of APA referencing system.

Protection of human participants. The research did not harm or threaten any participants involved. Respect for the dignity of research participants were prioritized. The use of offensive, discriminatory or other unacceptable language were avoided in the formulation of questionnaire and in-depth interviews. They were ensured that in rare cases that participants will be harmed, proper responding, processing or debriefing will be applied.

Quality and Integrity. The researcher maintained highest level of objectivity in discussions and analyses throughout the research. The results came out from this research is independent and is considered impartial.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis, and interpretation of the data in accordance with the questions specified in this study. This includes the profile of student – respondents, family profile of student – respondents, their level of adjustment on the following areas: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems, the student-respondents' level of cognitive distortions in terms of self-downing, need for achievement, approval, and comfort, demand for fairness and other downing, the relationship between students-respondents' profile and level of cognitive distortions, students-respondents' profile and level of adjustment, the relationship between their cognitive distortions and college, and the specific adjustment difficulties experienced by first year college students

Profile of the Student – Respondents

This section presents the student – respondents' profile according to their sex, age, track/strand, college program and living arrangement.

Sex and Age. The data presented in Table 1 shows the sex and age distribution of student – respondents. It can be asserted that most of the freshmen students who were involved in the study were females comprising 191 out of 328

respondents or 58.23 percent while the males comprise 137 or 41.77 percent of the respondents. It can also be observed that out of 328 respondents, the largest portion were from 19 years of age with 131 or 39.94 percent of the whole sample, followed by those who were 18 years old with 106 or 32.32 percent, 20 years old with 43 or 13.11 percent, 21 years old with 19 or 5.79 percent, 22 years old with 12 or 3.66 percent, 25 years old with 8 or 2.44 percent, 23 years old with 7 or 2.13 percent, then were followed by the smallest portion who were 24 years old with 2 or 0.61 percent of the whole sample.

It is also reflected in Table 1 that the oldest respondents are 25 years old while the youngest were 18 years old. In general, the age distribution of the student – respondents belong to emerging adulthood stage clustered around a mean value of 19.30 with a standard deviation of 1.52.

Table 1

Sex and Age Distribution of the Student – Respondents

Age	Sex				Total	%
	Female	%	Male	%		
18	67	20.43	39	11.89	106	32.32
19	77	23.48	54	16.46	131	39.94
20	23	7.01	20	6.10	43	13.11
21	10	3.05	9	2.74	19	5.79
22	9	2.74	3	0.91	12	3.66
23	2	0.61	5	1.52	7	2.13
24	1	0.30	1	0.30	2	0.61
25	2	0.61	6	1.83	8	2.44
TOTAL	191	58.23	137	41.77	328	100.00
Mean Age	19.3					
SD	1.52					

Senior High School (SHS) Track/Strand and College Program. Table 2 depicts the student - respondents' track/strand along their college program. Among 27 students (8.23%) who pursued college programs in the Social Sciences category (BS Psychology and BSED- Social Studies), the largest portion of 16 students (4.88%) were aligned since they took up Humanities and Social Sciences (HUMSS) in SHS, while the remaining 11 students were not aligned. There were 5 students (1.52%) who took up General Academic Strand (GAS) in SHS, 3 students from Technical-Vocational and Livelihood (TVL), 2 students (0.61%) were from Science, Technology, Engineering and Mathematics (STEM), 1 (0.30%) from Accountancy, Business and Management (ABM), and none from Arts and Design track and old curriculum.

Among 57 (17.38%) students who took up college programs in the Formal Sciences category (BS Information Technology, BS Information System, BSED- Mathematics, BS Statistics), a small portion of 4 students (1.22%) were aligned since they took up STEM during SHS. There were 53 students who took up SHS track/strand that were not aligned with formal sciences, with the largest proportion of 22 (6.71%) who took up GAS, 9 students (2.74%) were from TVL, 8 (2.44%) were from ABM and old curriculum, and 6 students (1.83%) were from HUMSS.

Among the 17 students (5.18%) who took up college programs on Visual Arts and Design category (BS Architecture) there was only 1 student (0.30%) who

was aligned. The remaining 16 students took up SHS track/strand that were not aligned with visual arts and design, with the largest portion of 6 students (1.83%) who took up GAS, 4 students (1.22%) who were from STEM, 3 (0.91%) from HUMSS and TVL and none from ABM and old curriculum.

From the 42 students (12.80%) who took up college programs on Health Sciences category (BS Nursing and BS Pharmacy), there were a large portion of 18 students (5.49%) who were aligned since they took up STEM in SHS. The remaining 24 students took up SHS tracks/strands which are not aligned with Health Sciences programs, with 10 (3.05%) from HUMSS, 7 (2.13%) from TVL, 4 (1.22%) from GAS (1.22%), 2 (0.61%) from ABM, 1 (0.30%) from old curriculum and none from arts and design track.

Among 70 (21.34%) students who took up Teacher Education programs (BEED, BECED, BSED-ENGLISH and BPED), there were a large portion who were aligned with 21 students (6.40%) who took up GAS in SHS. The remaining students took up programs which are not aligned to Teacher education programs, with 25 (7.62%) from HUMSS, 12 (3.66%) from TVL, 6 (1.83%) from STEM, 3 (0.91%) from ABM and old curriculum, and none from arts and design track/strand.

Among 82 students (25%) who took up Technical-Vocational Livelihood or Technology and Livelihood Education programs (BTLED, BSIT, BITECH, BT, BMT and CBVE), there were 44 (13.41%) who were aligned since they took up TVL in

SHS. The remaining students were not aligned for they took up other SHS track/strand which are not related to TVL/TLE programs, with 17 (5.18%) from GAS, 12 (3.66%) from the old curriculum, 4 (1.22%) from ABM, 3 (0.91) from HUMSS, 2 (0.61%) from STEM and none from arts and design track.

Lastly, from the 33 students (10.06%) who took up Engineering programs, 16 students (4.88%) were aligned since they took up STEM in SHS. The remaining students were not aligned for they took up programs which are not related to Engineering, with 4 (1.22%) from ABM, GAS and TVL, 3 (0.91%) from the old curriculum, and 1 (0.30%) from HUMSS and Arts and Design track.

Table 2

**Senior High School Track/Strand (SHS) and College Program
Distribution of the Student - Respondents**

Program	SHS Track/Strand														Total	%
	ABM		HUMSS		STEM		GAS		Arts and Design		TVL		Old Curriculum			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Social Sciences	1	0.30	16	4.88	2	0.61	5	1.52	0	0.00	3	0.91	0	0.00	27	8.23
Formal Sciences	8	2.44	6	1.83	4	1.22	22	6.71	0	0.00	9	2.74	8	2.44	57	17.38
Visual Arts & Design	0	0.00	3	0.91	4	1.22	6	1.83	1	0.30	3	0.91	0	0.00	17	5.18
Health Sciences	2	0.61	10	3.05	18	5.49	4	1.22	0	0.00	7	2.13	1	0.30	42	12.80
Teacher Education	3	0.91	25	7.62	6	1.83	21	6.40	0	0.00	12	3.66	3	0.91	70	21.34
TLE/TVL	4	1.22	3	0.91	2	0.61	17	5.18	0	0.00	44	13.41	12	3.66	82	25.00
Engineering	4	1.22	1	0.30	16	4.88	4	1.22	1	0.30	4	1.22	3	0.91	33	10.06
TOTAL	22	6.71	64	19.51	52	15.85	79	24.09	2	0.61	82	25.00	27	8.23	328	100.00

Living Arrangement. Table 3 depicts the living arrangement of the student – respondents. It reveals that the largest proportion of student-respondents are still living with their parents with 177 student-respondents who reported it or 53.96 percent of the total sample. It is followed by students who lives outside the campus (boarding houses, apartments, etc.) with 104 or 31.71 percent, living with relatives with 35 or 10.67 percent, living in-campus (men or women’s dormitory) with 8 or 2.44 percent and others (lives alone, lives with partner, etc.) with 4 or 1.22 percent of the total sample.

Table 3

Living Arrangement Distribution of the Student – Respondents

Living Arrangement	f	%
Living with Parents	177	53.96
Living outside campus (boarding house, apartment, etc.)	104	31.71
Living with Relatives	35	10.67
Living in-campus (dormitory)	8	2.44
Others	4	1.22
Total	328	100.00

Parents’ Educational Attainment. Table 4 depicts the parents’ educational attainment of the student – respondents. It reveals that the largest proportion of both parents’ educational attainment is Elementary level with 56 or 17.07 percent on the mother portion and 91 or 27.74 percent on the father part. A huge proportion also reported that their mother is HS Grad or high school graduate and College graduate with 56 student-respondents or 17.07 percent for each category.

The mother's educational attainment is slightly higher compared to the second largest proportion of fathers' educational attainment which is HS level (High school level) and HS Grad (High school graduate) with 48 or 14.63 percent for each category.

Table 4

Parents' Educational Attainment Distribution of the Student – Respondents

PARENTS EDUCATIONAL ATTAINMENT		f	%
MOTHER	Did not attend school	1	0.30
	Elem Level	56	17.07
	Elem Grad	40	12.20
	HS Level	55	16.77
	HS Grad	56	17.07
	Vocational Course	2	0.61
	College Level	51	15.55
	College Grad	56	17.07
	Master's Unit	1	0.30
	Master's Degree	7	2.13
	Doctorate Degree	1	0.30
	Unknown / Unidentified	2	0.61
	Total	328	100.00
FATHER	Did not attend school	4	1.22
	Elem Level	91	27.74
	Elem Grad	25	7.62
	HS Level	48	14.63
	HS Grad	48	14.63
	Vocational Course	3	0.91
	College Level	46	14.02
	College Grad	47	14.33
	Master's Unit	3	0.91
	Master's Degree	2	0.61
	Unknown / Unidentified	11	3.35
	Total	328	100.00

Parents' Occupation. Table 5 revealed that the largest proportion of the mothers are housewives with 223 out of 328 student-respondents or 67.99% and majority of the fathers are skilled agricultural, forestry and fishery workers (farmers, fishermen, etc.) with 114 out of 328 or 34.76% of the total sample.

Table 5

Parents' Occupation Distribution of the Student – Respondents

PARENTS' OCCUPATION		f	%
MOTHER	Housewife	223	67.99
	Service and Sales Workers	30	9.15
	Elementary Occupations	16	4.88
	Professionals	18	5.49
	Clerical Support Workers	14	4.27
	Skilled Agricultural, Forestry and Fishery Workers	10	3.05
	Deceased	6	1.83
	Craft and Related Trades Workers	5	1.52
	Unemployed	2	0.61
	Armed Forces Occupations	1	0.30
	Managers	1	0.30
	Technicians and Associate Professionals	1	0.30
	Retired	1	0.30
Total		328	100.00
FATHER	Skilled Agricultural, Forestry and Fishery Workers	114	34.76
	Craft and Related Trades Workers	51	15.55
	Service and Sales Workers	47	14.33
	Unemployed	33	10.06
	Deceased	23	7.01
	Elementary Occupations	21	6.40
	Clerical Support Workers	17	5.18
	Professionals	7	2.13
	Retired	5	1.52
	Armed Forces Occupations	4	1.22
	Technicians and Associate Professionals	4	1.22
	Plant and Machine Operators	2	0.61
Total		328	100.00

Family Size. Reflected in Table 6 is the information of student – respondents’ family size or the number of family and non-family members living at home. Most of the student-respondents belong to a family with 3 members having 53 or 16.2 percent, followed by family with 4 members comprising 46 or 14.0 percent of the population.

Table 6

Family Size Distribution of the Student - Respondents

No. of Family and Non-Family Members at Home	f	%
1	4	1.2
2	6	1.8
3	53	16.2
4	46	14.0
5	43	13.1
6	42	12.8
7	45	13.7
8	40	12.2
9	22	6.7
10	10	3.0
11	8	2.4
12	1	.3
13	1	.3
14	1	.3
16	1	.3
17	1	.3
19	1	.3
21	1	.3
24	1	.3
27	1	.3
Total	328	100.0
Mean	6.13	-
SD	3.12	-

Family Monthly Income. Reflected in Table 7 is the information pertaining to the family monthly income of the student – respondents. The data shows that the highest proportion is from the less than 5,000 group with 166 or 50.6 percent of the respondents. It is followed by 84 or 25.6 percent under FMI of 5,000 to 10,000 pesos.

Table 7

Family Monthly Income Distribution of the Student – Respondents

Estimated Monthly Income	f	%
Less than 5,000	166	50.6
5,000 to 10,000	84	25.6
11,000 to 20,000	42	12.8
21,000 to 30,000	20	6.1
31,000 to 40,000	8	2.4
41,000 to 50,000	3	.9
more than 50,000	5	1.5
Total	328	100.0

Student - Respondents' Level of Adjustment on the Nine Scales

This portion depicts the results of the student – respondents on College Adjustment Scale which is a standardized test developed by Anton & Reed (1991). It is a 108-item screening instrument, albeit not a diagnostic tool, which measures the individual's degree or level of psychological distress, relationship conflicts, self-esteem and academic and career choice difficulties. The nine adjustment scales are: Anxiety (AN), Depression (DP), Suicidal Ideation (SI), Substance Abuse

(SA), Self-Esteem (SE), Interpersonal Problems (IP), Family Problems (FP), Academic Problems (AP), and Career Problems (CP).

Student - Respondents' Level of Anxiety. The student – respondents' level of anxiety is shown in Table 8. The data presented in the table along anxiety scale (AN) shows that a large portion are within the area of normal functioning with 227 (69.21 percent) or do not experience affective, cognitive and physiological symptoms of anxiety. However, the remaining portion are within areas for further evaluation with 92 student-respondents or 28.05 percent are in borderline range or areas of suggestive difficulty and a smaller portion of 9 or 2.74 percent for areas of significant adjustment difficulty. This meant that the student-respondents who are in the area for further evaluation seems constantly worried about something, troubled by thoughts that they can't seem to get rid of, had trouble concentrating, often gets nervous or afraid but don't know the reason why, easily distraught and also experiencing some physiological symptoms of anxiety such as having trouble catching breath, are feeling tensed much of the time, experiencing a lot of aches and pains, feels their heart pounding and had a hard time to get to sleep.

Table 8
Student - Respondents' Level of Anxiety

Level of Anxiety	f	%
Normal Functioning	227	69.21
Suggestive of Difficulty	92	28.05
Significant Adjustment Difficulty	9	2.74
Mean T-Score	56.63	
SD	6.41	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Depression. The student - respondents' level of anxiety is shown in Table 9. In the depression (DP) scale, data shows that 126 or 38.41 percent of the student-respondents are in the area of normal functioning or do not experience affective, cognitive and physiological symptoms of depression. However, the largest proportion of student-respondents are from the area for further evaluation with 177 (53.96 percent) with suggestive of difficulty and 25 (7.62 percent) with significant adjustment difficulty, this would mean that a large proportion of student-respondents feels sad or blue most of the time and could not seem to get rid of it, have sad thoughts that kept them awake at night, haven't felt much like eating, seems to tire out easily even with small tasks, lost interest in the things they've previously enjoyed and have thoughts that things have gone bad to worse that no matter what they do things will not improve for them.

Table 9
Student - Respondents' Level of Depression

Level of Depression	f	%
Normal Functioning	126	38.41
Suggestive of Difficulty	177	53.96
Significant Adjustment Difficulty	25	7.62
Mean T-Score	61.05	
SD	5.92	
Interpretation	Area for Further Evaluation	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Suicidal Ideation. The student - respondents' level of anxiety is shown in Table 10. The data on Suicidal Ideation (SI) scale shows that 102 or 31.10 percent of the student-respondents are in the area of normal functioning or do not have recent ideation reflecting suicide, including thoughts of suicide, hopelessness and resignation. However, the largest proportion of student-respondents are from the area for further evaluation with 179 (54.57 percent) with suggestive of difficulty and 47 (14.33 percent) with significant adjustment difficulty, this would mean that a large proportion of student-respondents feels that they have nothing to live for, can no longer cope with life, thoughts that things would be better if they weren't alive, no one would miss or long for them if they die, thinks about death a lot, has a plan how to take their own lives and even attempted suicide in the past.

Table 10
Student - Respondents' Level of Suicidal Ideation

Level of Suicidal Ideation	f	%
Normal Functioning	102	31.10
Suggestive of Difficulty	179	54.57
Significant Adjustment Difficulty	47	14.33
Mean T-Score	60.23	
SD	11.37	
Interpretation	Area for Further Evaluation	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Substance Abuse. The student - respondents' level of anxiety is shown in Table 11. In the scale of Substance Abuse (SA), majority of the student-respondents are in the area of normal functioning with 291 (88.72) percent or do not experience disruption in social, psychological academic, and operational functioning as a result of substance consumption and misuse. There are also a small portion of student-respondents who falls in the area for further evaluation with 36 (10.98 percent) with suggestive of difficulty and 1 (0.30 percent) with significant adjustment difficulty which means that only a small portion of student-respondents spent money on drugs or alcohol, missed classes because of partying a night before, gotten into trouble as a result of drinking, use substances (drugs or alcohol) to cope with problems, felt guilty over drinking or use of drugs, and had arguments with friends about substance use.

Table 11
Student - Respondents' Level of Substance Abuse

Level of Substance Abuse	f	%
Normal Functioning	291	88.72
Suggestive of Difficulty	36	10.98
Significant Adjustment Difficulty	1	0.30
Mean T-Score	48.93	
SD	8.23	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Self-Esteem Problems. The student - respondents' level of anxiety is shown in Table 12. It was also found out in the Self-Esteem (SE) scale that there are 177 student-respondents or 53.96 percent who are in the area of normal functioning or do not have negative-self evaluations and dissatisfaction with personal achievement. However, there are also student-respondents who falls in the area for further evaluation with 139 (42.38 percent) with suggestive of difficulty and 12 (3.66 percent) with significant adjustment difficulty who lacks self-confidence, dissatisfied with themselves, don't trust their own judgment and do not feel capable as most other people.

Table 12

Student - Respondents' Level of Self-Esteem Problems

Level of Self-Esteem Problems	f	%
Normal Functioning	177	53.96
Suggestive of Difficulty	139	42.38
Significant Adjustment Difficulty	12	3.66
Mean T-Score	58.78	
SD	5.93	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Interpersonal Problems. The student - respondents' level of anxiety is shown in Table 13. On the Interpersonal Problems (IP) scale, a large proportion of student-respondents are in the area of normal functioning with 221 (67.38 percent) which reveals that relating with others within the university may not be a major concern. In the area for further evaluation, there are 90 (27.44 percent) with suggestive of difficulty and 17 (5.18 percent) with significant adjustment difficulty which means that they do not get along with others, do not trust most of the people around them, do not have close and satisfying relationships, seems to disagree with others or get into arguments and tired of how other people treat them.

Table 13

Student - Respondents' Level of Interpersonal Problems

Level of Interpersonal Problems	f	%
Normal Functioning	221	67.38
Suggestive of Difficulty	90	27.44
Significant Adjustment Difficulty	17	5.18
Mean T-Score	57.25	
SD	6.83	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Family Problems. The student - respondents' level of anxiety is shown in Table 14. On the Family Problems (FP) scale, 202 student-respondents (61.59 percent) are in the area of normal functioning or do not have difficulties experienced in relationships with family members. While, in the area for further evaluation, 122 (37.20 percent) are with suggestive of difficulty and 4 (1.22 percent) are with significant adjustment difficulty, this means that they are afraid of their parents, avoid talking with their parents, thinks that their family do not understand him/her, feels smothered or manipulated by parents, do not like to be at home, bothered by problems at home even when at school and sees their home life as unpredictable.

Table 14
Student - Respondents' Level of Family Problems

Level of Family Problems	f	%
Normal Functioning	202	61.59
Suggestive of Difficulty	122	37.20
Significant Adjustment Difficulty	4	1.22
Mean T-Score	57.88	
SD	5.57	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Academic Problems. The student - respondents' level of anxiety is shown in Table 15. The data on Academic Problems (AP) scale shows that there are 285 (86.89 percent) who are in the area of normal functioning or do not experience problems related to academic performance. Only a small portion are in the area for further evaluation, there are 42 (12.80 percent) with suggestive of difficulty and 1 (0.30 percent) with significant adjustment difficulty which means that a small portion of student-respondents have difficulty concentrating while studying, have poor study skills, always behind in school works, can't seem to make good grades, organize time poorly and seem to forget what have been learned when taking a test.

Table 15

Student - Respondents' Level of Academic Problems

Level of Academic Problems	f	%
Normal Functioning	285	86.89
Suggestive of Difficulty	42	12.80
Significant Adjustment Difficulty	1	0.30
Mean T-Score	52.32	
SD	6.14	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Student - Respondents' Level of Career Problems. The student - respondents' level of anxiety is shown in Table 16. The last scale depicts the Career Problems (CP), it was found out that 199 student-respondents (60.87 percent) are in the area of normal functioning or do not have problems related to career choice. A small portion are in the area for further evaluation, 123 student-respondents (37.50 percent) with suggestive of difficulty and 6 student-respondents (1.83 percent) with significant adjustment difficulty which reveals that there are only a small portion of students who seems worried because they can't find a career that interests them, dissatisfied with lack of plans for the future, felt being forced into a career they do not want, needs more information about career options, and do not know what to do with their lives.

Table 16
Student - Respondents' Level of Career Problems

Level of Career Problems	f	%
Normal Functioning	199	60.87
Suggestive of Difficulty	123	37.50
Significant Adjustment Difficulty	6	1.83
Mean T-Score	57.96	
SD	5.92	
Interpretation	Area of Normal Functioning	

AREA OF NORMAL FUNCTIONING (ANF): 1- Normal Functioning (T-scores 59 and below).

AREA FOR FURTHER EVALUATION (AFE): 2 - Suggestive of Difficulty (T-scores 60-69)

3 - Significant Adjustment Difficulty (T-scores 70 and above)

Furthermore, the mean t-scores of the student-respondents revealed that there are two (2) scales or areas that needs further evaluation for this sample, the DP (depression) scale and SI (suicidal ideation) scale with 61.05 and 60.23 mean t-scores, respectively. This implies that the prevailing adjustment difficulty experienced by the student-respondents are depression and suicidal ideation. On the other hand, the remaining scales AN (anxiety), SA (substance abuse), SE (self-esteem problems), IP (interpersonal problems), FP (family problems), AP (academic problems), and CP (career problems) are found to be areas of normal functioning with mean t-scores ranging from 59 and below.

Student - Respondents' Level of Cognitive Distortions. The mean results of student – respondents' level of cognitive distortions is shown in Table 17. It is reflected that the students engage in “somewhat irrational” or cognitively distorted thoughts based on the mean scores under irrationality subscales, to wit:

self-downing (2.68), Need for achievement (3.16), Need for approval (3.04), Need for comfort (3.13), Demand for fairness (3.35), and Other Downing (3.00). Also, the mean of the students' Total Irrationality is 67.42, which means that they are engaging with cognitive distortions but in moderate level.

Table 17
Mean Results of Student-Respondents' Level of Cognitive Distortion

Statements	5	4	3	2	1	Total	Mean	Interpretation
Rationality							3.61	RATIONAL
1. have worth as a person even if I do not perform well at tasks that are important to me.	58	124	88	53	5	328	3.54	Rational
2. If I am rejected by someone I like, I can accept myself and still recognize my worth as a human being.	115	95	57	41	20	328	3.74	Rational
3. It is important that people treat me fairly most of the time, however I realize I do not have to be treated fairly just because I want to be.	43	144	95	38	8	328	3.54	Rational
4. I want to be liked and accepted by people whom I like, but I realize they don't have to like me just because I want them to.	67	135	75	36	15	328	3.62	Rational
Self-downing							2.68	SOMEWHAT IRRATIONAL
5. If important people dislike me, it is because I am an unlikable bad person.	23	74	92	96	43	328	2.81	Somewhat irrational
6. If I do not perform well at tasks that are so important to me, it is because I am a worthless bad person.	10	46	88	123	61	328	2.45	Slightly irrational
7. When people I like reject me or dislike me, it is because I am a bad or worthless person.	15	56	88	108	61	328	2.56	Somewhat irrational
8. If important people dislike me, it goes to show what a worthless person I am.	18	94	92	88	36	328	2.91	Somewhat irrational
Need for Achievement							3.16	SOMEWHAT IRRATIONAL
9. It's unbearable to fail at important things and can't stand not succeeding at them.	38	110	120	47	13	328	3.34	Somewhat irrational
10. It's awful to do poorly at some important things, and I think it is a catastrophe if I do poorly.	16	60	137	96	19	328	2.87	Somewhat irrational
11. I cannot tolerate not doing well at important tasks and it is unbearable to fail.	27	112	105	66	18	328	3.20	Somewhat irrational
12. If I do not perform well at things which are important, it will be a catastrophe.	21	120	117	53	17	328	3.23	Somewhat irrational
Need for Approval							3.04	SOMEWHAT IRRATIONAL
13. It's awful to be disliked by people who are important to me, and it is a catastrophe if they don't like me.	43	114	116	43	12	328	3.41	Somewhat irrational

Table 17 continuation

14. I must be liked and accepted by people I want to like me, and I will not accept their not liking me.	13	76	98	102	39	328	2.76	Somewhat irrational
15. When people who I want to like me, disapprove of me or reject me, I can't bear their disliking me.	21	88	99	94	26	328	2.95	Somewhat irrational
Need for Comfort							3.13	SOMEWHAT IRRATIONAL
16. It's unbearable being uncomfortable, tense or nervous and I can't stand it when I am.	32	138	111	37	10	328	3.44	Somewhat irrational
17. I can't stand being tense or nervous and I think tension is unbearable.	23	116	103	75	11	328	3.20	Somewhat irrational
18. It's awful to have hassles in one's life and it is a catastrophe to be hassled.	8	79	158	71	12	328	3.00	Somewhat irrational
19. I can't stand hassles in my life.	7	73	133	97	18	328	2.86	Somewhat irrational
Demand for Fairness							3.35	SOMEWHAT IRRATIONAL
20. I can't stand a lack of consideration from other people, and I can't bear the possibility of their unfairness.	27	116	118	52	15	328	3.27	Somewhat irrational
21. I think it is terribly bad when people treat me with disrespect.	76	139	62	40	11	328	3.70	Moderately irrational
22. I cannot stand being treated unfairly, and I think unfairness is unbearable.	31	101	108	73	15	328	3.18	Somewhat irrational
23. It is unbearable to not have respect from people, and I can't stand their disrespect.	34	117	100	57	20	328	3.27	Somewhat irrational
Other Downing							3.00	SOMEWHAT IRRATIONAL
24. When I am treated inconsiderately, I think it shows what kind of bad and hopeless people there are in the world.	19	107	110	77	15	328	3.12	Somewhat irrational
25. I believe that if a person treats me very unfairly, they are bad and worthless.	11	80	114	98	25	328	2.86	Somewhat irrational
26. If people treat me without respect, it goes to show how bad they really are.	34	85	95	85	29	328	3.03	Somewhat irrational
Total irrationality	-	-	-	-	-	-	67.42	Moderate
Mean	-	-	-	-	-	-	3.06	SOMEWHAT IRRATIONAL

Relationship between the Student - Respondents' Level of Adjustment and their Profile

This section discusses the results in the analysis between the student-respondents level of adjustment on the nine scales namely, Anxiety (AN), Depression (DP), Suicidal Ideation (SI), Substance Abuse (SA), Self-Esteem (SE), Interpersonal Problems (IP), Family Problems (FP), Academic Problems (AP), and

Career Problems (CP) along with their sex, age, track/strands, college program, living arrangement and family profile.

Anxiety. Table 18 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, AN (anxiety) and their profile variates. The following were found to have no significant relationship with anxiety: program alignment ($df=2$; $p=.124$), mother's educational attainment ($df=22$; $p=.664$), father's educational attainment ($df=20$; $p=.058$), father's occupation ($df=22$; $p=.853$), family monthly income ($df=12$; $p=.433$) and age ($r_{xy}=-.042$; $p=.447$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that the program alignment, mothers' educational attainment, fathers' occupation, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' anxiety.

On the other hand, the remaining profile variates were found to have significant relationship to anxiety: sex ($df=2$; $p=.008$), track/strand ($df=12$; $p=.001$), college program ($df=12$; $p=.014$), living arrangement ($df=8$; $p=.039$), mother's occupation ($df=24$; $p=.000$), and family size ($df=38$; $p=.024$). It is obvious that all computed p-values proved lower than the 0.05 level of significance. Thus, the hypothesis involving the relationships between the paired variables was correspondingly rejected. These mean that there is a significant relationship

between AN (anxiety) and the student-respondents' sex, SHS track/strand, college program, living arrangement, mother's occupation and family size. These suggest that being a female, taking GAS strands during SHS, taking up social sciences-related programs, living with parents while in college, having a mother who is a housewife, and a family size of 3 to 5 members, adds to the vulnerability of experiencing anxiety.

According to the current study, those who experience higher anxiety were females. This was similar to a study which revealed that female students scored substantially higher in anxiety than males in the first and second years of their academic terms. Further, females' anxiety levels were usually associated with their body image, drinking habits, and academic performance (Gao, Wenjuana, Ping, Siqing, Liu Xinqiao, 2020). In the current study, it was found that students who took up GAS in SHS are more anxious compared to others who took up a different track. This might be because of the fact that GAS is essentially for students who are undecided on which strand to take, that indecision on what career to pursue might have triggered anxiety in college (Katigbak, 2018). Also, another finding of the current study was that Social Sciences-related programs were more prone to anxiety, this finding was quite unexpected since these programs focuses on examining and explaining human beings, and understanding how minds work, and to how societies as a whole function, maybe the increase of awareness or knowledge on human behavior and mental processes, also increases their self-

recognition or an increased understanding of their own personality dynamics, and makes them more hypersensitive to what causes anxiety (Barlow & Durand, 2015). Living arrangements in college proved to be a contributing factor to anxiety in this study. It was found that those still living with parents were more prone to anxiety than other living arrangements (living with relatives, living away from family, on or off-campus, etc.). Triasha (2017) revealed that living with parents while in college is quite stressful because they do not feel like adults while living under their parents' roof, they are expected to help out around the house, do chores or contribute something, go home on time thus less time and freedom with friends unlike those who live on their own. This also reinforce another notable finding in this study that family size, specifically those with 3 to 5 members, contributes to the students' anxiety. It is an assumption that "the smaller the family, the higher is parental control", especially if the parent is prone to anxiety or if not, they are parents of anxious children. Hallmark features of process of anxiety are having thoughts of "uncontrollability and unpredictability. What most "caring" parents fail to realize is that they are planting seeds of "uncontrollability and unpredictability" in their teens by limiting age-appropriate autonomy. In other words, teens initially learn to view the world, themselves, and others through their parents' eyes. If a parent has anxious cognitions, then many teens begin to overestimate threat, just like their parents and begin to view objects or situations in a fearful manner (Chapman, 2011). The present study also showed that mother's occupation contributes to anxiety. Based on a study which looked at the

relationship between parental variables (education level, income level, and marital status) and academic success of college freshmen, these parental variables have heavily influenced students' adjustment and academic achievement during the freshman year (Gooding, 2001). Parents who are from lower- and middle-class social strata want their adolescents to do well in academics since this is often the only means to a decent vocation for them, this expectation from parents from low income families may have contributed to their children's anxiety (Henderson & Knott, 2016; Deb, Sun & Strodl, 2015).

In the present study, program alignment was found to have no significant relationship with anxiety, this is in contrast to a finding in a study in the Philippines which revealed that content and skills/performance required to a certain program causes the students to experience average and high level of stress and anxiety (Desamparado, Mendoza, Minguito & Monevad, 2019). If a student chooses a college program that is not aligned to his SHS track/strand, he or she may fall short of the necessary preparation and resources for that program. The more gaps there are between preparation and actual college experience, the higher stress or anxiety is experienced by a student.

Table 18
Relationship Between Anxiety and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.008	Reject H_0	Significant
Track/Strand	12	.001	Reject H_0	Significant
College Program	12	.014	Reject H_0	Significant
Program Alignment	2	.124	Accept H_0	Not Significant
Living Arrangement	8	.039	Reject H_0	Significant
Mother's Educational Attainment	22	.664	Accept H_0	Not Significant
Father's Educational Attainment	20	.058	Accept H_0	Not Significant
Mother's Occupation	24	.000	Reject H_0	Significant
Father's Occupation	22	.853	Accept H_0	Not Significant
Family Size	38	.024	Reject H_0	Significant
Family Monthly Income	12	.433	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	-.042	.447	Accept H_0	Not Significant

**p-value is significant at 0.05*

Depression. Table 19 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, DP (depression) and their profile variates. The following were found to have no significant relationship with depression: sex ($df=2$; $p=.172$), track ($df=12$; $p=.073$), program alignment ($df=2$; $p=.314$), living arrangement ($df=8$; $p=.439$), mother's educational attainment ($df=22$; $p=.263$), father's educational attainment ($df=20$; $p=.435$), mother's occupation ($df=24$; $p=.382$), father's occupation ($df=22$; $p=.495$), family size ($df=38$, $p=.121$), family monthly income ($df=12$; $p=.364$) and age ($r_{xy}=-.084$; $p=.129$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that sex, SHS track/strand, program

alignment, living arrangement, mothers' educational attainment, fathers' educational attainment, mother's occupation, fathers' occupation, family size, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' depression.

On the other hand, college program ($df=12$; $p=.014$) was found to have significant relationship to depression, since the computed p-value proved lower than the 0.05 level of significance, the hypothesis involving the relationship between depression and college program was correspondingly rejected. This mean that there is a significant relationship between DP (depression) and college program. This suggest that students from health sciences program were more depressed compared to students who are from other programs.

A study on depression and academic achievement and absenteeism in Nursing students reinforced the finding in this current study, it identified the multiple and various sources of depression that are unique to nursing or health sciences students, such as their courses' structure, clinical experiences, lack of faculty support, efforts to meet the academic requirements, hours of work, nature of profession (working with sick persons), and fear of failing exams. In addition to that, the nature of the nursing program curriculum is considered as a challenging educational experience for most students. The life and death events and lack of course schedule flexibility places nursing students in susceptible psychological positions (Abu Ruz, Al-Akash, Jarrah, 2018).

A significant result of the current study revealed that sex and depression is not significantly related. Several students supported and negated this finding. A large-scale study revealed that it has been widely documented that women experience major depression more often than men, and that these gender differences arise starting at age 12, with females being twice as likely as males to experience symptoms of depression. Several factors have been studied that might account for the risks and gender differences in rates of depression such as (1) hormonal differences, (2) socialization differences, (3) diagnosis differences. (Salk, Hyde, Abramson, 2017). However, another study contradicts this which was conducted in China on gender differences on depression. It was revealed that there was no significant gender difference in students' average depression but it was also found out that higher percentage of male students endured different degrees of depression compared to females (Gao, Wenjuana, Ping, Siqing, Liu Xinqiao, 2020).

Table 19

Relationship Between Depression and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.172	Accept H_0	Not Significant
Track/Strand	12	.073	Accept H_0	Not Significant
College Program	12	.001	Reject H_0	Significant
Program Alignment	2	.314	Accept H_0	Not Significant
Living Arrangement	8	.439	Accept H_0	Not Significant
Mother's Educational Attainment	22	.263	Accept H_0	Not Significant
Father's Educational Attainment	20	.435	Accept H_0	Not Significant
Mother's Occupation	24	.382	Accept H_0	Not Significant
Father's Occupation	22	.495	Accept H_0	Not Significant
Family Size	38	.121	Accept H_0	Not Significant

Table 19 continuation

Family Monthly Income	12	.364	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	-.084	.129	Accept H_0	Not Significant

*p-value is significant at 0.05

Suicidal Ideation. Table 20 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, SI (suicidal ideation) and their profile variates. As can be observed from the data on the table, the following were found to have no significant relationship with suicidal ideation: track/strand ($df=12$; $p=.804$), college program ($df=12$; $p=.062$), program alignment ($df=2$; $p=.170$), living arrangement ($df=8$; $p=.493$), mother's educational attainment ($df=22$; $p=.410$), father's educational attainment ($df=20$; $p=.031$), mother's occupation ($df=24$; $p=.149$), father's occupation ($df=22$; $p=.249$), family size ($df=38$, $p=.200$), family monthly income ($df=12$; $p=.563$) and age ($r_{xy}=-.041$; $p=.455$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that SHS track/strand, college program, program alignment, living arrangement, mothers' educational attainment, fathers' educational attainment, mother's occupation, fathers' occupation, family size, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' suicidal ideation.

On the other hand, sex ($df=2$; $p=.010$) and father's educational attainment ($df=20$; $p=.031$) were found to have significant relationship to suicidal ideation,

since the computed p-values proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between suicidal ideation, sex and father's educational attainment were correspondingly rejected. These mean that there is a significant relationship between SI (suicidal ideation) sex and father's educational attainment. This suggest that females and students with fathers who reached only elementary level are more likely to experience suicidal ideation.

Present study revealed that there are more females who have suicidal ideations than males. Similarly, a study from the Philippines ($N=19,728$), in emerging adults supports this finding. Results revealed that females more often contemplated suicide, however, made no attempts to go through it (Quintos, 2017; Lie & Liou, 2012; Crosby, Han, Ortega, Parks & Gfroerer 2009). Though women are roughly three times more likely to attempt suicide, men, on the other hand are two to four instances more prone to die by suicide (Vijayakumar, 2015). Research implies that women are exceptionally susceptible to psychological complications such as depression, because they are more likely to experience suicidal thoughts and attempt suicide, but they tend to use nonviolent means, such as overdosing. On the one hand, men are much more likely to die by suicide because they are more intent on dying, more impulsive than women, especially if the attempt is associated with alcohol use (Freeman and Freeman, 2015). A father's educational attainment likewise contributes to suicide risk, study that looked into familial factors and suicidal ideation found that most participants with suicidal ideation

had significant similarities: they had poor family structures and relationships, their parents had unstable work, and their parents used improper parenting styles (Zhai, Bai, Chen, Han, Wang, Qiao, Qiu, Yang & Yang, 2015).

Table 20
Relationship Between Suicidal Ideation and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.010	Reject H_0	Significant
Track/Strand	12	.804	Accept H_0	Not Significant
College Program	12	.062	Accept H_0	Not Significant
Program Alignment	2	.170	Accept H_0	Not Significant
Living Arrangement	8	.493	Accept H_0	Not Significant
<i>Table 20 continuation</i>				
Mother's Educational Attainment	22	.410	Accept H_0	Not Significant
Father's Educational Attainment	20	.031	Reject H_0	Significant
Mother's Occupation	24	.149	Accept H_0	Not Significant
Father's Occupation	22	.249	Accept H_0	Not Significant
Family Size	38	.200	Accept H_0	Not Significant
Family Monthly Income	12	.563	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	.041	.455	Accept H_0	Not Significant

**p-value is significant at 0.05*

Substance Abuse. Table 21 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, SA (substance abuse) and their profile variates. The following were found to have no significant relationship with suicidal ideation: track/strand ($df=12$; $p=.552$), college program ($df=12$; $p=.569$), program alignment ($df=2$; $p=.336$), living arrangement ($df=8$; $p=.994$), mother's educational attainment ($df=22$; $p=.989$), father's educational

attainment ($df=20$; $p=.695$), mother's occupation ($df=24$; $p=.979$), father's occupation ($df=22$; $p=.990$), family size ($df=38$, $p=.946$), family monthly income ($df=12$; $p=.201$) and age ($r_{xy}=-.029$; $p=.596$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that SHS track/strand, college program, program alignment, living arrangement, mothers' educational attainment, fathers' educational attainment, mother's occupation, fathers' occupation, family size, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' substance abuse.

On the other hand, sex ($df=2$; $p=.008$) was found to have significant relationship to substance abuse, since the computed p-value proved lower than the 0.05 level of significance, the hypothesis involving the relationship between substance abuse and sex was correspondingly rejected. This mean that there is a significant relationship between SA (substance abuse) and sex. This shows that males are more vulnerable to abuse substance abuse than females.

This is supported by a study conducted to college students from different universities in the Philippines which reveals that majority of drug users are males with a ratio of 12:1 compared to females. Most abusers are freshmen and sophomore college students (Manwong, 2002). Research from the National Institute on Drug Abuse (2000) appears to indicate that more males make use of

drugs at a younger age, not just because they are more susceptible to substance abuse, but for the reason that they have more chances and opportunities. Teenage males are more likely to be exposed to drugs through their peer group than teenage girls, who are often introduced to drugs by boys.

Table 21
Relationship Between Substance Abuse and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.008	Reject H_0	Significant
Track/Strand	12	.552	Accept H_0	Not Significant
College Program	12	.569	Accept H_0	Not Significant
Program Alignment	2	.336	Accept H_0	Not Significant
<i>Table 21 continuation</i>				
Living Arrangement	8	.994	Accept H_0	Not Significant
Mother's Educational Attainment	22	.989	Accept H_0	Not Significant
Father's Educational Attainment	20	.695	Accept H_0	Not Significant
Mother's Occupation	24	.979	Accept H_0	Not Significant
Father's Occupation	22	.990	Accept H_0	Not Significant
Family Size	38	.946	Accept H_0	Not Significant
Family Monthly Income	12	.201	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	.029	.596	Accept H_0	Not Significant

**p-value is significant at 0.05*

Self-Esteem. Table 22 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, SE (self-esteem) and their profile variates. The following were found to have no significant relationship with self-esteem: program alignment ($df=2$; $p=.120$), living arrangement ($df=8$; $p=.158$), mother's educational attainment ($df=22$; $p=.301$), mother's occupation ($df=24$;

$p=.427$), father's occupation ($df=22$; $p=.718$), family size ($df=38$, $p=.639$), family monthly income ($df=12$; $p=.588$) and age ($r_{xy}=-.012$; $p=.835$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that program alignment, living arrangement, mothers' educational attainment, mother's occupation, fathers' occupation, family size, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' self-esteem.

On the other hand, sex ($df=2$; $p=.004$), track/stand in SHS ($df=12$; $p=.015$), college program ($df=12$; $p=.000$) and father's educational attainment ($df=20$; $p=.038$), were found to have significant relationship to self-esteem problems, since the computed p-value proved lower than the 0.05 level of significance, the hypothesis involving the relationship between self-esteem, sex, track/strand, college program and father's educational attainment were correspondingly rejected. These mean that there is a significant relationship between SE (self-esteem), sex, track/strand, college program and father's educational attainment. These suggests that females have higher self-esteem problems than males. Those who took up TVL track/strand in SHS, Social Sciences related programs in college and children of fathers who only reached elementary level have lower self-esteem than their counterparts.

Similarly, a study that analyzed survey data from over 985,000 men and women ages 16-45 from 48 countries found that men at every age tended to have higher levels of self-esteem than women worldwide (Bleidorn, Arslan, Denissen, Rentfrow, Gebauer, & Potter, 2015). Females' self-esteem issues stem from beliefs that they are not good enough or do not measure up in some way, including their looks, performance in school and relationships with family and friends ("National Report on the State of Self-Esteem", n.d.). Cultural expectations are likewise a contributory factor, as females are more compelled to observe and adhere to societal standards such as that of beauty and gender roles. This is also apparent in the field of abnormal and clinical psychology, where disorders that focus on appearance such as body dysmorphia, anorexia nervosa, and bulimia nervosa, are all typically attributed to females (Barlow and Durand, 2015). It was also found in the current study that students who took up Technical-Vocational-Livelihood (TVL) track in SHS experienced more self-esteem problems than their counterpart, this particular track strictly follow TESDA's rules, ensuring workplace-ready students that will acquire job-ready skills ("An In-Depth Guide About TVL Track and Strands for Future SHS Students", 2019.), students who are not able to acquire these skills might not be able to have confidence in their own worth or ability or their overall self-esteem might be compromised (Hernandez, 2017). Also, this track is not so much focused on academics, but skills. Their academic performance in college, especially when a freshman took a college program which is not TVL track aligned, might be different from those who are aligned. Also, technically, the kind

of jobs one could get out of this track are blue-collar positions, unlike those who took STEM and HUMSS who are most probably prepared for white collar positions ("Blue-Collar vs. White-Collar Jobs: Here's the Difference", n.d.), a study about blue-collar and white-collar jobs also revealed that middle and low-income groups had lower self-esteem and more prone to depression than those who are in the high-income group (Kim, Park, Lee, Ju, Shin & Lee, 2016). Also, another finding of the current study was that Social Sciences-related programs were more prone to self-esteem problems, this finding was quite unexpected since these programs focuses on examining and explaining human beings, and understanding how minds work, and to how societies as a whole function, maybe the increase of awareness or knowledge on human behavior and mental processes, also increases their self-recognition or an increased understanding of their own personality dynamics, and makes them more hypersensitive to what causes self-esteem problems (Barlow & Durand, 2015). Further, it was also found that the father's educational attainment, specifically elementary level contributes to their child's self-esteem. Education generally provides parents an opportunity to acquire salient expertise in raising children, childcare, and effective communication skills, as well as more income and prestige in society (Sahin, Barut & Ersanli, 2013). Hence, a positive link can be gleaned from self-esteem and well-educated parents, and vice versa.

Table 22
Relationship Between Self-Esteem Problems and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.004	Reject H_0	Significant
Track/Strand	12	.015	Reject H_0	Significant
College Program	12	.000	Reject H_0	Significant
Program Alignment	2	.120	Accept H_0	Not Significant
Living Arrangement	8	.158	Accept H_0	Not Significant
Mother's Educational Attainment	22	.301	Accept H_0	Not Significant
Father's Educational Attainment	20	.038	Reject H_0	Significant
Mother's Occupation	24	.427	Accept H_0	Not Significant
Father's Occupation	22	.718	Accept H_0	Not Significant
Family Size	.38	.639	Accept H_0	Not Significant
Family Monthly Income	12	.588	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	-.012	.835	Accept H_0	Not Significant

**p-value is significant at 0.05*

Interpersonal Problems. Table 23 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, IP (interpersonal problems) and their profile variates. The following were found to have no significant relationship with self-esteem: sex ($df=2$; $p=.762$), SHS track/strand ($df=12$; $p=.480$), program alignment ($df=2$; $p=.506$), living arrangement ($df=8$; $p=.501$), mother's educational attainment ($df=22$; $p=.102$), father's educational attainment ($df=20$; $p=.475$), father's occupation ($df=22$; $p=.192$), family monthly income ($df=12$; $p=.760$) and age ($r_{xy}=-.022$; $p=.693$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired

variables was accepted. This means that sex, track/strand, program alignment, living arrangement, mothers' educational attainment, fathers' educational attainment, mother's occupation, fathers' occupation, family size, family monthly income, and age do not have a significant relationship or has nothing to do with a freshman students' interpersonal problems.

On the other hand, college program ($df=12$; $p=.015$), mother's occupation ($df=24$; $p=.001$), and family size ($df=38$; $p=.016$) were found to have significant relationship to interpersonal problems, since the computed p-value proved lower than the 0.05 level of significance, the hypothesis involving the relationship between self-esteem, sex, track/strand and college program were correspondingly rejected. These mean that there is a significant relationship between IP (interpersonal problems), college program, mother's occupation, and family size. These suggests that students who took up Social Sciences related programs in college, students whose mothers are housewife and with family size 3 and up have more interpersonal problems than any other programs.

The present study found that interpersonal problems are rampant in college. A study on discrepancies between an individual's psychological culture and the perceived societal culture revealed that college students, who have their own psychological culture, and are challenged by a new environment and societal culture may experience stress because of the perceived harm the student has experienced, such as from undesirable social interactions, and from the seeming

threat, such as the inability to create strong social acquaintances, and both of which can result in negative emotions. A university student who was unsuccessful to connect or blend in with a new social group may understand the underlying cause of failure to notice a difference in values, personal qualities, views, or pursuits (Childress, 2018). Likewise, stay-at-home or housewife moms may contribute to interpersonal problems. A study by Henderson and Knott (2016) lends supports to this result as they found that students from low-earner parents may also experience a host of psychosocial or interpersonal problems including withdrawal, loneliness, loss of confidence, anxiety and depression, alcohol and drug abuse, suicide or self-harming, theft and criminal behavior. Also, another notable result in the current study is that students who came from families with a size of 3 and up, experiences interpersonal problems more than those who have fewer family members. Studies revealed that large families may be harmful to children, National Bureau of Economic Research, evaluated 26 years of data and they found siblings had lowered cognitive abilities and increased behavioral problems with each added child in the family (Juhn, Rubinstein & Zuppann, 2015). Girls tended to suffer more cognitive obstacles and have a greater risk of teenage pregnancy and boys developed more acting-out behavior and, those difficulties endured in adult life. Grown-ups from larger families tended to have lower levels of education, reduce earnings, and more delinquent behavior. Another research attributed some of these findings to decreased parental involvement, it depicted that as family size increases, parents spend less time with children, and

infrequently ate family meals together, also, in larger families siblings had to compete more for parental attention (Swanson, 2016).

Table 23

Relationship Between Interpersonal Problems and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.762	Accept H_0	Not Significant
Track/Strand	12	.480	Accept H_0	Not Significant
College Program	12	.015	Reject H_0	Significant
Program Alignment	2	.506	Accept H_0	Not Significant
Living Arrangement	8	.501	Accept H_0	Not Significant
Mother's Educational Attainment	22	.102	Accept H_0	Not Significant
Father's Educational Attainment	20	.475	Accept H_0	Not Significant
Mother's Occupation	24	.001	Reject H_0	Significant
Father's Occupation	22	.192	Accept H_0	Not Significant
Family Size	38	.016	Reject H_0	Significant
Family Monthly Income	12	.760	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	-.022	.693	Accept H_0	Not Significant

*p-value is significant at 0.05

Family Problems. Table 24 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, FP (family problems) and their profile variates. As can be gleaned from the table, all variables were found to have no significant relationship with family problems: sex ($df=2$; $p=.778$), SHS track/strand ($df=12$; $p=.922$), college program ($df=12$; $p=.813$), program alignment ($df=2$; $p=.210$), living arrangement ($df=8$; $p=.672$), mother's educational attainment ($df=22$; $p=.385$), father's educational attainment ($df=20$; $p=.912$), mother's occupation ($df=24$; $p=.476$), father's occupation ($df=22$; $p=.287$), family size ($df=38$; $p=.929$), family monthly income ($df=12$; $p=.109$) and age ($r_{xy}=-.055$;

$p=.326$). The computed p -values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. This means that all profile variates have nothing to do with a freshman students' family problems.

Table 24

Relationship Between Family Problems and Profile Variates

Profile Variates	df	P-value	Decision	Interpretation
Sex	2	.778	Accept H_0	Not Significant
Track/Strand	12	.922	Accept H_0	Not Significant
College Program	12	.813	Accept H_0	Not Significant
Program Alignment	2	.210	Accept H_0	Not Significant
Living Arrangement	8	.672	Accept H_0	Not Significant
Mother's Educational Attainment	22	.385	Accept H_0	Not Significant
Father's Educational Attainment	20	.912	Accept H_0	Not Significant
Mother's Occupation	24	.476	Accept H_0	Not Significant
Father's Occupation	22	.287	Accept H_0	Not Significant
Family Size	38	.929	Accept H_0	Not Significant
Family Monthly Income	12	.109	Accept H_0	Not Significant
	r_{xy}	P-value	Decision	Interpretation
Age	-.055	.324	Accept H_0	Not Significant

* p -value is significant at 0.05

Academic Problems. Table 25 contains the data on r -values and p -values obtained between the student-respondents adjustment scale, AP (academic problems) and their profile variates. As can be gleaned from the table, all variables were found to have no significant relationship with family problems: sex ($df=2$; $p=.692$), SHS track/strand ($df=12$; $p=.309$), college program ($df=12$; $p=.139$), program alignment ($df=2$; $p=.660$), mother's educational attainment ($df=22$;

$p=.562$), father's educational attainment ($df=20$; $p=.183$), family size ($df=38$; $p=.999$), family monthly income ($df=12$; $p=.603$) and age ($r_{xy}=-.009$; $p=.871$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted.

On the other hand, living arrangement ($df=8$; $p=.004$), mother's occupation ($df=24$; $p=.019$), father's occupation ($df=22$; $p=.000$) were found to have significant relationship with AP (academic problems). Since the computed p-values proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between academic problems, living arrangement and both mother and father's occupation were correspondingly rejected. These mean that there is a significant relationship between AP (academic problems), students' living arrangement, and their parents' occupation. These suggests that students who are living with relatives, and whose mothers are housewife and fathers are farmers, fishermen and agricultural workers, are experiencing academic problems.

Living arrangements proved to be a contributing factor to academic problems, Triasha (2017) revealed that living with parents/relatives in college is quite stressful because they are expected to help out around the house, do chores or contribute something, go home on time thus curfew is set by guardians. The parents' occupation was also significantly related to academic problems. Parents who are from lower- and middle-class social strata likely wants their children to

do fine in their studies because this is often the sole means to an upright profession, success, or more comfortable living arrangement. Also, students from low-earner parents may also experience loss of confidence, and school problems, due to insufficient finances to sustain academic needs (Henderson & Knott, 2016).

Table 25

Relationship Between Academic Problems and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.692	Accept H_0	Not Significant
Track/Strand	12	.309	Accept H_0	Not Significant
College Program	12	.139	Accept H_0	Not Significant
Program Alignment	2	.660	Accept H_0	Not Significant
Living Arrangement	8	.004	Reject H_0	Significant
Mother's Educational Attainment	22	.562	Accept H_0	Not Significant
Father's Educational Attainment	20	.183	Accept H_0	Not Significant
Mother's Occupation	24	.019	Reject H_0	Significant
Father's Occupation	22	.000	Reject H_0	Significant
Family Size	38	.999	Accept H_0	Not Significant
Family Monthly Income	12	.603	Accept H_0	Not Significant
	r_{xy}	p-value	Decision	Interpretation
Age	-.009	.871	Accept H_0	Not Significant

*p-value is significant at 0.05

Career Problems. Table 26 contains the data on r-values and p-values obtained between the student-respondents adjustment scale, CP (career problems) and their profile variates. As can be gleaned from the table, all variables were found to have no significant relationship with career problems: sex ($df=2$; $p=.884$), SHS track/strand ($df=12$; $p=.980$), college program ($df=12$; $p=.508$), program alignment ($df=2$; $p=.516$), living arrangement ($df=8$; $p=.081$), father's educational attainment ($df=20$; $p=.076$), father's occupation ($df=22$; $p=.138$), family size ($df=38$;

$p=.813$), family monthly income ($df=12$; $p=.059$) and age ($r_{xy}=.011$; $p=.846$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have nothing to do with their career problems.

On the other hand, mother's educational attainment ($df=22$; $p=.003$), mother's occupation ($df=24$; $p=.007$), were found to have significant relationship with CP (career problems). Since the computed p-values proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between career problems, mother's educational attainment and mother's occupation were correspondingly rejected. These mean that there is a significant relationship between CP (career problems), mother's education and occupation. These suggests that students whose mothers who only reached high school level and are housewives are more prone to experience career problems.

Mother's educational attainment and occupation was found to have significant relationship with career problems. This suggests that students with mothers who attained high school level are more susceptible to experience career choice problems. This is supported by a correlation analysis between parents' education level and adolescent's success. It has shown that the parents' education level has a considerable impact on success of their child. One reason for this trend is that the parents who have gone to university tend to place a high value on

educational achievement. Students from no-degree families who went to college immediately after their high school had a tough time completing school and securing employment (Lamar University, 2019).

Table 26
Relationship Between Career Problems and Profile Variates

Profile Variates	df	p-value	Decision	Interpretation
Sex	2	.884	Accept H_0	Not Significant
Track/Strand	12	.980	Accept H_0	Not Significant
College Program	12	.508	Accept H_0	Not Significant
Program Alignment	2	.516	Accept H_0	Not Significant
Living Arrangement	8	.081	Accept H_0	Not Significant
Mother's Educational Attainment	22	.003	Reject H_0	Significant
Father's Educational Attainment	20	.076	Accept H_0	Not Significant
Mother's Occupation	24	.007	Reject H_0	Significant
Father's Occupation	22	.138	Accept H_0	
Family Size	38	.813	Accept H_0	Not Significant
Family Monthly Income	12	.059	Accept H_0	
	r_{xy}	p-value	Decision	Interpretation
Age	.011	.846	Accept H_0	Not Significant

**p-value is significant at 0.05*

The possible reason why the age variable was not significantly related to the aforementioned adjustment scales, is that the data on age is highly skewed. This is because this study is especially focused on emerging adults age bracket 18-25 years old and majority of the student-respondents (72.26 percent) belongs to the 19 years old cohort.

Relationship between the Student – Respondents' Level of Cognitive Distortion and their Profile

This section discusses the results in the analysis between the student-respondents' level of cognitive distortion on the seven scales namely: self-

downing (SD), Need for Achievement (NFAch), Need for Approval (NFApp), Need for Comfort (NFCom), Demand for Fairness (DFF), Other Downing (OD) and Total Irrationality (TI) along with their sex, age, track/strands, college program, program alignment, living arrangement and family profile.

Self-downing (SD). The data in Table 27 showed values obtained between the respondents' self-downing and their profile variates. As can be seen from the table, the correlational analysis between two groups of variables resulted to the following computed values: sex ($r_{xy}=.031$; $p=.577$), age ($r_{xy}=-.054$; $p=.328$), SHS track/strand ($r_{xy}=-.013$; $p=.814$), college program ($r_{xy}=.031$; $p=.581$), program alignment ($r_{xy}=.029$; $p=.873$), living arrangement ($r_{xy}=-.064$; $p=.246$), mother's educational attainment ($r_{xy}=-.010$; $p=.861$), father's educational attainment ($r_{xy}=.021$; $p=.703$), mother's occupation ($r_{xy}=.005$; $p=.926$), father's occupation ($r_{xy}=-.049$; $p=.381$), family size ($r_{xy}=-.023$; $p=.682$), and family monthly income ($r_{xy}=-.007$; $p=.896$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these profile variables have nothing to do with the students' tendency to engage in self-downing thoughts such as seeing themselves as a total failure if performance falls short of perfect, or thinks that they are worthless if somebody dislikes them.

Need for Achievement (NFAch). The data in Table 27 also showed values obtained between the respondents' need for achievement and their profile

variates. The correlational analysis between two groups of variables resulted to the following computed values: sex ($r_{xy}=.106$; $p=.056$), age ($r_{xy}=-.100$; $p=.071$), SHS track/strand ($r_{xy}=-.048$; $p=.390$), college program ($r_{xy}=.003$; $p=.963$), program alignment ($r_{xy}=.010$; $p=.854$), living arrangement ($r_{xy}=.029$; $p=.604$), mother's educational attainment ($r_{xy}=-.100$; $p=.071$), mother's occupation ($r_{xy}=-.056$; $p=.312$), father's occupation ($r_{xy}=.015$; $p=.786$), family size ($r_{xy}=.032$; $p=.569$), and family monthly income ($r_{xy}=.104$; $p=.060$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have nothing to do with the students' tendency to engage in self-downing thoughts.

On the other hand, father's educational attainment ($r_{xy}=.160$; $p=.004$) was the only variable which was found to have significant relationship with Need for Achievement (NFAch). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between father's educational attainment was correspondingly rejected. This means that a father's educational attainment may contribute to a students' tendency to engage in need for achievement thoughts such as the idea that one should be thoroughly competent at everything, that there is a flawless answer to human difficulties, and it is a disaster if they do not find it (Pomerantz, 2011).

Studies show that parents in lower socio-economic strata tend toward a more authoritarian or rigid style of parenting. The stressors that accompany lower economic status have been shown to negatively influence the emotional resources of the parent leading to less responsive, more punitive parenting. In turn, children are often negatively affected and are less likely to succeed in school and have a positive relationship with the parent (Stambler, 2017).

In contrast, longitudinal study on fathers' influence on children's cognitive and behavioural functioning revealed that those children whose fathers had fewer years of education and having a father absent predicted lower Performance IQ and well-being scores than having a father present. Also, children whose fathers displayed more positive early parental control had higher Performance IQ scores and well-being than other children after controlling for family and socioeconomic factors. In addition, fathers' presence at predicted higher Performance IQ scores for fathers with fewer years of educational attainment. This means that father's presence or parental control matters than their educational attainment, their presence affect the IQ scores and wellness of their children more than the years they spent in education (Pougnet, Serbin, Stack, Schwartzman, 2011).

Need for Approval (NFApp). The data on Table 27 also showed values obtained between the respondents' need for approval and their profile variates. The table shows the correlational analysis between two groups of variables resulted to the following computed values: sex ($r_{xy}=.037$; $p=.505$), age ($r_{xy}=-.046$;

$p=.409$), SHS track/strand ($r_{xy}=-.046$; $p=.410$), college program ($r_{xy}=.009$; $p=.874$), program alignment ($r_{xy}=.067$; $p=.228$), mother's educational attainment ($r_{xy}=-.058$; $p=.297$), father's educational attainment ($r_{xy}=-.024$; $p=.665$), mother's occupation ($r_{xy}=-.001$; $p=.986$), father's occupation ($r_{xy}=-.035$; $p=.530$), family size ($r_{xy}=.005$; $p=.935$), and family monthly income ($r_{xy}=.020$; $p=.722$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have nothing to do with the students' tendency to engage in need for approval thoughts, such as the idea that a person needs someone stronger than himself to be dependent on (Pomerantz, 2011).

On the other hand, living arrangement ($r_{xy}=-.137$; $p=.013$), was the only variable which was found to have significant relationship with Need for Approval (NFApp). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between the need for approval and living arrangement was correspondingly rejected. This means that a students' living arrangement in college may contribute to their tendency to engage in need for approval thoughts, such as the idea that a person needs someone stronger than himself to be dependent on.

Majority of the students are still living with parents, even in the Philippines, as a whole, young adults 18 and beyond are still living under the roof of their parents by choice, and others by chance. Some students enjoy the luxury of staying

at home because they find it difficult to open up to new roommates or classmates about life struggles on campus, perks of living at home is that they can talk about these things with family members who know them well and some of them could not leave their home or their parents' care because they are too dependent on them (Chiechi & McWhirter, 2017). In contrast, Triasha (2017) revealed that living with parents in college is quite stressful because they do not feel like adults while living under their parents' roof, they are expected to help out around the house, do chores or contribute something, go home on time thus less time and freedom with friends unlike those who live on their own.

Need for Comfort (NFCom). The data on Table 27 also showed values obtained between the respondents' need for comfort and their profile variates. As can be perceived from the table, the correlational analysis between two groups of variables resulted to the following computed values: age ($r_{xy}=-.007$; $p=.897$), SHS track/strand ($r_{xy}=-.060$; $p=.281$), college program ($r_{xy}=.092$; $p=.095$), program alignment ($r_{xy}=.000$; $p=.993$), living arrangement ($df=-.015$; $p=.782$), mother's educational attainment ($r_{xy}=-.070$; $p=.205$), father's educational attainment ($df=-.102$; $p=.065$), mother's occupation ($r_{xy}=-.051$; $p=.360$), father's occupation ($r_{xy}=-.054$; $p=.332$), family size ($r_{xy}=-.037$; $p=.505$), and family monthly income ($r_{xy}=.013$; $p=.810$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have

nothing to do with the students' tendency to engage in need for comfort thoughts such as the idea that it is catastrophic when things are not the way one wants them to be.

On the other hand, sex ($r_{xy}=-.158$; $p=.004$), was the only variable which was found to have significant relationship with Need for Comfort (NFCom). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between the need for comfort and sex was correspondingly rejected. This means that a students' sex may contribute to their tendency to engage in need for comfort thoughts such as the idea that it is catastrophic when things are not the way one wants them to be.

In an article about perfectionism, it was stated that women are more likely than men to be perfectionists, they would not do anything until they are absolutely 100 percent sure they can predict the outcome and when an endeavor goes wrong, women are more likely to blame themselves (Bennett, 2014). Similarly, a study have shown that females are more perfectionists than males and that they do have poorer levels of self-esteem, have elevated levels of stress, and are more meticulous than men (Gawlik, n.d.). The main reason for this is that women are more prone to rumination than men which causes them to overthink and overanalyze things (Bennett, 2014).

Demand for Fairness (DFF). The data on Table 27 also showed values obtained between the respondents' demand for fairness and their profile variates.

As can be seen from the table, the correlational analysis between two groups of variables resulted to the following computed values: SHS track/strand ($r_{xy}=-.052$; $p=.349$), college program ($r_{xy}=.099$; $p=.073$), program alignment ($r_{xy}=-.010$; $p=.856$), living arrangement ($df=-.022$; $p=.698$), family size ($r_{xy}=-.006$; $p=.921$), and family monthly income ($r_{xy}=-.088$; $p=.112$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have nothing to do with the students' tendency to engage in demand for fairness thoughts or the idea that one cannot stand being treated unfairly and thinks that unfairness is unbearable.

On the other hand, sex ($r_{xy}=.190$; $p=.001$), age ($r_{xy}=-.115$; $p=.038$) mother's educational attainment ($r_{xy}=-.117$; $p=.034$), father's educational attainment ($r_{xy}=.133$; $p=.016$), mother's occupation ($r_{xy}=-.108$ $p=.050$), father's occupation ($r_{xy}=.114$; $p=.039$) were the variables that were found to have significant relationship with Demand for Fairness (DFF). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypotheses involving the relationship between the demand for fairness, sex, age, parents 'educational attainment and parents 'occupation were correspondingly rejected. These mean that a students' sex, age, and parents 'educational attainment and occupation may contribute to their tendency to engage in demand for fairness thoughts or the idea

that one cannot stand being treated unfairly and thinks that unfairness is unbearable.

Demand for Fairness was also significantly correlated to sex and parents' educational attainment and occupation. Present study revealed that females have a higher propensity to engage in irrational beliefs than males. Maurya, Sharma and Asthana (2016) attributed this to a more trait-like qualities among females especially more depression-related cognitions such as demand for fairness. Evidence shows that these cognitive distortions contributed to females' low levels of self-worth, weak self-perceived scholastic competence, and self-perceived physical attractiveness (Cole, Jacquez, Truss, Pineda, Weitlauf, Osborne, Felton & Maxwell, 2014). Also, parents' educational attainment and occupation or income contributes to their child's irrational belief. Studies show that children in low-income households do less well than their better-off peers on many outcomes in life, such as education, health or well-being, simply because they are poorer. Reductions in family income or finances, are likely to have wide-ranging negative effects in the well-being of children (Cooper & Stewart, 2013).

Other Downing (OD). The data on Table 27 also showed values obtained between the respondents' other downing and their profile variates. As can be seen from the table, the correlational analysis between two groups of variables resulted to the following computed values: sex ($r_{xy}=.027$; $p=.626$), age ($r_{xy}=.044$; $p=.427$) SHS track/strand ($r_{xy}=.069$; $p=.213$), college program ($r_{xy}=.098$; $p=.077$), program

alignment ($r_{xy}=0.092$; $p=.094$), living arrangement ($r_{xy}=-.063$; $p=.253$), mother's educational attainment ($r_{xy}=.014$; $p=.795$), father's educational attainment ($r_{xy}=-.060$; $p=.277$), mother's occupation ($r_{xy}=0.050$; $p=.363$), father's occupation ($r_{xy}=0.015$; $p=.785$) family size ($r_{xy}=-.018$; $p=.747$). The computed p-values of the aforementioned variables are higher than the 0.05 level of significance, thus, the hypothesis involving the relationships between the paired variables was accepted. These means that these variables have nothing to do with the students' tendency to engage in demand for fairness thoughts or the idea that a person treats him very unfairly they are bad and worthless.

On the other hand, family monthly income ($r_{xy}=-.117$; $p=.035$) was the only variable that was found to have significant relationship with Other Downing (OD). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between the other downing and family monthly income was correspondingly rejected. This mean that a students' family monthly income may contribute to their tendency to engage in other downing thoughts or the idea that a person treats him very unfairly they are bad and worthless.

In the context of this study, the student-respondents average income are below 5,000 pesos in a month, this belongs to the low-income bracket. Ever-increasing evidence strengthens the connection between lower socioeconomic status (SES) and adverse psychological health outcomes, while more positive

psychological outcomes such as enthusiasm, self-esteem and perceived control have been associated with higher levels of SES for youth. Lower levels of SES are associated with the following: higher levels of psychological and behavioral difficulties, including social problems, delinquent behavior symptoms and attention deficit/hyperactivity disorder among adolescents (DeCarlo Santiago, Wadsworth, & Stump, 2011; Russell, Ford, Williams, & Russell, 2016; Spencer, Kohn, & Woods, 2002). Elevated rates of depression, nervousness, attempted suicide, smoking dependence, illegal drug use and sporadic heavy drinking among adolescents (Newacheck, Hung, Park, Brindis, & Irwin, 2003). Elevated levels of hostility (Molnar, Cerda, Roberts, & Buka, 2008), resentment, felt threat, and discrimination for youth (Chen & Paterson, 2006).

Total Irrationality (TI). The data on Table 27 also showed values obtained between the respondents' other downing and their profile variates. As can be seen from the table, the correlational analysis between two groups of variables resulted to the following computed values: age ($r_{xy}=-.058$; $p=.298$) SHS track/strand ($r_{xy}=-.026$; $p=.642$), college program ($r_{xy}=.036$; $p=.521$), program alignment ($r_{xy}=.029$; $p=.602$), living arrangement ($r_{xy}=-.050$; $p=.371$), mother's educational attainment ($r_{xy}=.070$; $p=.203$), father's educational attainment ($r_{xy}=.093$; $p=.093$), mother's occupation ($r_{xy}=-.058$; $p=.296$), father's occupation ($r_{xy}=.025$; $p=.648$), family size ($r_{xy}=-.017$; $p=.758$) and family monthly income ($r_{xy}=.024$; $p=.659$). The computed p-values of the aforementioned variables are higher than the 0.05 level of

significance, thus, the hypotheses involving the relationships between the paired variables were accepted. These means that these variables have nothing to do with the students' tendency to engage in overall cognitive distortions.

On the other hand, sex ($r_{xy}=.143$; $p=.010$), was the only variable that was found to have significant relationship with Total Irrationality (TI). Since the computed p-value proved to be lower than the 0.05 level of significance, the hypothesis involving the relationship between the total irrationality and sex was correspondingly rejected. This means that a students' sex may contribute to their tendency to engage in cognitive distortions.

Total irrationality or overall cognitive distortion was also significantly correlated to sex. The idea that women are irrational is often paired with a notion that rational thought is superior to emotion, that reason leads to sound decisions and emotion leads to poor ones. This cannot be far away from the truth since research has shown that not only do people not make better decisions when they are not emotionally engaged but also, without emotions, people cannot make decisions at all. Thus, emotions are fundamental to effective action, it still needs to be controlled (Baddeley, 2010). Present study revealed that females have a higher propensity to engage in cognitive distortions or irrational beliefs than males. Maurya, Sharma and Asthana (2016) attributed this to a more trait-like qualities among females especially more depression-related cognitions such as self-downing. Evidence shows that these cognitive distortions contributed to females'

low levels of self-worth, weak self-perceived scholastic competence, and self-perceived physical attractiveness (Cole, Jacquez, Truss, Pineda, Weitlauf, Osborne, Felton & Maxwell, 2014).

Table 27

Relationship between Students' Cognitive Distortion and their Profile

Profile Variates		SD	NFAch	NFApp	NFCom	DFF	OD	TI
Sex	Correlation Coefficient	.031	.106	.037	.158**	.190**	.027	.143**
	Sig. (2-tailed)	.577	.056	.505	.004	.001	.626	.010
	N	328	328	328	328	328	328	328
Age	Correlation Coefficient	-.054	-.100	-.046	-.007	-.115*	.044	-.058
	Sig. (2-tailed)	.328	.071	.409	.897	.038	.427	.298
	N	328	328	328	328	328	328	328
SHS Track/Strand	Correlation Coefficient	-.013	-.048	-.046	-.060	-.052	.069	-.026
	Sig. (2-tailed)	.814	.390	.410	.281	.349	.213	.642
	N	328	328	328	328	328	328	328
Program	Correlation Coefficient	.031	.003	.009	-.092	-.099	.098	-.036
	Sig. (2-tailed)	.581	.963	.874	.095	.073	.077	.521
	N	328	328	328	328	328	328	328
Living Arrangement	Correlation Coefficient	-.064	.029	-.137*	-.015	-.022	-.063	-.050
	Sig. (2-tailed)	.246	.604	.013	.782	.698	.253	.371
	N	328	328	328	328	328	328	328
Mother's Educational Attainment	Correlation Coefficient	-.010	.100	-.058	.070	.117*	.014	.070
	Sig. (2-tailed)	.861	.071	.297	.205	.034	.795	.203
	N	328	328	328	328	328	328	328
Mother's Occupation	Correlation Coefficient	.005	-.056	-.001	-.051	-.108*	.050	-.058
	Sig. (2-tailed)	.926	.312	.986	.360	.050	.363	.296
	N	328	328	328	328	328	328	328
Father's Educational Attainment	Correlation Coefficient	.021	.160**	-.024	.102	.133*	-.060	.093
	Sig. (2-tailed)	.703	.004	.665	.065	.016	.277	.093
	N	328	328	328	328	328	328	328
Father's Occupation	Correlation Coefficient	-.049	.015	-.035	.054	.114*	.015	.025

<i>Table 27 continuation</i>								
Family Size	Sig. (2-tailed)	.381	.786	.530	.332	.039	.785	.648
	N	328	328	328	328	328	328	328
	Correlation Coefficient	-.023	.032	.005	-.037	-.006	-.018	-.017
	Sig. (2-tailed)	.682	.569	.935	.505	.921	.747	.758
	N	328	328	328	328	328	328	328
	Correlation Coefficient	-.007	.104	-.020	.013	.088	-.117*	.024
Family Income	Sig. (2-tailed)	.896	.060	.722	.810	.112	.035	.659
	N	328	328	328	328	328	328	328
	Correlation Coefficient	-.007	.104	-.020	.013	.088	-.117*	.024

***. Correlation is significant at the 0.01 level (2-tailed)*

**. Correlation is significant at the 0.05 level (2-tailed)*

Relationship between the Student – Respondents’ Level of Adjustment and their Level of Cognitive Distortion

Student – respondents’ Level of Adjustment and their Level of Cognitive

Distortion. This section discusses the results in the analysis between the student-respondents level of adjustment on the nine scales namely, Anxiety (AN), Depression (DP), Suicidal Ideation (SI), Substance Abuse (SA), Self-Esteem (SE), Interpersonal Problems (IP), Family Problems (FP), Academic Problems (AP), and Career Problems (CP) along with their level of cognitive distortions, Self-Downing (SD), Need for Achievement (NF Ach), Need for Approval (NF App), Need for Comfort (NF Com), Demand for Fairness (DFF), Other Downing (OD), and Total Irrationality (TI).

Self-downing and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents’ self-downing and their adjustment difficulty. The computed r-values and p-values are

as follows: anxiety ($r_{xy}=.221$; $p=.000$), depression ($r_{xy}=.316$; $p=.000$), suicidal ideation ($r_{xy}=.283$; $p=.000$), substance abuse ($r_{xy}=.071$; $p=.201$), self-esteem ($r_{xy}=.175$; $p=.001$), interpersonal problems ($r_{xy}=.210$; $p=.000$), family problems ($r_{xy}=.167$; $p=.002$), academic problems ($r_{xy}=.229$; $p=.000$) and career problems ($r_{xy}=.266$; $p=.000$). All adjustment difficulties were found to have significant relationship with self-downing except for one, substance abuse. These suggest that students who are experiencing symptoms of anxiety, depression, suicidal ideation, self-esteem problems, interpersonal and family problems, academic and career problems usually engage in self-downing thoughts such as the idea that if one's performance falls short of perfect, they see themselves as a total failure, and if somebody dislikes them, that means they are worthless.

Need for Achievement and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents' need for achievement and their adjustment difficulty. The computed r-values and p-values are as follows: anxiety ($r_{xy}=.245$; $p=.000$), depression ($r_{xy}=.159$; $p=.004$), suicidal ideation ($r_{xy}=.022$; $p=.685$), substance abuse ($r_{xy}=-.092$; $p=.097$), self-esteem ($r_{xy}=.201$; $p=.000$), interpersonal problems ($r_{xy}=.142$; $p=.010$), family problems ($r_{xy}=.099$; $p=.073$), academic problems ($r_{xy}=.164$; $p=.003$) and career problems ($r_{xy}=.153$; $p=.006$). There were three cognitive distortion scales that were found to have no significant relationship with need for achievement scale, suicidal ideation, substance abuse and family problems. On the other hand,

the following variables were found to have significant relationship with the need for achievement: anxiety, depression, self-esteem, interpersonal problems, academic problems and career problems. These suggest that students who are experiencing symptoms of anxiety, depression, self-esteem, interpersonal problems, academic problems and career problems usually engage in need for achievement thoughts or the idea that one should be thoroughly competent at everything, that there is a perfect solution to human problems, and it is a disaster if they do not find it.

Need for Approval and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents' need for approval and their adjustment difficulty. The computed r-values and p-values are as follows: anxiety ($r_{xy}=.229$; $p=.000$), depression ($r_{xy}=.245$; $p=.000$), suicidal ideation ($r_{xy}=.174$; $p=.002$), substance abuse ($r_{xy}=-.096$; $p=.083$), self-esteem ($r_{xy}=.063$; $p=.083$), interpersonal problems ($r_{xy}=.144$; $p=.009$), family problems ($r_{xy}=.133$; $p=.016$), academic problems ($r_{xy}=.145$; $p=.009$) and career problems ($r_{xy}=.206$; $p=.000$). There were two cognitive distortion scales that were found to have no significant relationship with need for approval scale, substance abuse and family problems. On the other hand, the following variables were found to have significant relationship with the need for achievement: anxiety, depression, self-esteem, suicidal ideation, interpersonal problems, academic problems and career problems. These suggest that students who are experiencing

symptoms of anxiety, depression, self-esteem, suicidal ideation, interpersonal problems, academic problems and career problems usually engage in need for approval thoughts or the idea that a person needs someone stronger than himself to be dependent on.

Need for Comfort and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents' need for comfort and their adjustment difficulty. The computed r-values and p-values are as follows: anxiety ($r_{xy}=.310$; $p=.000$), depression ($r_{xy}=.315$; $p=.000$), suicidal ideation ($r_{xy}=.137$; $p=.013$), substance abuse ($r_{xy}=-.043$; $p=.440$), self-esteem ($r_{xy}=.225$; $p=.000$), interpersonal problems ($r_{xy}=.197$; $p=.000$), family problems ($r_{xy}=.142$; $p=.010$), academic problems ($r_{xy}=.182$; $p=.001$) and career problems ($r_{xy}=.181$; $p=.001$). All adjustment difficulties were found to have significant relationship with need for comfort except for one, substance abuse. These suggest that students who are experiencing symptoms of anxiety, depression, suicidal ideation, self-esteem problems, interpersonal and family problems, academic and career problems usually engage in need for comfort thoughts or the idea that it is catastrophic when things are not the way one wants them to be .

Demand for Fairness and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents' demand for fairness and their adjustment difficulty. The computed

r-values and p-values are as follows: anxiety ($r_{xy}=.278$; $p=.000$), depression ($r_{xy}=.177$; $p=.001$), suicidal ideation ($r_{xy}=-.027$; $p=.628$), substance abuse ($r_{xy}=-.088$; $p=.111$), self-esteem ($r_{xy}=.228$; $p=.000$), interpersonal problems ($r_{xy}=.222$; $p=.000$), family problems ($r_{xy}=.151$; $p=.006$), academic problems ($r_{xy}=.163$; $p=.003$) and career problems ($r_{xy}=.171$; $p=.002$). There were two cognitive distortion scales that were found to have no significant relationship with demand for fairness, the suicidal ideation and substance abuse scales. While all the remaining adjustment scales were found to have significant relationship with demand for fairness. These suggest that students who are experiencing symptoms of anxiety, depression, self-esteem problems, interpersonal and family problems, academic and career problems usually engage in demand for fairness thoughts or the idea that one cannot stand being treated unfairly and thinks that unfairness is unbearable.

Other Downing and Adjustment Difficulties. The data in Table 28 showed the coefficients of correlation and p-values obtained between the respondents' other downing and their adjustment difficulty. The computed r-values and p-values are as follows: anxiety ($r_{xy}=.102$; $p=.065$), depression ($r_{xy}=.126$; $p=.022$), suicidal ideation ($r_{xy}=.149$; $p=.007$), substance abuse ($r_{xy}=-.017$; $p=.755$), self-esteem ($r_{xy}=-.028$; $p=.608$), interpersonal problems ($r_{xy}=.105$; $p=.057$), family problems ($r_{xy}=.033$; $p=.556$), academic problems ($r_{xy}=.018$; $p=.750$) and career problems ($r_{xy}=.095$; $p=.086$). The following adjustment scales were found to have no significant relationship with other downing scale: anxiety, substance abuse, self-

esteem, interpersonal problems, family problems, academic problems and career problems. While the two remaining adjustment scale were found to have a significant relationship with other downing: depression and suicidal ideation. These suggest that students who are experiencing depression and suicidal ideation, usually engage in other downing thoughts or if a person treats him very unfairly, they are bad and worthless.

Total Irrationality and Adjustment Difficulties. The data in Table 28 also showed the coefficients of correlation and p-values obtained between the respondents' total irrationality and their adjustment difficulty. The computed r-values and p-values are as follows: anxiety ($r_{xy}=.342$; $p=.000$), depression ($r_{xy}=.323$; $p=.000$), suicidal ideation ($r_{xy}=.183$; $p=.001$), substance abuse ($r_{xy}=.020$; $p=.715$), self-esteem ($r_{xy}=.220$; $p=.000$), interpersonal problems ($r_{xy}=.261$; $p=.000$), family problems ($r_{xy}=.176$; $p=.001$), academic problems ($r_{xy}=.239$; $p=.000$) and career problems ($r_{xy}=.270$; $p=.000$). All adjustment difficulties were found to have significant relationship with total irrationality except for one, substance abuse. These suggest that students who are experiencing symptoms of anxiety, depression, suicidal ideation, self-esteem problems, interpersonal and family problems, academic and career problems usually engage in irrational thoughts or cognitive distortions.

It is clear from the data gathered that all except for one adjustment scale which is SA (substance abuse) computed p-values proved higher than the 0.05

level of significance. Thus, the hypotheses involving the relationships between the paired variates were correspondingly rejected.

This study revealed that engagement in cognitive distortions such as self-downing, need for achievement, approval, comfort, demand for fairness, and other downing is related to the experience of adjustment difficulties such as, anxiety, depression, suicidal ideation, self-esteem, interpersonal problems, family problems, academic problems and career problems among freshmen university students.

Cognitive misrepresentations are mistakes made in the process of thought processes, which can subsequently lead to several fears, concerns, and anger (Doverspike, 2007). It was revealed that emerging adults 18-25 years of age) who are experiencing symptoms of anxiety and depression also have negative problem orientation that acts as an obstacle to successfully solve a problem. In addition, the study also found that as cognitive distortions and NPO was intensified, symptomatology of depression and anxiety also was heightened. Catastrophizing, a type of cognitive distortion, had the strongest individual association with NPO and depressive symptoms. This study is quite similar to the present study since it also investigated the role of cognitive distortions in anxiety and depression to emerging adults but different in some ways because this study included NPO as part of analysis which was not included in the present study, additionally, the

study also differ in the statistical treatment that was used (Wilson, Bushnell, Rickwood, Caputi & Thomas, 2011).

In the current study, it was discovered that cognitive distortion likewise contributes to one's suicidal ideation. A related study reveals those who recently attempted suicide is more probable to engage in illogical thoughts than those who have not recently tried suicide. It was also found that fortune telling was the only cognitive distortion uniquely associated with suicide attempt status (Hyman, Cunningham, Wenzel, Mattei, Brown, Beck, 2014). Fortune telling is an irrational belief in which an individual predicts a negative outcome without realistically considering the actual odds of that outcome (Cognitive Behavioral Therapy Los Angeles, 2015). This implies that most who attempted suicide foresee negative situations even before it happens, thus, thinks that ending their life prior to that negative predicted outcome is better than facing it.

In this present study it is likewise found out that cognitive distortion and self-esteem has a significant relationship. This means that cognitive distortions may contribute to self-esteem problems. Which is supported in another study, which revealed that high levels of cognitive distortions such as self-criticism, self-blame, hopelessness, and preoccupation with danger were factors that contributes to a high self-handicapping tendency for university students with low self-esteem. (Yavuzer, 2015).

Cognitive Distortions also affects relational problems (family and interpersonal problems), common distortions used that affects relationships are (1) mind reading: assuming you know what other people thinks, (2) personalizing: blaming yourself for something when it is others' responsibility, (3) all-or-nothing thinking: thinking that people "never" or "always" does certain things. (4) labeling: designating a one-word descriptor to the totality of a person and looking for instances when another person is exhibiting characteristics consistent with the label, (5) negative filtering/discounting positives: focusing on negative aspects of other people while framing positive sides as unimportant (Beck, Rush, Shaw & Emery, 1979; Cognitive Behavioral Therapy Los Angeles, 2014).

Cognitive distortion was significantly related to the academic performance of students. This means that cognitive distortion contributes to academic problems of college students which is reinforced by a related study that revealed that these distortions significantly predicts students' academic performance, to a high degree around 64%, thus negative beliefs the student have about self, correlates with academic performance. It implies that students have not learnt how to improve their academic performance due to their negative beliefs. It seems that those beliefs are putting them at high risk of academic failures and career problems (Usen, Eneh & Udom, 2016).

Among all the adjustment difficulties paired with cognitive distortion, only the SA (substance abuse) was found not significant. This means that in the

population of SSU, students who use substances such as alcohol were less likely to be influenced by cognitive distortions.

Table 28
Relationship of Student – Respondents' Level of Adjustment & their Cognitive Distortion

Cognitive Distortions		Adjustment Difficulties								
		AN	DP	SI	SA	SE	IP	FP	AP	CP
SD	Correlation Coefficient	.221**	.316**	.283**	.071	.175**	.210**	.167**	.229**	.266**
	Sig. (2-tailed)	.000	.000	.000	.201	.001	.000	.002	.000	.000
	N	328	328	328	328	328	328	328	328	328
NFAch	Correlation Coefficient	.245**	.159**	.022	-.092	.201**	.142*	.099	.164**	.153**
	Sig. (2-tailed)	.000	.004	.685	.097	.000	.010	.073	.003	.006
	N	328	328	328	328	328	328	328	328	328
NFApp	Correlation Coefficient	.229**	.245**	.174**	.096	.063	.144**	.133*	.145**	.206**
	Sig. (2-tailed)	.000	.000	.002	.083	.258	.009	.016	.009	.000
	N	328	328	328	328	328	328	328	328	328
NFCom	Correlation Coefficient	.310**	.315**	.137*	.043	.225**	.197**	.142*	.182**	.181**
	Sig. (2-tailed)	.000	.000	.013	.440	.000	.000	.010	.001	.001
	N	328	328	328	328	328	328	328	328	328
DFF	Correlation Coefficient	.278**	.177**	-.027	-.088	.228**	.222**	.151**	.163**	.171**
	Sig. (2-tailed)	.000	.001	.628	.111	.000	.000	.006	.003	.002
	N	328	328	328	328	328	328	328	328	328
OD	Correlation Coefficient	.102	.126*	.149**	.017	-.028	.105	.033	.018	.095
	Sig. (2-tailed)	.065	.022	.007	.755	.608	.057	.556	.750	.086
	N	328	328	328	328	328	328	328	328	328
TI	Correlation Coefficient	.342**	.323**	.183**	.020	.220**	.261**	.176**	.239**	.270**
	Sig. (2-tailed)	.000	.000	.001	.715	.000	.000	.001	.000	.000
	N	328	328	328	328	328	328	328	328	328

***. Correlation is significant at the 0.01 level (2-tailed)*

**. Correlation is significant at the 0.05 level (2-tailed)*

Reasons Behind Adjustment Difficulties Experienced by Freshmen Students

Table 29 shows the different themes that were extracted from the in-depth interview data that were gathered by the researcher. The researcher analyzed the

data and came up with five (5) themes. The main themes and its subthemes were extracted from the data reflected in Table 29.

Table 29

Themes Based on the In-Depth Interview of Student-Respondents

Themes	Reasons behind adjustment difficulties
Theme 1: Academic adjustment difficulties	Subtheme 1: Academic transition Subtheme 2: Teacher factors subtheme 3: Time management issues
Theme 2: Financial stress	Subtheme 1: Insufficient financial resources and support Subtheme 2: Settling on debt for sustenance
Theme 3: Career choice difficulties	Subtheme 1: Career indecision Subtheme 2: Social influence in career choice
Theme 4: Social adjustment difficulties	Subtheme 1: Difficulty in establishing relationships Subtheme 2: Social conflict and compatibility issues Subtheme 3: Social isolation
Theme 5: Psychological distress	Subtheme 1: Symptoms of anxiety Subtheme 2: Symptoms of depression Subtheme 3: Suicide risk Subtheme 4: Low self-esteem

THEME 1 - ACADEMIC ADJUSTMENT DIFFICULTIES. Freshmen students are still on the verge of coping up with academic changes brought about by college. In college there is an increased demand in academic achievement compared to senior high school (Santrock, 2010; Johnson 2010), there are varied teacher factors and academic standards (Cabaguing & Gacoscosim, 2018; Calaguas, 2015) and there is an increased need for effective time management (Hughes, 2017; Jean, 2010).

Subtheme 1 - Academic Transition. The academic demands in college is different from high school. Students are unprepared for postsecondary coursework for many reasons, including differences between what high schools teach and what colleges expect (Venezia & Jaeger, 2013).

In this study, students revealed that college is a new environment and a new experience because it is totally different with the curriculum in SHS. Some were even shocked with the numerous academic works given in college. This was confirmed by the student-respondents with the following sample statements:

“Dire kami sanay sugad hini kay iba an amon environment, iba an amon ginyayakan nga curriculum han senior high tas iba ha college so parang nabag-uhan la kami na shock la kami ha tigda tigda na mga hirimuon.”
(We are not used to this because this a different environment for us, our curriculum in senior high is different to college [curriculum] so this is a new experience for us and we were shocked of the numerous school works.) -Participant 13, Lines 2311-2313

High school is tightly structured and scheduled, and students are generally directed from one activity to another by adults. College is just the opposite: students are expected to manage their time and tasks with little direction from adults. (Johnson, 2010). In this study, student-respondents see college as different to senior high school (SHS) and it is in a higher level, fast paced, and promotes independent learning and more complex than SHS. They also emphasized the importance of acquiring new strategies to cope up with academic demands and standards of college life. The following is a sample statement of a student-respondent:

"Makuri Ma'am pag-adjust kay ito ba, nga kararayo talaga Ma'am ha may Senior High an mga gindidiscuss dinhi, I mean related hira Ma'am pero bagan iba nga level tapos malaksi danay bagan syempre kay college naman kuno kami ma'am bagan malaksi na tapos bagan kami talaga an magtatrabaho para amon sarili kay kailangan mag-aram kami maupay. Pero Ma'am bagan yana amu iton Ma'am yana nag-aadjust gihap na kailangan ko ig-improve an akon pag-aram, kailangan ko maglevel up, permi mag-aram kay parang iwasan na ba an permi nga pag lie-low kay college na man gud liwat. "(Ma'am, it is hard to adjust because there is really a huge gap between the discussions in Senior High School and in college. I mean... they are somewhat related but in a different level, and the pacing is fast maybe because we are already in college. And we are really the ones who work for ourselves, we really need to study hard. But now Ma'am, I am still adjusting, I really have to improve my strategies in studying, I need to level up, study harder, and refrain from lying-low because I am already in college.) -Participant 4, Lines 667-673

Some also revealed that they need enough time to fully adjust and to be able to reach the standards of their college and to cope up with the changes brought about by college.

"Makuri ako maka-adapt pa, tas mag-adjust, makuri mag-adjust, iton nga mga pira pa ka-months an imo dapat himuon para mag-adjust, para makuha an standard han college, so asya adto hiya, medyo nagkamayda difficulties kay about han pag-intindi han mga words, pag-intindi han mga quizzes, especially kay may duration time an quizzes, like naka-powerpoint, diba? So, nagkamayda hiya hin kuan, even nagrereview ka, pagkadto han quizzes, iba an term han questions, so gin-iintindi mo hiya, so asya adto nagkamayda difficulty about han quizzes ngan an pag-intindi han mga word nga gingagamit na dire familiar ha akon. Asya iton hiya, nakakakuha ako han mga lowest score kay tungod han adjustment han pag kamay ada han pagpaquiz hin duration time, tas paggamit han mga unfamiliar words, ha pagquiz tapos gin-iiba-iba gihapon an term han mga definition han usa nga word, asya iton nagkamayda hin difficulty. "(It is hard for me to adapt and adjust. It's really hard to adjust, it would take several months for you to adjust and achieve the standard of your college, so that is why I have slight difficulties because of comprehending the words, type of quizzes, especially those quizzes with duration time

using PowerPoint presentations, right? So, there was a... even though you reviewed your lessons, during quiz time, there are different terms used in the questions and you try to understand it, so that is why I encountered difficulties about the type of quizzes and in comprehending the words that were used in the quiz because I am not familiar with them. That is also the reason why I got low scores because of the adjustment of having quizzes with duration time and usage of unfamiliar words.) -Participant 16, 2860-2869

Subtheme 2 – Teacher Factors. Students perceived teachers' instructional strategies and personality to be factors that contributed to their learning (Cabaguing, 2016). Study shows that academic stress is arising from indifferent teachers and their expectations to the students (Calaguas, 2012). Terror teachers are a factor of students' stress, they are causing disturbance or annoyance to the students. Additionally, teachers who are also demanding and inconsiderate requires much effort or skill from their students, obligating them to meet the standards and thoughtlessly cause difficulties, pain or inconvenience to students (Cabaguing & Gacoscosim, 2018). This was confirmed by the student-respondents with the following sample statements:

“Siguro kay nahadlok ako han instructor бага na intimidate ako ha iya diri lugod ako nakakag aram kay nahadlok na lugod ako”
(Maybe because I am scared with our instructor, I feel like I was intimidated that is why I can't understand the lessons because I was afraid) - Participant 15, Lines 2562-2563

“Kumbaga, kinukurian ka na han imo discussion, ginkukurian ka pa pagcatch up han standard han imo teacher. Asya iton nga ak nafi-feel nga kuan la ako, tikang la ako ha lowest.. aw ha kuan.. hamubo nga eskwelahan, tas an akon teacher tikang ha Ateneo, tikang ha kuan, so kun бага, high standard na hira, tas professional na hira, kumbaga, an nakuan ko nga karuyag nira igkuan.. iglevel up ngan igparehas an amon standard kay asya medyo makuri, dire mo

expected nga as a kuan gihapon, as a lower knowledge ka gihapon, dire mo expected nga an imo adjustment, kailangan pa ngayan palabawun pa han standard han imo teachers.” (I am finding it hard to understand discussions, on top of that I am also having a difficulty catching up with my teachers’ standards. That is why I feel like... I just came from a public school and my teachers are from Ateneo, came from [prestigious schools] And they have high standards because they are already professionals, I feel like they want us to level up and reach the same standards with them, that is why it is quite hard for me, I see myself as a lower knowledge (slow-learner), I didn’t expect that I need to exceed the standards of my teachers) - Participant 16, Lines 2973-2979

“ About han mga quizzes, mga exams, danay ha mga instructors na dire nagdididiscuss tapos mapapa-exam la tigda. Exam na kinabuwasan pero bis usa waray may gindiscuss. Patigda na projects. Bagan makuri talaga ma'am.”
 (About all the quizzes, exams and instructors who do not discuss lessons but conducts exams abruptly. Tomorrow will be the exam but even a single topic was not discussed. Also, unexpected projects. It is really hard Ma’am.) - Participant 8, Lines 1479-1481

Subtheme 3 – Time Management Issues. The shift from secondary to tertiary education can be a difficult phase for students who do not learn to manage their time (Hughes, 2017). A lot of related studies reported that participants discussed time pressure as a major factor in their academic difficulties (Jean, 2010; Cabaguing & Gacoscosim, 2018). Students are compelled and pressured due to deadlines, lack of time, and difficulty of projects. Students experience stress due to deadline of submissions. It is a stressor to the students since there were instances when they could not meet and accomplish their requirements on or before deadline. Students experience stress because they always cram and chase time. They are pressured to accomplish projects or

assignments and other requirements as soon as possible (Cabaguing & Gacoscocsim, 2018). Below is a sample statement of a student-respondent:

"Mayda gihapon mga time nga na-i-stressed ako ha kadamu han mga trabahuon Ma'am, natitigdaan ako kay dida han Senior High бага dire pa man gud damo gud an trabahuon tapos yana bagan tumigda hiya."

(There are also times that I feel stressed due to numerous school works Ma'am, I am not used to these because during Senior High there are only few tasks I have to work on but now there are a lot.)
- Participant 4, Lines 654-656).

Participants in the present study also reported juggling priorities, like doing schoolworks and household chores. Sometimes, it is a cause of conflict in the family because when they entered college, they spend less time at home and also in doing/helping with household chores. This was confirmed by the student-respondents with the following sample statements:

"Kaya bagan gintutunga an aga ha eskwelahan ha gab-i ha amon balay bagan maguol liwat pagtrabaho danay damo liwat an sugo-sugo, tapos mauuli ka...mauuli ka piraw tas mga projects [nga buruhaton]" (It is like I have to allot time in the morning for school and in the evening at our house, I feel so exhausted running all the chores and at home I am tired and sleepless and there are still projects [I have to work on]) - Participant 17, Lines 3369-3370

"Everytime nga especially na mag-eexam na, midterm, didto ko nakuan hiya naexperience na imbis magrereview ka, tatagan ka hin mga projects, tas mga hirimuon nga mga panfinal projects pan-final quizzes, assignments, asya adto didto ko nashock nga ano ini, first time ko liwat maka-experience hin alas tres na makaturog hin kaagahun tapos waray pa makagreview kay gintatapos an final kuan an final project, asya didto ko nakuan [narealize] na grabe kakukuri dire la basta nga kuan, tas usa pa kay sanay liwat ako ha balay nga ako it nagtitimangno ha balay, for the whole house nga ako nagtitimangno, naglilimpyo, nagluluto tas nag-aasikaso kan mama, biskan although waray hira sakit, ako iton nagluluto, naglalaba, tas iton hiya tigda tigda iton

pag-enter ko college, tigda hiya medyo naghinay-hinay na nawara, nawarayan ako time ha balay. "(Everytime, especially at times when the exams are fast approaching, last midterm, I experienced that instead of reviewing lessons, we were given projects, tasks for final projects, final quizzes, assignments, and that is the time I was shocked [overwhelmed], it was my first time to stay awake around 3am and haven't reviewed my lessons because I was finishing my final project, there, I realized, it was really hard, and another thing, I am the one who is in-charge with household chores, cleaning the house, preparing food, taking care of my family especially my Mother though she is not sick, I am still the one who cooks, do the laundry, and suddenly... when I entered college, I gradually lost my time at home and in doing household chores) - Participant 16, Lines 2737-2745

THEME 2 - FINANCIAL STRESS. Financial stress is widespread among college students. Stress related to financial strain or financial pressures has a negative impact on student well-being, this is not unlikely among Filipino students (Bernardo & Resurrecion, 2018). Students with negative financial situations were significantly more likely to feel financially stressed than students who did not report negative financial situations (Heckman, Stuart J., Lim, Hanna & Montalto, Catherine Phillips, 2014). And they are more likely to settle with debts in order to sustain their daily needs.

Subtheme 1 - Insufficient Financial Resources and Support.

Financial burdens of those in the lowest economic status can impact all aspects of student adjustment experience (McCarron & Inkelas, 2006). Students who dropped out of school mentioned insufficient financial resources as their main reason for quitting school (Philippine Statistics Authority, 2015; Bernardo, Allan B.I. & Resurrecion, Karina Fernando, 2018).

In this study, participants reported that they are tempted to quit schooling because they think that their parents will not be able to handle the financial demands of college and will not support them anymore. It is shown in the student-respondents' sample statements:

"Naapektuhan ako kay syempre interesado ako umeskwela, nag e-expect ako na susuportahan ako ngada kahuman ko pag eskwela, tas pag naaro ako diri hira nakuan, nahatag. Apektado talaga ako kay hira la akon gin aaro-an"(I am affected because I am interested to continue my studies, I am also expecting that they will support me until I finish my studies but every time I ask for financial support, they would not give any. I am really affected because they are only the ones I rely on in terms of finances.) - Participant 14, Lines 2487-2489

"Nagayakan hira nga kay ano kuno pagka harus kuno kada semana naaro ka allowance? Siring ko nak, biskan ako CIT, damu gihapon amon ginagastuhan kay damu an mga projects tapos an report gihapon kay dire man kami nakaprojector Ma'am, asya iton. Labi na kun... nasiring ako ha ira labi na kay foods ako, magasto gihapon. Karuyag ko la nga maintindihan gihapon nira kay siring ko ha ira nga Ma, kay paano po kun dire ako naeskwela? Dire man ako sugad hini kagasto. Bisan ano an akon pagtinipid makuri talaga pagtipid dire ak nailob pagtitipid ura ura kay an mga gastuhon ngadi, an mga paliton mga mahal man, bisan an sura."(They asked me why I always ask for allowance weekly, I said even though I am from CIT, there are also a lot of expenses because there are many projects, also in preparing for reports because we are not using projector in class Ma'am. Especially because I am also majoring in foods, it is really expensive. I just want them to understand my situation that is why I said, Ma... what if I am not going to school? I will not be needing finances like this. Even if I strictly stay within the budget it is difficult for me because the cost of living here is quite expensive, even the food.) - Participant 2, Lines 176-182

"Tapos magtitirigda pa Ma'am an mga baraydan, na kailangan bayaran mo kay compulsory, asya ma'am bagan makuri talaga. Bago talaga ako mag-enroll didi Ma'am nagpakiana na anay ako

hiton kan Mama, nayakan ako, "Ma, mag-eenroll pa ba ako kay kun dire na niyo kaya magsuporta di nala ak ti-eskwela kay pwede man ito". Nayakan mama, sige kuno pag-enroll la. Tapos nag-enroll na ako, tapos pagka-enroll ko na bagan damu na an problema, agi kuno kadamu mat baraydan hini na eskwelahan, sugad hito." (And the long list of fees and contributions that needs to be paid because they are compulsory makes it all difficult. Before I enrolled here, I asked my mother "Ma, will I still enroll in college because if you cannot support me financially, I can just stop schooling, it is fine with me". And she just let me enroll in college. And now that I am already enrolled, there were a lot of problems arising, and she complains of the many contributions and fees to be paid.)- Participant 4, Lines 867-872

Subtheme 2 – Settling on Debt for Sustenance. Students or families with larger amount of debt or expected debt are more likely to feel financially stressed and has a negative impact on student wellness (Heckman, Stuart J., Lim, Hanna & Montalto, Catherine Phillips, 2014). Participants in this study reported that they borrow money in order to sustain their basic needs and education. The following are sample statements of the student-respondents:

"Mautang hi mama ha gawas tapos ha pagpadara nala ni ate tapos mapadara hi ate sakto la liwat, nautang na liwat panibago, waray katapusan na utang." (My mother will borrow money and then she will pay it when my sister sends money. But the money sent by my sister was just enough for us, so she borrows money again and the debt is never ending.) - Participant 4, Lines 907-908

"Pag di ako matagan balon, mamimiling ako paagi, akon sangkay mahuram ako sugad hini, tas within 2 days babaydan ko talaga iton. Financial problems sugad hini... oo bagan nakakabiling man ngahaw ako paagi. Like akon lola, mama han akon mama, patay naman akon mama, asya adto dida ak nakakakuan, tapos akon mga tito ngadto ha manila, sugad hini kay talagsa manla ak naaro pag di na talaga kaya han akon father." (When I am not given an allowance, I would find ways,

like borrowing money from my friends and I will pay it within 2 days. Financial problems, like this and like that... but I will see to it that I can still find ways. Like my grandmother in my mother's side, by the way, my mother already passed away, so that's it... I borrow money from my grandma and to my uncles in Manila, but I rarely ask help from them, only if my father is overwhelmed financially.) - Participant 3, Lines 557-561.

"Confused liwat ako, nalilisang kun baga diri nak maaram kun makain ako kay pag aaro ko [akon parents] waray. Tas sige liwat an sukot amond landlady [overdue balance for rental], mayda pa mga aragmot. Pero danay akon mga sangkay mayda man hira extra, ginpapahuram ak nira." (I am also confused, I do not know what to do, or where would I ask for help because when I ask for financial support from my parents, they do not have anything to give. And the landlady is already bugging me for the payment [overdue balance for rental], and there are also school contributions. But sometimes my friends lend me money if they have extra.) - Participant 14, Lines 2480-2482

THEME 3 – CAREER CHOICE DIFFICULTIES. Students may be unsure about a career path or may be unable to choose between several career paths (Fizer, 2013:14). They face complicated decisional tasks such as discovering different course of actions, reflecting on interests and skills, comparing suitable course of actions, and choosing one option (Gestiada, Nazareno & Villanueva, 2017). Some participants in this study reported that the program they enrolled in are not actually their first choice and was somewhat forced to pursue it for some reasons such as parents influence, practicality issues or just out of curiosity.

Subtheme 1 – Career Indecision. There are so many factors to be taken into account in making a career decision, students may experience career uncertainty which affects their emotion, attitude, and behavior (Fizer, 2013). Some

participants in this study were still uncertain with their chosen program, because of this, shifting to another program was an option for them. The following are some statements of the student-respondents:

"Actually bagat an first di ko pa hiya masyado naeenjoy kay an akon talaga first choice han akon desired course kay dire mag-education. Since nga amu iton nga kailangan ko nala maging praktikal ha akon ginpili na course, is available la didi" (Actually, at first, I wasn't able to enjoy it because this wasn't my first choice, my desired course wasn't education. Since I have to be practical with my career decision, I just chose whatever is available here) - Participant 10, Lines 1799-1801

"Dire kasi ako maaram... an Psychology bagan interested la ako hito na course pero di ako maaram kun karuyag ko talaga igpursue as pagwork na or career. Tas bagan nagwoworry liwat ako hadto kay labi na an katikangan pala han klase kay damu nagyayakan na waray kuno masyado na trabaho ha psychology so bagan karuyag ko hadto magshift, tas nakakaruyagan ko nala hiya" (I don't know... I was interested with Psychology course, but I am not yet sure if I want to pursue it when I work or as a career. And I was also worried during the start of classes because a lot of people says that there weren't enough available career or jobs for psychology so I feel like shifting to another program, but now, I am starting to like it.) - Participant 11, Lines 1991-1994

"Nasiring ako diin dawla ako makuan hini? Ano dawla tak kukuhaon nga course nga makacontinue ako ha 2nd sem para dire hi Mama mag-isog kay nanghihinayang liwat hi Mama, although liwat nanghihinayang ako, pero kun mapadayon ako tapos dire nakon karuyag han pagiging teacher, asya la ngahaw magsa-suffer la ngahaw ako kun makagraduate ako." (I asked myself, where will I go? What course shall I take so I can continue in the 2nd semester so that my Mother will not also be mad at me because she regrets it when I will just quit, though I also feel regrets, I also think that when I choose to continue even if I do not like to be a teacher anymore, it is just the same, I will still suffer even when I graduate.) - Participant 16, Lines 2803-2807

Subtheme 2 – Social Influence in Career Choice. A factor that most influenced students' choice of major was family (Fizer, 2013). Parental involvement has an impact on adolescents' education and career choice (Mattison, 2011). Another research also found external factors such as dialogue with college friends, alumni, and admitted-student programs are extremely influential to students. The article claimed these sources though not well known, are very powerful to student's the decision-making process for their career choice (Pascual, 2013).

In this study, many of the student-respondents' career choice were influenced or decided by their parents. They have doubts with their chosen program because of other people's opinion. This was confirmed by the student-respondents with the following sample statements:

"Uhhmm... kuan... an actually dire man talaga ... ini nga akon course yana dire ini hiya hin first choice ko, bagan asya la ini an ginyakan akon parents kay dire man hira suportado han akon 1st choice." (Uhhmm... actually, this course is not my first choice, my parents suggested this because they do not like my first choice.) - Participant 1, Lines 81-83

Aside from parental influence, some participants also revealed that siblings also have a say with their career choice and was forced to pursue a program he does not like to avoid disagreements or conflicts in the family. Some also settled in a program which was available or still open during the registration period just to continue his schooling. The following is a sample statement:

"An usa ko po na bugto na adto manila, kun ano an karuyag ko, parang nadire hiya ngan masiring hiya nga, kay an akon karuyag talaga, nursing talaga an akon gusto, nadire kasi hiya. An that time kasi adto ma'am senior high ako, an caregiving ata yun, magtatrabaho ka la kuno parag-uli hin lagas, paragkuan ka la hito. Asya iton pinakadifficult ko nga kuan ha iya, asya talaga iton akon gusto na magcaregiving ako tas gusto ko magnursing. Parang di siya boto ha akon course kay caregiving ka kuno, paano man adto kun pagdako mo, it imo kuno magigin trabaho magigin lagas... parag-uli lagas, nag-explain naman ako, nasiring ako nga Ate, dire man it pagtrabaho ginkikita an iya kuan, as long as imo talaga pinaghirapan ito, imo ginhihimo para kamo umasenso, asya ito waray nala ako ha course han nursing, kumadi nala ako han IT. Pero full naman IT asya IS nala liwat kami." (My older sibling who is in Manila is not in favor with my career interest, which is nursing, she doesn't like it. During that time ma'am when I was still in senior high, I like caregiving. She said I will just wash the butts of old people. That is what makes it difficult for me because that is what I like, to take caregiving in senior high to pursue nursing in college. But it seems like she does not like it. She insists that when I choose caregiving, I will just wash the butts of old people. I explained to her that in choosing a work we do not just consider that, what is important is that you do your best for you to have a bright future, so that is why I did not pursue nursing, I just chose IT but since the program is already full, we just enrolled in IS instead.) – Participant 12, Lines 2265-2273

Aside from familial influence in career choice, some are influenced by their teachers in senior high school. They have doubts with their chosen program because of other people's opinion. The following is a sample statement:

"Damu kasi liwat nagyayakan na dapat nag... parehas han akon favorite teacher han grade 12, nagpakiana hiya kun kay ano waray ako nag-education. Tapos asya liwat adto an one thing na nagpaquestion ha akon, nga dapat nageducation nala ako." (There are a lot of people who suggested that I should have... just like my favorite teacher in Grade 12, she asked why I did not pursue education. And that is the one thing that makes me think that I should have pursued education.) – Participant 11, Lines 1998-2001

THEME 4 - SOCIAL ADJUSTMENT DIFFICULTIES. Social adjustment is defined as developing close friendships with other students, and the frequency the student felt, worried about meeting new people, isolated from campus life, and lonely or homesick (Jean, 2010). Some students experience difficulties in establishing relationships with new classmates, social conflict and compatibility issues due to individual differences, and social isolation.

Subtheme 1 - Difficulty in Establishing Relationships. First year students have issues in building new relationships and these connections may not be established at once (Ng & De Guzman, 2017). This was confirmed by the student-respondents with the following sample statements:

"Ha pag-socialize, uhmmmm... oo, nagkamayda ako slight difficulty kay siyempre dire man kami paprehas interests, hin kuan attitudes so bagat permi kami... permi ako nag-aadjust pag nakikipagsocialize ako ha iba nga kuan or ha usa na group of people." (In socializing, uhmmmm... yes, I had slight difficulty because we do not have the same interests, attitudes so it is like we always... I am always adjusting when I socialize with others or in a group of people.) - Participant 1, Line 64-66

"Ha pagsocialize naman, namimiling kasi ako hin tawo na komportable ako pagkuan, makipagkuan, halubilo. Pero di ngani ak komportable, naiwas ako dayon." (In socializing, I am looking for a person I can be comfortable with, but if I am not comfortable, I just avoid them.) - Participant 7, Lines 1328-1329

"An akon nala nagin adjustment an akon personal relationships towards ha akon mga classmates, paano hira ig-handle, siyempre may times liwat kasi na adto ngani na parang ginkuan nira ako as class president, may part liwat ha akon na bagan challenging hiya kay almost 50 kami so paano ko iton hira ighandle? Asya an akon nagin kuan [adjustment difficulty]." (My only adjustment is towards my personal relationships with my classmates, how

will I handle them, because I was elected as class president, there is a part of me who finds it challenging because we are almost 50, so how will I handle them? That is my adjustment difficulty.) – Participant 9, Lines 1619-1622

Subtheme 2 – Social Conflict and Compatibility Issues. Studies show that interpersonal conflict closely relates to anxiety, stress, self-esteem, and mental health factors; the appropriate conflict can mitigate pressure from all sides. Conflict has a negative effect, such as worsening the healthy development of students' interpersonal, hindering student life quality. If frequent and intense conflicts are not handled properly, relations between the students will continue to deteriorate. Experientially, it appears attacks unprovoked, verbal abuse, this deterioration continues for some time, groups of students will have a serious separation. The negative emotional state brings harm to the physical and mental health of students, also serious impact on the school and the community, family (Li & Shan, 2013).

In this study, participants revealed that conflicts started when they found out that their trusted friends backbite them. This was confirmed by the student-respondents with the following sample statements:

“Nagsaramok kami akon mga classmate nga nahibaro ako nga ginsisiniraan ngayon ako nira.” (We had a conflict with my classmates when I found out that they are backbiting me.) – Participant 2, Lines 278-279

“About la akon friends adto nga traydor, traydor. An akon ba unta nga it nahinabo ha amon dan una nga kami la unta an maaram. Tas di na dapat unta gumawas, tas iton nga time nga ginbulgar han amon mga friends asya iton nga tungod han dan

una ko pa na kauriton, bumulag ako han akon pinaka-original nga grupo, asya iton."(About my friends who are traitors. I expected that all the things that happened to us in the past remains within our circle. And it should not be shared with others, but during that time, my friends revealed it to others that is why I got mad and left the original group.) - Participant 3, Lines 616-619

Some also experience conflicts due to compatibility issues because they have different opinions or perspective about things. Below is a sample statement:

"Ha room tapos bagan kailangan magreview tas ito nga kailangan dire man dapat mag-aringasa, tapos kamag-aaringasa, tapos ito ba ma'am nga magyiyinakan non-sense na topics like waray man iton connection, bagan nakaka-annoy la Ma'am pagpinanmati tapos amu adto."(In our classroom when we need to review our lessons and all of us should concentrate so we should be silent and then some of my classmates were very noisy, they keep on talking non-sense, it is not even necessary, I just find it so annoying Ma'am.) - Participant 4, Lines 706-709

Subtheme 3 - Social Isolation. Reynolds and Constantine (2007)

define social isolation as pervasive feelings of loneliness, dissatisfaction, marginalization, and heightened levels of interpersonal distress.

Students who do not feel that he/she belongs in a group, he/she isolates him/herself. This was confirmed by the student-respondents with the following sample statements:

"Nagkamayda liwat ako sangkay Ma'am, usa. Uyab akon classmate nga usa, tapos pagkahuman han amon bridging, nagbulag liwat kami tapos nayakan ako, 'agi ano ba ini, kay waray naman liwat ako upod, mag-aano dawla ako?'. Amu adto Ma'am, pira ka-months anay liwat, permi la ako nag-uusa

Ma'am, tapos nakaon ako, usa la liwat ako permi nakaon Nalalain talaga ako ha amon section, usa-usa la talaga ako." (I had a friend who is a girlfriend of my classmate but when the bridging classes ended we separated ways again and then I said to myself, 'I do not have company anymore, what shall I do?' And that's it Ma'am, a few months passed, I am always alone Ma'am, even when I eat. I am really isolated from our section; I am always on my own.) - Participant 4, Lines 692-695, 697

"Bagan isolated kay ako dire kasi ako okay bagan naharayo ako ha amon iba na classmates tapos hiya bagan nakikitawa la gihapon hiya kaupod amon iba na classmates, so bagan feeling ko hira nakampi ha iya, tapos bagan waray man nakakapansin ha akon." (It feels like I am isolated because I am not okay, that is why I distanced myself from my classmates and she looks happy with them, so I feel like they root for her, and it seems like nobody cares for me.) - Participant 11, Lines 2045-2047

Some students also feel isolated in their homes. They feel like they are a stranger inside the premise of their homes, that they think their family do not care, comfort and support them when they need them. The following is a statement of a participant in the study:

"An thought na dire hira makakabulig ha akon pag-eskwela, kay akon kasi nafi-feel liwat, tubtob la hira hatag han imo kailangan pero waray [moral] support, waray tikang ha ira nga [moral] support, kumbaga, naprovide la hira kun ano imo kinahanglanon. Asya iton akon nafi-feel nga nag-uusahan la ako nga nakakaintindi nak kalugaringon, as a responsible person ha tanan na nahinanabo dinhe ha kalibu... ha tanan na dapat ko himuon didi ha kalibutan, as a responsible person, ako la nakakaintindi ha akon kalugaringon, ako la an nagcocomfort ha akon kalugaringon, ginkakaistorya ko la an akon kalugaringon." (The thought that they are not helping me with my studies, I feel like they are only providing for my needs but there is no [moral] support. That is why I feel like I am the only one who understands myself, as a person with a lot of responsibilities in this world, I am the only one who comforts myself, I just talk to myself.) - Participant 16, Lines 3038-3044

THEME 5 - PSYCHOLOGICAL DISTRESS. Many studies point out high levels of psychological distress in university students, specifically depression, anxiety, suicide risk and self-esteem issues. The sharpest increase in psychological distress occurs during the initial transition to college and remains elevated throughout the second semester (Conley, Shapiro, Huguenel & Kirsch, 2018).

Subtheme 1 - Symptoms of Anxiety. The most frequent responses shown by the respondents were anxiety and fear. Anxiety may be due to the student's constant anticipation of uncertain events such as what questions will the exams contain, will he/she pass the class, and will his/her group mates be responsible enough and the like. Fear is shown as a frequent response most likely due to the thinking that courses in the university are highly difficult and thus, easy to fail. Anxiety and doubts can be powerful sources of stress which can further aggravate one's state (Santrock, 2003 as seen in Dy, Espiritu-Santo, Ferido, Sanchez, 2013). This was confirmed by the student-respondents with the following sample statements:

"Nagkakamayda ako pressure kay pag ginpapakianhan ako han akon mga teachers maaram gad ako han akon ig-aanswer, pag ginpapakianhan ako han akon teacher bagan nasulod ba an tense ha akon dughan, nga hala ka, magsala ngani ako hini kausa-usa, mga guti la na sala bangin ak makuan, tamayan han akon classmates, kay siyempre mga baltukon gihapon akon mga classmates, so nagkakamayda ako hin kuan.. hin fear ba nga bangin ak ma-judge the way nga.. or iton nga bangin pakianhan ako han akon mga teacher tapos tigda la ako.. ano ini.. mamental blocked sugad hiton. Tapos, ansya na.. ansya na iton." (I feel pressured when I am asked by my teachers, I know the answer but I feel so tensed that I think

when I blurt the wrong answer, maybe my classmates will tease me, because most of them are smart, so I have this.. fear that maybe they will judge me or maybe my teacher will ask me in class and then I am afraid that I will suddenly be mental blocked. That is, it.) - Participant 3, Lines 399-405

"Stressful an college life. Nabobothered ako what if dire ako mapasar sugad hito kay high expectations gud nursing sugad, sugad hito tapos ansya na ito na bobothered ako Danay anxious I don't know ma'am, parang kasi...okay ha akon like pag-answer, okay ha akon an written pero pag recitation na pag.. pag nag yayakan ha front... parang di ko na naexpress akon thoughts fully kay na ano ako parang nag stage fright ganun... kay everyone is looking at me parang na bobothered ako ha ira." (College life is stressful. I am bothered and thinks that what if I won't pass because there are high expectations with nursing students, I am bothered, sometimes I am anxious, I don't know Ma' am, I feel like it is okay with me to answer when it will be written but during recitations, when talking in front... I can't express my thoughts fully because I have a stage fright... because everyone is looking at me, I feel like I am bothered by them.) Participant 13, Lines 2309, 2359-2360, 2412-2414, 2418).

"Pag naawod naman ako, bagat nalupad akon mind, nagpapractice po kasi ako tapos pag aadto na ako ha front nayngangalimot na ako tak mga yayaknon.. parang namemental blocked... nacoconscious po kasi ako kay feeling ko majajudge ak nira,"(When I am shy, my mind is like flying, I practice a lot but when I am already in front, I forgot everything I have to say... It seems like I am experiencing mental blocks... I am so conscious because I feel like I will be judged by them.) - Participant 7, Lines 1411-1412, 1414, 1416

Subtheme 2 – Symptoms of Depression. College students experience more stress and are more depressed than in the past, according to a national study of more than 200,000 freshmen at more than 400 colleges and universities (Pryor, et.al., 2009). And a national survey conducted by the American College Health Association (2008) of more than 90,000 students on 177 campuses revealed that feeling things are hopeless, feeling overwhelmed with all they have to do, feeling

mentally exhausted, feeling sad, and feeling depressed are not uncommon in college students (Santrock, 2010). This was confirmed by the student-respondents with the following sample statements:

“Akon self-esteem bagat nag-guguti, nawawarayaan ako gana, mas gusto ko magkikinaon la ako, nadire ako pag-uuli danay ha balay, pagkakatapos didi school gusto ko anay maglakat lakat, magkukuan la bisan la diin, nawawarayan ako gana pag eskwela” (It seems like my self-esteem is getting low, I am losing interest, I just wanted to eat all the time, I don’t want to go home, after classes I like to roam around anywhere, I am losing interest with my schooling.) - Participant 10, Lines 1936-1938

“Pansin ko liwat bagan permanente nala ako nawawarayan gana ha bisan ano, tas guti guti mangangatangis tas bagan karuyag mo permi ka nala mag-usahan. Basta ada la ako permi ha balay, tas dire ako nakikiistorya ha akon mga classmates.” (I noticed that I am losing interest and I easily cry over petty things and I want to be alone most of the time. I always stay at home and I do not talk with my classmates.) - Participant 11, Lines 2056-2059

“Bagan nagkacramming na, bagan nag-ooverthink nala ako han mga iba iba na ginhihimo, bisan nala ano... in general, nakakafeel ako na sad ngan natitigda nala na natangis bagan nadire an world akon nga kun kay ano ako nakakaexperience hin sugad hiton. Bagan nadire, basta ambot. Bagan pinagkait ha akon an kasiyahan na bagan an iba mayda.” (I am cramming most of the time, overthinking about anything... in general, I feel sad and I find myself so vulnerable and I easily cry and thinks that the world is against me that is why I am experiencing this. It seems like I am deprived with all the happiness that others are experiencing.) - Participant 8, Lines 1502-1503, 1514-1516).

Subtheme 3 – Suicide Risk. A study entitled, “Prevalence of Suicide Ideation and Suicide Attempts among the Filipino Youth and Its Relationship with the Family Unit”, revealed that approximately one in every ten Filipino emerging

adults have considered ending their life through suicide before, though only around one in every twenty pushes through with an actual attempt (Quintos, 2017). Suicide thoughts most often happens when a person feels they have run out of solutions to the challenges that seem unavoidable, excruciatingly painful, and never-ending (Sison, 2017). In this study, this was confirmed by the student-respondents with the following sample statements:

"May mga suicidal thoughts po talaga ako danay... Nasulod po ini na thoughts kapag durududrunan an problems.. ha school problems, ha balay ngada ako natittrigger kay.. pero parang I don't want parang... di ko man liwat kaya himuon, waray man ako mag-attempt." (I sometimes have suicidal thoughts... These thoughts creep in when I am overwhelmed with problems... school problems, this is also triggered by problems at home, but I don't want... I can't do it, so far I never attempted.) - Participant 13, Lines 2423, 2425-2427

"Iton nga [nakakaghunahuna na] magbibitay nala ak ngada maghihimo nala ak higit para malaksi... mayda hadto time nga may mga thoughts nga about suicide, labi na nga naabat ak hin mga kabagsakan para madali nala." ([I am thinking of] I will hang myself in there I will make a rope so it would be quick... there are times that I have suicidal thoughts, especially during those times that I feel like I am already failing so that it will all end.) - Participant 15, Lines 2684, 2628-2629

"Nakagtry na ak hadto pag-suicide pero bagan siguro God's will liwat, dire niya karuyag na buhaton ko adto.... Kuan ma'am.. like po han pagkuan ma'am didi [na-aksyon nga gingigisi iya kamot] ...nagtitake po liwat ako hadto hin medicine na biskan ano, ito Ma'am nga bagat magkukuan ka nala, tigda ka nala bagan manghihina ngan tigda ka nala na bagat waray madadamdaman, ano pa ini.. halu-halo kasi adto ma'am... may ada medicol, bisan ano adto akon gintitake, gindududrunan ko usa kainom. Danay po nakakawalo po ako kabug-os pag usa la ka-take" (I have attempted suicide before but I think it is God's will and He doesn't like me to do it... Ma'am... like here [acting like slashing her wrist] ... I also overdosed myself with different kinds of medicines, and suddenly I

will just feel weak and numb... it was assorted... there is medical, or any medicine, I take all of them in one shot. Sometimes, in 1 shot I take 8 medicines.) - Participant 2, Lines 255-257, 260, 264-266, 268-270).

“Actually nagcommit ako hin suicide, before ako hin nagcommit han pagbigti, nagcommit gihapon ako nga pagkuan han akon didi [natudlok ha iya wrist], pero dire gud literal na ginsugad ko, ginsugad sugad ko la hiton, iton nga parang nagpapractice la ako, iton nga ginbagis bagisan ko la hin gillette, tas nagdinugo na hiya.” (Actually, I have committed suicide in the past, before I tried to hang myself, I also tried here [pointing to his wrist], but not literally that I slashed it, I just practiced it, as if I am making lines with a gillette, and it bled.) - Participant 16, Lines 3078-3081

Subtheme 4 - Low Self-Esteem. Self-esteem is a personal view of a particular person about herself/himself and the appreciation of his/her worth. Some experts argued that this trait may be influenced by some external factors such as family, peers, environment, and the school. Similarly, self-esteem is believed to have a relationship with the socioeconomic status, health and health related behavior and self-efficacy (Olea & Hernandez, 2012). It was also found out that it affects adjustment to college (Hernandez, 2017).

Most of the student-respondents feel low of themselves because of physical or body issues. This is similar to the responses of the participants revealed in this present study with the following statement:

“Sugad hiton ha mga klase, siguro kay an time na dumako ako han Grade 10 ako Grade 11, tas naapektuhan an akon self-confidence, bisan ha mga Christmas Party, or Party-party dire ako maattend, naawod ako han mga sugad hiton kay dire kasi ako sanay nga may nakita akon nga nag-aayos, tapos bagan nadire liwat ako na gindudunggot ako, nadire ako na maging

center of attention, kay sobra nak kaawod kay feeling ko gincocompliment ako nga bagat feeling ko an compliment kay bagan dire genuine, bisan ngani adto nga iton na girl nga nakaruyagan ko nga, an akon mga sangkay kasi sige siring nga pagpakiana ikaw kun ano an situation ha iyo, kay hin dire pwede nga makada la hiya imo pag dire hira okay iya uyab, ako nadire ak pagpakiana kay feeling ko dire ko deserve magpakiana kay waray ako right tas bagan di liwat ako natuod na ungod adto na iya yakan nga karuyag liwat ako niya kay feeling ko dire ako, ano man iya makakaruyagan akon? Mostly ha physical self damu akon mga reservations tas mga doubts because of my weight. (In our class, maybe it was during I gained a lot of weight when I was in Grade 10 and Grade 11, my self-confidence was affected, I do not go to our Christmas Party or any parties, I am not confident to attend, I am not used to letting others see that I dressed up for a party, because I feel so ashamed of myself that I even feel when people are giving compliments, I always feel like it is not genuine, even the girl that I liked, my friends keep on telling me that I should ask her what is our status, because they said she shouldn't come to me during times when they are not in good terms with her partner, I don't want to ask her because I felt like I don't deserve to ask and that I don't have the right, and I can't believe it was true when she said that she also liked me because what will she like in me? Mostly, with my physical self, I have a lot of reservations and doubts because of my weight.) - Participant 11, Lines 2111-2120, 2122

Some also are not just bothered with physical issues but also with socio-economic status. They also have this preconceived idea that their peers will not like them because of these factors. The following is a sample statement:

"Siguro Ma'am naintimidate ako kay siguro han physical appearance ngan status liwat han kinabuhi Ma'am, makaarawod man liwat asya nafu-frustrate ako nak kalugaringon, tapos amo iton nadidisappoint ako nak kalugaringon, nga sugad hiton, nga kay ano kaluluya mo? ...bagan naiisip ko la iton nga pag makipagfriends ako nga for example iton hira mga sangkay tapos bagan naano ba ako nga hala bangin kikitaon ba nira an akon physical appearance, like that?" (Maybe I feel intimidated because of my physical appearance and also my status Ma'am, I

feel ashamed that is why I am frustrated with myself, I am disappointed with myself, why are you so weak?... I was thinking if I make friends maybe they will look at my physical appearance.) - Participant 4, Lines 776-778 and 783-784

Family conditions such as parent-child conflicts may also affect self-esteem. The following is a sample statement:

“Masakit liwat ha feelings na бага gin pranka ka talaga бага useless ka na anak, бага ginyayaknan ka na waray ka kwenta waray ka gamit na anak. Nagsinugad ka, ano gamit hit edukasyon han pag iniskwela mo deri mo gin gagamit tim ulo pirmi kala nakikibarkada.” (It hurts when you were told frankly that you are a useless son, you were told that you were hopeless. You did that, and they question you, what is the use of education you never used your head you always spend time with your peers.) - Participant 17, Lines 3526-3529).

Integration of Quantitative and Qualitative Results. This section is focused on using the qualitative results to explain quantitative findings. More specifically, the purpose of this section is to connect quantitative and qualitative outcomes with the goal of gaining a more profound understanding of matters under investigation (i.e., adjustment difficulties and cognitive distortions). A major finding that was revealed by the quantitative results is that “There was a significant relationship between adjustment difficulties and cognitive distortions in almost all scales except for one, SA (substance abuse). This shows that cognitive distortions has a significant relationship with AN (anxiety), the DP (depression), SI (suicidal ideation), SE (self-esteem), IP (interpersonal problems), FP (family problems), AP (academic problems), CP (career problems).”

This was also reinforced by the qualitative findings of the current study, where the respondents disclosed their experiences of psychological distress (Theme 5) such as their tendency to be anxious and to have low self-esteem, be in a depressive state, and think about suicide (Theme 5 subthemes). As was revealed, the respondents identified emotions such as anxiety and fear over academic standards and requirements, mental blocks due to the constant anticipation of uncertain and negative events, such as failing to expect the interrogations that will be questioned during recitations or failing to answer the questions altogether. Apprehension over being negatively judged or evaluated by their peers based on their answers or possible mistakes were likewise apparent. This is noteworthy as this seems indicative of the automaticity of negative thought patterns among the respondents, which therefore suggests of the presence of irrational beliefs or a tendency make errors or biases in judgment. Based on cognitive theory, these thoughts may be qualified as mind reading or can be a form of self-downing, an irrational belief that presumes or anticipates what others may be thinking or about to say, without enough evidence, and is usually based on one's own assumptions, fear, or confusion (Beck as cited in Pomerantz, 2011; Harris, n.d.). The results likewise support Beck's theory on the cognitive triad, which are three forms of negative thinking, usually helpless or critical, that are typical of individuals with depression. It involves negative thoughts about the self, the world and the future. These thoughts tended to be automatic and occur spontaneously among individuals with depression. Further, as a consequent of these negative thought

patterns that revolve around the fear of being harshly judged, the students in turn, feel shy or uncomfortable to express their ideas and affects their academic performance. This cycle to negative thought processes, emotions, and consequent behavior supports Beck's Cognitive Behavior Therapy Model which describes how one's thoughts determine consequent emotions and behavior. Specifically, negative and unrealistic thoughts may lead to distress, which in turn, skews their interpretations of events and negatively impacts their actions (McLeod, 2019).

Respondents likewise reported being in depressive states especially when circumstances are perceived as particularly difficult or challenging. Below is a sample statement of Participant 8:

"Bagan nagkacramming na, bagan nag-ooverthink nala ako han mga iba iba na ginhihimo, bisan nala ano... in general, nakakafeel ako na sad ngan natitigda nala na natangis bagan nadire an world akon nga kun kay ano ako nakakaexperience hin sugad hiton. Bagan nadire, basta ambot. Bagan pinagkait ha akon an kasiyahan na bagan an iba mayda." (I am cramming most of the time, overthinking about anything... in general, I feel sad and I find myself so vulnerable and I easily cry and thinks that the world is against me that is why I am experiencing this. It seems like I am deprived with all the happiness that others are experiencing.) - Participant 8, Lines 1502-1503, 1514-1516).

This exemplar is once again indicative of the cognitive distortion known as catastrophizing or mental filtering or ignoring positive events while focusing excessively on negative events and can also be considered as self-downing (Pomerantz, 2011). The effects of negative self-talk can mess up body reactions, such as when cortisol is combined with hormones like adrenaline, one's body goes into

trauma mode. When hormones circulate in this way, it creates a feedback loop that affects one's mood, weight control, motivation, and heart health. Also, negative self-talk can create a myriad of symptoms that include anxiety, depression, perfectionism, low self-esteem, and chronic fatigue (Eckelbarger, 2020).

Studies have consistently reported high suicide risk among college students, and some have attributed suicide ideation and attempts to socio-environmental problems (Mossakowski, 2014). The present investigation saw a female respondent who revealed her suicidal thoughts creeping in at times when she is bombarded by seemingly unsurmountable schoolwork and family problems. While a male respondent admitted that he attempted suicide by slashing his wrist and hanging. He attributed this behavior to familial problems as well. The common cognitive distortions between the two respondents is the idea that they claim that they already know what their family would say or do if they do a certain thing or that, thoughts like "they will not accept me anymore", "they will not understand my situation". These would be considered unhealthy thoughts since they were already expecting for the worst even though they do not know_what will actually happen if they reach out or talk to their family. This negative thought hinders them to make a rational move. A related study reveals that those who recently attempted suicide is more probable to engage in mental misrepresentations than those who have not lately attempted it. It was also found that fortune telling, mind reading, or a form of self-downing is the only irrational

belief exceptionally associated with suicide attempt (Hyman, Cunningham, Wenzel, Mattei, Brown, Beck, 2014). Fortune telling is an irrational belief of an individual which predicts a negative outcome without realistically considering the actual odds of that outcome (Cognitive Behavioral Therapy Los Angeles, 2015). This implies that most who attempted suicide foresee negative situations even before it happens, thus, thinks that ending their life prior to that negative predicted outcome is better than facing it. The thought or act of suicide most often occur when a person deems, they have been running out of solutions to problems that seem inescapable, unbearably painful, and never-ending (Sison, 2017).

Echoing previous studies, the present investigation equally reveals the issue of low Self-Esteem as a pressing problem among college students. Both male and female respondents reported that their self-worth was affected by their preoccupation on thoughts or concerns over their physical appearance and socio-economic status, specifically, that their peers will reject them because of their looks and for being unable to afford to go out with friends. The results once again support both Social Stress Theory, which asserts that mental health problems such as low self-esteem are caused by exposure to social stress based to social statuses (Mossakowski, 2014), and the cognitive theory wherein engaging in self-downing or mind reading, in this case, the presumptive, unwarranted, and critical thoughts of peer rejection because of their perceived negative social status bring feelings of low self-esteem (Pomerantz, 2011). Harnessing a positive self-esteem is crucial at

a time when individuals are expected to become more independent and take-on more adult responsibilities. It reflects the person's intrinsic belief, overall opinion and value in the self. It involves self-respect and acceptance and embraces one's strengths and failures. Likewise, it is an important predictor of academic success and can protect the individual against adversities (Maheswari & Maheswari, 2016). The positive relationship between cognitive distortions and low self-esteem found in this study is a cause for concern because patterns as this, when not addressed and neglected for a prolonged period of time, may worsen and can be a diagnosable mental health issue.

The relationship between cognitive distortion and social adjustment difficulties was also reinforced by the qualitative findings of the current study. As found, students experience Social Adjustment Difficulties (Theme 4), specifically, the perceived lack in social support, in school and at home, lead to feelings of and preference for isolation (Theme 4, Subtheme 3). In an interview with a male respondent, the experience of having to do household chores while working part-time to help the finances of the family is strenuous and negatively affects his studies. As a result of the bulk of responsibilities at home, he frequently missed classes and had been labeled as absentee by his classmates. As a result, the feeling of isolation brought about the lack of family support evolved towards vigilance and a preference for isolation because he thinks he could not trust anyone, and can easily get into arguments upon hearing negative statements against him. This is

seemingly, a manifestation of the cognitive distortion known as overgeneralization, or applying lessons learned from undesirable experiences more generally than is acceptable and describing it as highly colored and emotionally loaded, this is another form of self-downing and other downing (Pomerantz, 2011).

The relationship between cognitive distortion and academic adjustment difficulties were also supported by the qualitative findings of the current study. Cognitive distortions significantly predicted the students' academic performance, to as high as 64 percent. Thus, the negative beliefs that the students have about themselves positively correlated with poor academic performance. This implies that the students' negative self-perceptions, which are likely associated with having low self-esteem, negatively impacts their scholastic success. It seems that those beliefs are putting them at high risk of academic failures such as having low or failing grades and career problems, such as career indecision (Usen, Eneh & Udom, 2016). Students from CONHS, COENG and COED during the interview attributes the perceived academic difficulties they experience to the stress and pressure of meeting the high expectations and standards of their respective colleges (retention policies) and/or teachers. Also, living with parents while enrolled in academically demanding programs meant frequent arguments and misunderstandings, which takes a toll on their relationship. These arguments are typically rooted on the level of expectations their parents have on them, financial

difficulties and time management problems. Parents usually complain that their child goes home late due to numerous schoolwork or activities and does not help with household chores.

These findings are not surprising especially considering the Philippine context where parental demand and pressure for the child's academic success is deeply engrained in the culture and value system of Filipinos. Echoing Lee, Sta. Maria, Estanislao, and Rodriguez (2013), Filipinos place a high premium on formal education because a university degree is widely considered as a ticket against poverty. In turn, students feel pressured to excel or complete a degree, lest bring dishonor to their family and endanger employment prospects.

Furthermore, the students in this study often experience financial stress due to insufficient resources and support from their parents or guardians, and are equally burdened by school contributions or projects. This once again is expected especially considering that they come from low-income households averaging less than 5,000 pesos, whose parents have only completed elementary education, mothers mostly housewives and fathers either skilled agricultural, forestry and fishery workers.

Finally, the relationship between cognitive distortion and career choice difficulties was also reinforced by the qualitative findings of the current study. Specifically, the students revealed that they are often overwhelmed by Career Choice Difficulties (Theme 3), and career indecision (Theme 3, Subtheme 1).

Respondents whose parents did not graduate from college revealed that they are yet unsure of their chosen programs and are still pondering on the possibility of shifting to another course for fear of what could happen in the future should they continue on with the course. Aside from the apparent anxiety and distress over future events that may or may not happen, the narrative the students gave is indicative of the cognitive distortion known as the need for comfort and as well as catastrophizing or expecting the worst in the future, when realistically, it is unlikely to occur (Pomerantz, 2011). This apparent indecision and apprehension for the future found among the respondents of this study not only signify parental demands and cultural and socio-economic expectations, but also signals the developmental demands among emerging adults. That is, the pressure to make decisions independently, and take responsibility for their actions and choices (Santrock & Halonen, 2010). This developmental task can be daunting for any individual fresh out of high school, still trying to learn the ropes inside the university, but is met by an onslaught of demands and expectations to perform and excel and to act responsibly and adult-like, while maintaining a harmonious social life. Further, this also shows the importance of career planning and counseling in high school and the need for role models or information resource that can guide the students towards viable career options.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of the major findings of the study, conclusions, and recommendations drawn in relation to the results of the data analysis undertaken.

Summary of Findings

The following were the significant findings of the study:

1. Majority of the student-respondents are females (58.23%) with a mean age of 19. A large portion of the sample took up Technical-Vocational-Livelihood (TVL) track during SHS (25.00%) and TVL/TLE related college programs (25.00%). Many are still living with their parents (53.96%), their mothers only reached either elementary level (17.07%), HS graduate (17.07%), or College graduate (17.07%) and are stay-at-home moms (67.99%), while their fathers reached elementary level (27.74%) and are agricultural, forestry and fishery workers (34.76%). Average family size is 6 members with less than 5,000 pesos monthly income.
2. Out of 328 participants, proportion of freshmen student-respondents who reported significant adjustment difficulties in the following areas are as follows: anxiety (2.74%) , depression (7.62%), suicidal ideation (14.33%), substance abuse (0.30%), self-esteem (3.66%), interpersonal problems

(5.18%), family problems (1.22%) academic problems (0.30%), and career problems (1.83%). Generally, in terms of adjustment difficulties, it was found out based on the mean t-scores that there were two (2) areas that needs further evaluation, the DP (depression) and SI (suicidal ideation) scales. Moreover, the remaining areas, such as AN (anxiety), SA (substance abuse), SE (self-esteem), IP (interpersonal problems), FP (family problems), AP (academic problems), CP (career problems) are considered areas of normal functioning.

3. Out of 328 participants, it was found that students engage in cognitive distortions but in different levels, 49.09% reported low cognitive distortions, 37.20% moderate cognitive distortions and 13.72% engage in high cognitive distortions. Generally, based on the mean sum scores of SGABS, SSU freshmen students engage in low cognitive distortions.
4. There was a significant relationship between adjustment difficulties and total irrationality (cognitive distortions) in almost all scales except for one, SA (substance abuse). This shows that cognitive distortions has a significant relationship with AN (anxiety), the DP (depression), SI (suicidal ideation), SE (self-esteem), IP (interpersonal problems), FP (family problems), AP (academic problems), CP (career problems).
5. Through thematic qualitative analysis, it was found that the specific adjustment difficulties experienced by SSU students are the following: (1) Academic Adjustment Difficulties such as: academic transition, teacher

factors, and time management issues, (2) Financial Stress such as: insufficient financial resources and support, settling on debt for sustenance (3) Career Choice Difficulties such as: career indecision and social influence in career choice, (4) Social Adjustment Difficulties such as difficulty in establishing relationships, social conflict and compatibility issues and social isolation, and (5) Psychological Distress such as symptoms of anxiety, symptoms of depression, suicide risk and low self-esteem.

Conclusions

1. The present investigation found extensive evidence supporting both the social stress theory and cognitive theory. First the study highlighted the socio-economic conditions of SSU students that directly affect their academic performance, career decision making, esteem, interpersonal relationships, and feelings of personal distress. Family profile shows that majority of the students were from low-income families with 5,000 and below monthly income with a large portion having mothers who are housewives and fathers who are agricultural, forestry and fishery workers. It also emphasized the need for informational resource and role models who can guide their career decisions and can provide the necessary information to prepare and motivate them for the demands and expectations of tertiary education.

2. The Cognitive Behavioral Therapy Model, specifically the reciprocal relationship between cognitions, emotions, and behavior was well founded in the present investigation. Most notable in this study was how the individual's unfounded, erroneous, and biased personal beliefs (thoughts/cognitive distortions) such as thinking that they will be judged harshly by others, or that they will fail or make mistakes during recitations, or that their efforts are not enough, or be rejected by their peers for their socio-economic status, or the perceived lack in social support, triggered or activated psychological distress (emotions), specifically anxious and depressive states, low self-esteem, academic and career choice difficulties, and interpersonal relations and social adjustment (outcome/behavior).
3. The qualitative results show a cyclical pattern of negative thoughts, emotions, and behavior, which, inevitably lends support to Beck's Cognitive Model. This result however comes with a caveat, as the cognitive model is based on the cognitive theory of psychopathology. It describes how people's perceptions of, or spontaneous thoughts about, situations influence their emotional, behavioral (and often physiological) reactions. The model is widely applied in counseling and psychotherapeutic interventions especially in the treatment of clinically diagnosed depression and anxiety. Thus, the call to advocate for mental health and well-being in academic institutions is stronger than ever. As was emphasized across this investigation, the issue of mental health in colleges and universities is not

just a global concern as evidence continues to show the growing cases and reports of psychological distress, bordering on diagnosable mental health issues among students in the country.

4. The present study not only reinforces the global trend but also sheds light on the mental health situation of the students in Samar State University. The students are equally susceptible to erroneous and biased self-beliefs, and are struggling with adapting to the current academic standards of university. This is an important issue because based on the review of epidemiological research conducted by Kessler, Amminger, Aguilar-Gaxiola, Alonso, Lee, and Ustun (2007) roughly half of all lifetime mental disorders start by the mid-teens and three-fourths by the mid-20s, while less severe disorders that are hardly brought to clinical attention proceed to more severe conditions/disorders. Thus, if left unattended over time and with no intervention provided, the reciprocal and cyclical negative pattern of thoughts, feelings, and behavior observed among SSU students, may eventually become dysfunctional or even pathological.
5. The relationship between cognitive distortion and adjustment difficulties is also indicative of the student's reliance on their old or established ways of thinking and may struggle with consolidating and integrating the beliefs and demands of the environment. This may also signify less mature or illogical thought processes which in turn may indicate that the students have

yet to master alternative ways of thinking, disputation of irrational beliefs, or cognitive restructuring.

6. This study therefore concludes that socio-economic factors and cognitive distortions/irrational beliefs are key variables that play a significant role in the adjustment difficulties experienced by freshmen students as they transition and try to integrate into higher education learning. Implications to practice are thoroughly outlined in the recommendations below.

Recommendations

In the light of the findings and the conclusions of the study, it is recommended that:

1. Counseling centers in colleges and universities should provide early intervention through prevention programs for students' mental health and well-being so that it can improve their knowledge and skills to become more resilient in facing adjustment difficulties or mental health problems.
2. Educational managers need to develop and implement programs like psychosocial enhancement to address freshmen student's needs on adjusting to school environment and academic requirements, and in meeting social demands. These could be a good venue for students' adjustment to the school.
3. School administrator may create partnership with various institutions and agencies such as counseling and mental health, students learning center,

spiritual and religious organizations and other associations that could help address the issues on anxiety, depression and suicide, and wherein referral can be easily made.

4. Teachers must be partners of the guidance center or student services and should be trained in identifying early symptoms of psychological distress or problems that commonly lead students to commit suicide.
5. Intensify campaign awareness that will help students identify red flags and be able to know when to seek for a professional help.
6. Freshmen students in general should be aware of the pros and cons of his actions, involve himself in school activities and take part in any organizations to develop his skills, gain social support and direct himself towards attaining his goal in life.
7. The results of the present investigation may facilitate future intervention studies or mediation, or moderation studies geared towards investigating the role of cognitive distortions in the relationship of antecedent events and its consequences. Other variables such as coping strategies, social support, or humor may likewise be investigated as a potential moderating variable between cognitive distortions and adjustment difficulties.

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APPENDICES

Appendix A - Research Approvals

Appendix A - 1
Certificate of Ethics Approval



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
Office of the University President



We ensure the Right to Science

CERTIFICATE OF ETHICS APPROVAL

This is to certify that the Samar State University Institutional Research Ethics Review Committee (IRERC) has reviewed and approved a study entitled

Title : Cognitive Distortions and College Adjustment of First Year Students in Samar State University
Name of Researcher : Ma. Andrea C. Del Rosario
Reference No : IRERC EA-0003
Date of Application : June 24, 2019

It is hereby mandated that in the implementation of the aforementioned study, the subject researcher shall adhere to International ethical guidelines, national guidelines and all other pertinent requirements prescribed by the SSU-IRERC.

The Researcher can now commence to the data gathering process and the study shall be valid for two (2) years from the date of issuance hereof.

DATE OF ISSUANCE: October 29, 2019

VALID UNTIL: October 29, 2021

RHEAJANE A. ROSALES, D.M.
Director/IRERC

MARILYN D. CARPOSO, Ph.D.
University President

Telephone No. (055) 251 – 2139 | Fax: (055) 543 – 5394 | Website: www.ssu.edu.ph

Appendix A-2

Letter to Conduct



SAMAR STATE UNIVERSITY
Artoche Blvd., Calbelogan City, Philippines 6700
Office of the Dean, College of Graduate Studies

Handwritten initials: HSGM



November 11, 2019

MARILYN D. CARDOSO, Ph.D.
University President
The University

Attention: College Deans of Samar State University
University Registrar

Handwritten: NOV 21 2019

Madam

Greetings!

The undersigned is a Master of Arts in Education major in Guidance and Counseling (MAEd-GAC) student in this University who is currently conducting a research entitled "COGNITIVE DISTORTIONS AND COLLEGE ADJUSTMENT OF FIRST YEAR STUDENTS IN SAMAR STATE UNIVERSITY."

In connection to this, the undersigned would like to ask permission to get the number of officially enrolled freshmen students (By College) from the University Registrar Office and also to seek permission to conduct the College Adjustment Scale (CAS) and Shortened General Attitude and Behavioral Scales (SGABS) to the identified student-participants of the aforementioned research study.

Rest assured that the data that will be gathered will remain absolutely confidential and to be used for research purposes only.

Hoping for your positive response on this request.

Thank you so much!

Respectfully yours,

MA. ANDREA C. DEL ROSARIO, RPhm
MAEd Guidance & Counseling Student

Noted

JUNELLE R. GUERRA, RPay
Thesis Advisor

Recommending Approval:

ENGR. ESTEBAN A. MALINDOG, Ph.D.
Dean, College of Graduate Studies

Approved by:

MARILYN D. CARDOSO, Ph.D.
University President

Handwritten note: ensure compliance to data privacy law
ethical clearance should be complied

Appendix B
Informed Consent Forms

Appendix B-2

Informed Consent Form for the Qualitative Phase

INFORMED CONSENT FORM

(Audio Taping and Transcribing Interviews)

Study Title: COGNITIVE DISTORTIONS AND COLLEGE ADJUSTMENT OF FIRST YEAR STUDENTS IN SAMAR STATE UNIVERSITY

Researcher Name: MA. ANDREA C. DEL ROSARIO

College/ Department: College of Graduate Studies

Program: MAEd – Guidance and Counseling

This study involves the audio taping of your interview with the researcher. Neither your name nor any other identifying information will be associated with the audio file or the transcript. Only the researcher will be able to listen to the audio file.

The audio file will be transcribed by the researcher and erased once the transcriptions are checked for accuracy. Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this study. Neither your name nor any other identifying information (such as your voice) will be used in presentations or in written products resulting from the study.

Immediately following the interview, you will be given the opportunity to have the audio file erased if you wish to withdraw your consent to taping or participation in this study.

By signing this form, you are consenting to:

- ✓ **Having your interview taped;**
- ✓ **Having the tape transcribed;**
- ✓ **Use of the written transcript in presentation and written products.**

By signing this form, you are consenting to participate in the above procedures.

This consent for taping is effective until May 15, 2020. On or after that date, the audio file will be deleted.

Participant's Code: _____

Participant's Signature: _____

Date of Permit: _____

Appendix C
Quantitative Assessment Instruments

Appendix C-1

Sociodemographic Profile Questionnaire

SOCIO-DEMOGRAPHIC PROFILE QUESTIONNAIRE

1. Name : _____ 2. Sex: ☐ Male ☐ Female 3. Age : _____
4. Track/ Strand: _____ 5. College Program: _____
- Month Day Year
5. Permanent Address : _____
6. Present Address: _____
7. What is your living condition? *(Tick one)*
- ☐ Living with parents ☐ Living outside the campus (boarding houses, apartment, etc)
- ☐ Living with relatives ☐ Others, please specify _____
- ☐ Living in-campus / dormitory
8. What is your current civil status? *(Tick one)*
- ☐ Single (never married and no children) ☐ Living with a partner
- ☐ Single (with a child or solo parent) ☐ Widowed
- ☐ Married

FAMILY PROFILE

9. What is your religion? *(pls specify)* _____
10. What is your parents' religion? *(pls specify)* _____
11. What is the highest degree or educational attainment of your mother? *(Tick one)*
- ☐ Did not attend school ☐ Vocational Course ☐ Some Doctorate Unit
- ☐ Elementary Level ☐ College Level ☐ Doctorate Degree
- ☐ Elementary Graduate ☐ College Graduate
- ☐ Highschool Level ☐ Some Master's Unit
- ☐ Highschool Graduate ☐ Master's Degree
12. What is your mother's occupation? *(please specify)* _____
13. What is the highest degree or educational attainment of your father? *(Tick one)*
- ☐ Did not attend school ☐ Vocational Course ☐ Some Doctorate Unit
- ☐ Elementary Level ☐ College Level ☐ Doctorate Degree
- ☐ Elementary Graduate ☐ College Graduate
- ☐ Highschool Level ☐ Some Master's Unit
- ☐ Highschool Graduate ☐ Master's Degree
14. What is your father's occupation? *(please specify)* _____
15. How many persons are currently living in your house? *(Write the number or figure on allotted space)*
- _____ Family Members _____ Relatives _____ Helpers
16. What is the estimated monthly income of your family? *(Tick one)*
- ☐ Less than P5,000.00
- ☐ P5,000.00 to P10,000.00
- ☐ P11,000.00 to P20,000.00
- ☐ P21,000.00 to P30,000.00
- ☐ P31,000.00 to P40,000.00
- ☐ P41,000.00 to P50,000.00
- ☐ More than P50,000.00

Appendix C-2

Shortened General Belief and Attitude Scale (SGABS) Questionnaire

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Shortened General Attitude and Belief Scale (SGABS)

Lindner, Kirkby, Warthelm, & Birch (1999)

(The GABS was developed through a series of investigations by Burgess, 1938; DiGiuseppe et al., 1988; & Bernard, 1990)

Name: _____

Date: _____

Here are a set of statements which describe what some people think and believe. Read each statement carefully and decide how much you agree or disagree with it.

If you **STRONGLY AGREE** with the statement circle number 5
 If you **AGREE** 4
 If you are **NEUTRAL** 3
 If you **DISAGREE** 2
 If you **STRONGLY DISAGREE** 1

There are no right or wrong answers. Only you can tell what you really believe so please mark the way you really think. Circle the number which shows your agreement or disagreement with each statement. Please try to answer each question.

Example:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
People should never break a promise	1	2	3	<u>4</u>	5

The person has shown that he/she agrees with the statement by circling number 4. If the person had strongly agreed with the statement he/she would have circled number 5.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It's unbearable to fail at important things, and I can't stand not succeeding at them.	1	2	3	4	5
2. I can't stand a lack of consideration from other people, and I can't bear the possibility of their unfairness.	1	2	3	4	5

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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. It's unbearable being uncomfortable, tense or nervous and I can't stand it when I am.	1	2	3	4	5
4. I have worth as a person even if I do not perform well at tasks that are important to me.	1	2	3	4	5
5. I can't stand being tense or nervous and I think tension is unbearable.	1	2	3	4	5
6. It's awful to be disliked by people who are important to me, and it is a catastrophe if they don't like me.	1	2	3	4	5
7. If important people dislike me, it is because I am an unlikable bad person.	1	2	3	4	5
8. When I am treated inconsiderately, I think it shows what kind of bad and hopeless people there are in the world.	1	2	3	4	5
9. If I am rejected by someone I like, I can accept myself and still recognize my worth as a human being.	1	2	3	4	5
10. If I do not perform well at tasks that are so important to me, it is because I am a worthless bad person.	1	2	3	4	5
11. It's awful to do poorly at some important things, and I think it is a catastrophe if I do poorly.	1	2	3	4	5
12. I think it is terribly bad when people treat me with disrespect.	1	2	3	4	5
13. When people I like reject me or dislike me, it is because I am a bad or worthless person.	1	2	3	4	5

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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. I cannot stand being treated unfairly, and I think unfairness is unbearable.	1	2	3	4	5
15. I believe that if a person treats me very unfairly they are bad and worthless.	1	2	3	4	5
16. I can't stand hassles in my life.	1	2	3	4	5
17. It's awful to have hassles in one's life and it is a catastrophe to be hassled.	1	2	3	4	5
18. I cannot tolerate not doing well at important tasks and it is unbearable to fail.	1	2	3	4	5
19. It is important that people treat me fairly most of the time, however I realize I do not have to be treated fairly just because I want to be.	1	2	3	4	5
20. If I do not perform well at things which are important, it will be a catastrophe.	1	2	3	4	5
21. It is unbearable to not have respect from people, and I can't stand their disrespect.	1	2	3	4	5
22. If important people dislike me, it goes to show what a worthless person I am.	1	2	3	4	5
23. I must be liked and accepted by people I want to like me, and I will not accept their not liking me.	1	2	3	4	5
24. I want to be liked and accepted by people whom I like, but I realize they don't have to like me just because I want them to.	1	2	3	4	5

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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. When people who I want to like me, disapprove of me or reject me, I can't bear their disliking me.	1	2	3	4	5
26. If people treat me without respect, it goes to show how bad they really are.	1	2	3	4	5

PLEASE CHECK THAT ALL QUESTIONS HAVE
BEEN ANSWERED. THANK YOU.

Appendix C-3
College Adjustment Scale (CAS)
(Standardized Test with Copyright)

APPENDIX D
Interview Protocol

Appendix D -1

Interview Protocol

PRELIMINARIES

- **Self-introduction**
- **Orientation**
- **Informed Consent for In-depth Interview**

Research Question: What are the adjustment difficulties experienced by first year college students?

INTERVIEW PROPER

1. How is college life?
2. How is your adjustment experience in relation to:
 - a. Academics
 - b. Family
 - c. Social
3. What makes it difficult for you to adjust?
4. How did you feel in the midst of difficulty? What were your thoughts during that time?
5. What have you noticed in your behavior?
6. How does it affect you as a student?
7. How did you manage your situation?

EXIT QUESTION:

Are there other difficulties that you experience in college, that we haven't talked about?

Appendix D-2
Sample of In-depth Interview Transcript

RESPONDENT 1 (001, F)**DURATION: 10 MINUTES, 27 SECONDS**

RESEARCHER: So, the first question is.. ano la, you will just share kun how is your college life? Kumusta an iyo... diba first sem niyo yana? So, kumusta so far?

R1: Ahh.. Nag-aadjust la gihapon, I have to meet the kuan standard grade ha amon college kay bagat di ko pa hiya nari-reach kay mayda talaga ako bagsak yana so kailangan ko magkuan pa hin... magstrive hard.

RESEARCHER: Okay, so.. it's more on.. academics an imo struggle or difficulty in adjustment?

R1: Umm yeah, more on academics po.

RESEARCHER: Uhum.. okay. So...How is your adjustment experience.. sige ha academics siring mo pa, kumusta man? How do you adjust? Ano an mga steps na imo ginhimo, sugad hito.

R1: Uhum.. Nagbibiling talaga ako hin studying strategies na maapply ha akon para may aram talaga ako han mga lessons. Uhhmm.. yana, as of today, as of now, dire ko pa nabibilngan an strategy, kuan bagat aput aputan na kat finals na namon tas dire pa ako maaram kun ano it na fit na strategy ha akon para sumulod tanan na information ha akon utak.

RESEARCHER: So, kumusta man para ha imo, how is your adjustment? Is it good or medyo nagstruggle pa?

R1: Baga't... Nagstruggle pa ako.

RESEARCHER: Uhuh, so based liwat han imo istorya kanina hanu? Nga di mo pa mabilngan an specific strategies nga imo pwede ig-apply. Okay, so how is your adjustment man ha family? Taga dinhe ka la ba Catbalogan?

R1: Ahh.. opo.

RESEARCHER: Ahh okay, so you are living with parents? So kumusta man an family niyo?

R1: Ahh.. Okay naman amon family. Ansya la, nawawarayan ako masyado time ha balay kay more on didi na talaga ako ha school from kuan morning to evening talaga an amon klase tas kuan barely nala ako nakakabulig kan Mama ha mga gawaing-bahay tapos pag-uuli ko, kaon tas pag magstudy tapos makaturog dayon kay guol-guolan naman.

RESEARCHER: So, different ba an imo experience yana nga college kaysa han high school?

R1: Oo, super different kay hadto han high school more time ako ha akon family kaysa ha akon studies kay bisan magkuan bagat magslack-off ako, pasado la gihapon ako ha highschool, unlike here nga college nga magkuan ka la, mag-absent ka la mkausa bagat kuan kadadamu nat imo namiss.

RESEARCHER: Uhum.. Okay, so how is your adjustment naman with social... parang how do you uhhmm yun na ha pagsocialize mo yana na college, kumusta an adjustment period?

R1: Uhhmm.. Okay naman hiya. Bagat nakabiling ako hin friends tapos kuan hin bagat nagiging kuan ako, bagat damo pa it akon nakikilala yana , syempre kay mas damu an students didi ha college kaysa han high school.

RESEARCHER: So, how.. kumusta? How do you find it? It imo pakigsocialize yana, mayda ka gihapon like mga close friends?

R1: Ahh.. kuan hin bagat yana, narerealize ko na kuan... it friends dire man permi, always aada ha imo kay siyempre mayda liwat kami mga priorities like our studies, so pag may time la talaga dida kami naghahangout so bagat dapat maaram kami hin kuan mag-adjust han amon time kun san-o an kuan, kun san-o an okay maghang-out kami tas kun san-o an dire kay am priority yana is studies.

RESEARCHER: Okay, sige... so, pero, in your college life, mayda ka talaga mga difficulties na na-eexperience?

R1: Oo.

RESEARCHER: An ini nga sem kay tikatapos na. Mayda?

R1: Opo.

RESEARCHER: So, what do you think makes it difficult for you?

R1: Ahhh.. Siguro an uhhh.. it hitaas nga expectations ha amon, nga dapat ha amon college, studios talaga kami, dapat cover to cover mahiadman dayon namon and para ha akon dire talaga iton nakuan kay bagat kumbaga ako, mayda ako short-term memory, so nangangalimtan ko dayon. Pagka pagmomove ko ha usa nga lesson nangangalimtan ko dayon an past lesson so бага't nagstruggle talaga ako dida ha amon college.

RESEARCHER: So, that is ha academics... Amu iton an nakakapadifficult para ha imo?

R1: Oo, oo..

RESEARCHER: Ha family, so far... may mga difficulties kita nga naeexperience?

R1: Ahhh, waray naman. Supportive man hira, asya la iton na bagat nasa-sad la ako kay nawawarayan ako time for them.

RESEARCHER: Ahhh... okay, so time la an issue ha family?

R1: Oo.

RESEARCHER: Ahhh... how about ha pag-socialize? Mayda ba part didto nga medyo nagkaada ka difficulty?

R1: Ha pag-socialize, uhhhmmm... oo, nagkamayda ako slight difficulty kay siyempre dire man kami paprehas interests, hin kuan attitudes so bagat permi kami... permi ako nag-aadjust pag nakikipagsocialize ako ha iba nga kuan or ha usa na group of people. So asya la adto.

RESEARCHER: Okay, so during difficulties, parehas kanina kay an pinakamajor mo nga difficulty na ginmemention mo ha akon is parte ha academics, so how do you feel in the midst of parang difficulty ha imo academics? Ano an imo feeling?

R1: Uhmmm.. Helpless talaga.

RESEARCHER: Helpless?

R1: Oo.. And bagat dire talaga ako maaram kun ano tak uunahon or ano tak hihimuon pag nakakaface ako hin difficulties ha kuan ha academics, asya iton it result hiton bagat waray ako natitikangan. Asya iton kay bagat dire talaga ako maaram kun ano tak hihimuon ngan uunahon.

RESEARCHER: So ito nga nakakafeel ka nga helpless ka, anon mga thoughts mo or anon naiisip mo hiton nga mga times of difficulty?

R1: Magshift hin course?

RESEARCHER: Magshift hin course? So.. shifting ha usa ka-course is your option talaga?

R1: Oo.

RESEARCHER: Like, yana nga maupot na sem?

R1: Uhhmm... kuan... an actually dire man talaga ... ini nga akon course yana dire ini hiya hin first choice ko, began asya la ini an ginyakan akon parents kay dire man hira suportado han akon 1st choice.

RESEARCHER: Uhuh, pwede ako mahibaro han imo first choice?

R1: Criminology.

RESEARCHER: Ahh okay.

R1: Tapos hin kuan.. pagshift ko naman hin course, nadire liwat hira kay nayakan hira, gabay ka nala mag 5 years ha imo kuan ha imo course kaysa magshinift hin kuan ha iba na kuan course.

RESEARCHER: So amu iton.. in the midst of difficulty ha academics, amu iton an imo naisipan na magshishift ka? Mayda pa ba iba nga thoughts?

R1: Asya la.

RESEARCHER: So, ito nga imo difficulty ano man an imo nanonotice ha imo behavior?

R1: Ahhh... Akon nanonotice? (thinks)

RESEARCHER: Nga medyo kakaiba hiya kaysa han una...parang unusual na change, mayda ba? Like, igcocompare mo an imo academics han high school and college? Ano an mga nanonotice mo ha behavior mo as a student?

R1: Bagat... Ahh... mas na-rely ako ha akon mga friends, pag kuan, napabulig ako, unlike hadto nga han high school ako, nag-uusahan ako, kuan kun may problema ako, akon la talaga iton, dire ako napabulig, dire ako nag-shishare pero yana bagat mas nagigin open ako para mag-gaan akon loob kumbaga, telling them my problems, bagat mas nali-lift an akon spirit, bagat kuan parang naiibanan an akon mga problems ngan an akon mga iisipun.

RESEARCHER: Sige, so in the midst of difficulty, nasiring ka, you feel helpless, tapos imo thoughts sometimes you want to shift? Tapos an imo actions is you reach out to your friends. Okay.. so.. anything else? Amu na adto?

R1: Awww, waray na.

RESEARCHER: Sige, so iton naman nga imo difficulties, how does it affect you specifically? How does it affect you bilang estudyante?

R1: Na-i-stress talaga ako, danay di ako nangangaturug ha kuan ha balay, uhhmm.. di kaya nag-ooverslept ako kay due to stress, asya iton. Ahh.. ano pa ba? Asya la ada?

RESEARCHER: Okay, tapos ha grades mo noh? Mayda gihapon affected?

R1: Oo.

RESEARCHER: Sige, ahhh.. ikaw... how do you manage ito nga situation mo?

R1: Ansya la, kun ano an kuan, Study la. Kun ha.. in terms ha akon grades? Bagat kailangan ko pa magstudy, asya la iton.

RESEARCHER: Talaga acads gud an imo prevailing na problem..

R1: Asya la talaga akon problem kay blessed man gihapon ako ha akon family, so an akon talaga acads an akon ginpuproblema yana.

RESEARCHER: Okay, sige... adi na kita ha pinaka-last nga part, are there other difficulties that you experience in college, aside from aton mga naistoryahan? Bangin mayda kita waray kaistoryahi?

R1: Aw, waray naman.

RESEARCHER: Waray na? Okay sige. So last na adto hiya nga question, so thank you.. parungon ta na.

APPENDIX E
QUALITATIVE TABLES

Appendix E-1

Demographic Information of Participants in the Qualitative Phase

Participant No.	Sex	Age	SHS Track/Strand	College Program	Living Condition	Parents' Educational Attainment		Parents' Occupation		Family Size	Family Monthly Income (FMI)	Level of Adjustment Difficulty									Level of Cognitive Distortion
						M	F	M	F			AN	DP	SI	SA	SE	IP	FP	AP	CP	
1	F	18	Acad- HUMMS	BSN	with Parents	College Level	College Graduate	Sari-Sari Store Owner	Retired Policeman	5	11k-20k	2	2	3	1	3	1	2	3	2	High
2	F	19	TVL-Home Economics	BITECH	Off-campus	Elementary Level	Elementary Level	Housewife	Deceased	10	5-10k	2	2	3	2	2	2	2	1	2	High
3	M	18	VA - Arts and Design	BSCPE	With Parents	College Level	Highschool Level	Deceased	Laborer	11	Less than 5k	3	3	1	1	1	2	1	2	2	Moderate
4	M	18	TVL-Home Economics	BSED	With Parents	Elementary Level	Elementary Level	Housewife	Deceased	12	Less than 5k	3	3	2	1	2	3	2	1	2	Moderate
5	F	18	Acad- HUMMS	BSED	With Parents	College Graduate	College Level	Self-Employed	Government Employee	8	5k-10k	2	3	3	1	3	2	2	1	2	High
6	F	19	Acad- HUMMS	BPsych	With Relatives	College Graduate	College Graduate	Housewife	Deceased	4	5k-10k	2	3	3	1	3	2	2	1	1	Low

Participant No.	Sex	Age	SHS Track/Strand	College Program	Living Condition	Parents' Educational Attainment		Parents' Occupation		Family Size	Family Monthly Income (FMI)	College Adjustment Scale									Level of Cognitive Distortion
						Parents' Educational Attainment		Parents' Occupation				College Adjustment Scale									
						M	F	M	F			AN	DP	SI	SA	SE	IP	FP	AP	CP	
7	F	18	Acad-GAS	BSED	Off-campus	Highschool Graduate	College Level	Housewife	Construction Worker	8	Less than 5k	2	2	1	1	3	3	1	1	2	Moderate
8	F	19	Acad-HUMMS	BSPsych	With Relatives	College Level	Unidentified	Housewife	Unidentified	11	Less than 5k	2	2	3	2	2	2	2	2	2	Low
9	F	18	Acad-HUMSS	BSED	Off-campus	College Level	College Graduate	Barangay Official	Private Employee	6	21k-30k	1	1	1	1	1	1	3	1	1	Low
10	M	18	Acad-HUMMS	BSED	with Parents	College Graduate	Highschool Graduate	Checker	Private Employee	3	11k-20k	3	2	2	2	1	2	2	1	2	Low
11	F	19	Acad-HUMMS	BSPsych	With Parents	College Level	College Level	Cashier	Businessman	5	Less than 5k	3	3	2	1	3	3	1	2	2	High
12	M	19	TVL-Caregiving	BSIS	With Parents	Highschool Graduate	Highschool Level	Housewife	Fish Vendor (Deceased)	10	Less than 5k	3	3	3	2	2	3	2	2	3	Moderate

Participant No.	Sex	Age	SHS Track/Strand	College Program	Living Condition	Parents' Educational Attainment		Parents' Occupation		Family Size	Family Monthly Income (FMI)	College Adjustment Scale									Level of Cognitive Distortion			
						Parents' Educational Attainment		Parents' Occupation				College Adjustment Scale												
						M	F	M	F			AN	DP	SI	SA	SE	IP	FP	AP	CP				
13	F	19	Acad-STEM	BSN	With Parents	College Graduate	College Level	Housewife	Foreman	11	5k-10k	1	2	3	1	3	1	3	2	2	2	1	1	Moderate
14	F	22	Acad-GAS	BS Info Tech	In-campus	College Graduate	College Level	Daycare Worker	Unemployed	8	Less than 5k	2	3	3	1	1	1	1	1	1	2	2	2	Low
15	M	20	TVL-ICT	BSECE	With Parents	College Graduate	College Graduate	Housewife	Unemployed	4	11k-20k	2	2	3	1	2	1	2	2	1	2	1	1	Moderate
16	M	20	Acad-HUMMS	BSBD	With Parents	Elementary Level	Unidentified	Housewife	Unidentified	6	Less than 5k	3	2	3	1	2	1	2	3	2	2	3	3	High
- - Nothing Follows - -																								

Appendix E - 2

THEME BOOK

THEMES BOOK

RESEARCH QUESTION	THEMES AND SUBTHEMES	SIGNIFICANT QUOTES/ SOURCE OF DATA	LITERATURE SUPPORT
<i>What are the adjustment difficulties experienced by first year college students?</i>	THEME 1. ACADEMIC ADJUSTMENT DIFFICULTIES Subtheme 1 – Academic Transition	<p>Ahh.. Nag-aadjust la gihapon, I have to meet the kuan standard grade ha amon college kay bagat di ko pa hiya nari-reach kay mayda talaga ako bagsak yana so kailangan ko magkuan pa hin... magstrive hard (Transcript I, Lines 5-7).</p> <p>Oo, super different kay hadto han highschool bisan magkuan bagat maglack-off ako, pasado la gihapon ako ha highschool, unlike here nga college nga magkuan ka la, mag-absent ka la makausa bagat kuan kadadamu nat imo namiss (Transcript I, Lines 29-32)</p> <p>Ahhh.. Siguro an uhhm.. it hitaas nga expectations ha amon, nga dapat ha amon college, studious talaga kami, dapat cover to cover mahiadman dayon namon (Transcript I, Lines 50-51)</p> <p>Iba it feeling pag college na nga han senior high pala (Transcript 2, Line 154)</p> <p>Uhhm... Mas tensed pa po hiya kaysa han akon gin-eexpect han high school pa ako. Mas tensed ngayan po an mag-college kontra han kuan tas medyo yana nakakahabol kay mas dako an labaw han biskan di gud kami nakakahabol kay mas dako an labaw han college an pagtutdo ba kontra han highschool bagan sugad ba hito pero bagan nag-aadjust pa gudla, pero okay manla (Transcript 3, Lines 379-382).</p> <p>Makuri Ma'am pag-adjust kay ito ba, nga kararayo talaga Ma'am ha may Senior High an mga gindidiscuss dinhi, I mean related hira Ma'am pero bagan iba nga level tapos malaksi danay bagan syempre kay college naman kuno kami ma'am bagan malaksi na tapos bagan kami talaga an magtatrabaho para amon sarili kay kailangan mag-aram kami maupay. Pero Ma'am bagan yana amu</p>	<p>The academic demands in college are different from high school. In college, students are expected to manage their time and tasks with little direction from adults. College students are seen as old enough to take responsibility for what they do and don't do, as well as for the consequences of their decisions, they should assume the major responsibility for their own learning. Mastery is generally viewed as an analytical task, often measured by the ability to apply the material to new, complex and novel situations and problems. In college, there are usually fewer, much longer assignments with absolute deadlines and the emphasis is on the quality not the quantity of the product or output (Johnson, 2010).</p> <p>SOURCE: Johnson, Howard (2010). Transition from High School to College. Education Partnerships, Inc., University of South Florida, Tampa, F.L.</p> <p>Students are unprepared for</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 1 – Academic Transition</p>	<p>iton Ma'am yana nag-aadjust gihap na kailangan ko ig-improve an akon pag-aram, kailangan ko maglevel up, permi mag-aram kay parang iwasan na ba an permi nga pag lie-low kay college na man gud liwat (Transcript 4, Lines 667-673).</p> <p>Iba gud talaga kay an Senior high ako bagan may time na dire talaga ako nag-aaram, tapos nakakapasa la ngahaw, pero yana bagat kailangan mo talaga magstudy para makapasa ka. Tapos magkaiba na talaga hira han high school (Transcript 5, Lines 926-928).</p> <p>Bangin an pagkuan po, an pagreview. Bagat iton nga dugrungan nga quiz, or parehas han amon yana na finals, first day of exam duwa dayon po nga major, bagat makuan pagreview kay di ak maaram kun ano ak unahon, kun an Prof Ed or an major namon, tapos magsunod pa pagud adton hira, asya iton bagan makuri kun dugrungan, asya iton nak makuri (Transcript 5, Lines 957-960).</p> <p>Uhhmm.. Mas mahirap po sa college kay kadamu po san requirements, projects, tas may mga reports sabay-sabay po (Transcript 6, Lines 1172-1174).</p> <p>Ma'am... Medyo mahirap po kasi nasanay po kasi ako nga san higschool po ngatanan po na topics po talaga gindiscuss unlike naman po yana nga dire na. Masiring nala po an mga teachers nga mga pointers nala po even if hindi naman po nila nadiscuss (Transcript 6, Lines 1163-1165).</p> <p>Still on the process Ma'am kay iba kasi didi pag quiz, basta iba hira magquiz, kailangan magreview ka talaga maupay kay an grades an kailangan habulon (Transcript 7, Lines 1308-1309).</p> <p>Makuri lat it college, iba talaga hiya ha high school (Transcript 7, Line 1297)</p>	<p>postsecondary coursework for many reasons, including differences between what high schools teach and what colleges expect (Venezia & Jaeger, 2013).</p> <p>SOURCE: Venezia, Andrea and Jaeger, Laura (2013). Transitions from High School to College. The Future of Children. Retrieved from: www.futureofchildren.org</p> <p>Jean (2010) borrowed from Sax (2000) the definition of academic adjustment as successfully understanding what professors expect academically, developing effective study skills, adjusting to the academic demands of college and not feeling intimidated by professors.</p> <p>SOURCE: Jean, Daniel, "The Academic and Social Adjustment of First-Generation College Students" (2010). Seton Hall University Dissertations and Theses (ETDs). 1490. Retrieved from: https://scholarship.shu.edu/dissertations/1490</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 1 – Academic Transition</p>	<p>An ira dinhe pagkuan, kailangan kasi talaga magreview, tas an pagreporting liwat, kailangan ig-elaborate mo talaga kun ano an kuan kay isgan ka pag dire ansya (Transcript 7, Lines 1325-1326).</p> <p>College life, uhmmm... medyo makuri ngan mag-adjust ka talaga han mga ginpapahimo han mga prof na tigda tigda la, mag-eexam pira la kahours an agwat para pagreview the whole semester mga 1 hour mo la igreview, bagan makuri talaga an college Ma'am (Transcript 8, Line 1430-1432).</p> <p>Yes ma'am, finals po ngan Midterm, may mga summative po liwat mayakan ma chat an Sir pira la ka-minutes, summative dayon salang. Di man kami makaka-angal, so makuri talaga. Dire parehas han adi kami ha Samar College han nga bagan prepared talaga kami kun ano talaga (Transcript 8, Lines 1434-1436).</p> <p>About han mga quizzes, mga exams, danay ha mga instructors na dire nagdidiscuss tapos mapapa-exam la tigda. Exam na kinabuwasan pero bis usa waray may gindiscuss. Patigda na projects. Bagan makuri talaga ma'am (Transcript 8, Lines 1479-1481)</p> <p>Pero may mga times liwat na nakukurian ako, siguro kay may mga factors liwat kasi nga nakakaapekto, like ha amon teachers, every time na may mga lesson tapos di gud namon masyado na-catch up parang ganun, nakukurian (Transcript 9, Lines 1631-1633)</p> <p>Ma'am para sa akin, this akon pinaka-college days, parang nag-adjust ako ha usa nga bagay kasi, before kasi han entering pala ako han K to 12, parang magkaiba ha college kaysa ha Senior High (Transcript 12, Lines 2162-2164)</p> <p>Dire kami sanay sugad hini kay iba an amon environment, iba an amon gin'yayakan nga curriculum han senior high tas iba ha college so parang nabag-uhan la kami na shock la kami ha tigda</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 1 – Academic Transition</p>	<p>tigda na mga hirimuon (Transcript 13, Lines 2311-2313).</p> <p>Yes, magakaiba po an high school and college, kasi before parang school, study tas pag aabot ha balay kun may assignment hihimuon tapos chill chill na pero as college dire na nakakachill (Transcript 13, Lines 2325-2326).</p> <p>Makuri an mga subject an mga learnings na kailangan ig absorb ha akon brain in one night, sugad hiton parang ansya ito an difficulties ko (Transcript 13, Lines 2351-2352).</p> <p>Tapos makuri liwat an subjects. Makuri ako makakuha dayun idea (Transcript 13, 2451-2452).</p> <p>Danay marisyo, mayda time nga marisyo pero maguol. Diri pareho han high school nga pwede di ka mag inaram, waray ka pasa pasa project, mapapasar ka. Dinhi tumagya ka ngani bagsak ka (Transcript 15, Lines 2519-2521).</p> <p>An adjustment ba nashock ako uraura, dire la ngayan nga sugad hini nga maniguro ka, iton nga yayaknon mo nga parehas han senior high, nagyakan ako nga, iton ba nga di mo makukuan nga mayakan ka la nga maniguro ka, kailangan mo ngayan himuon hiya biskan ginhihimo mo na liwat kasi ha college, kailangan, parang kulang pa (Transcript 16, 2727-2730).</p> <p>An akon nafi-feel han akon academics, kuan hiya, grabe hiya hin kakuri, iton nga kasiring mo nga okay...okay may elimination hiya, mag-aaram ka, okay sige maniguro ako, but an imo pagyakan nga maniguro, kailangan mo ngayan hiya dire la igdouble time, kailangan mo ngayan hiya igtriple or four pa, para mapasar ka la, kay dako an tyansa nga ma-eeliminate ka kun makakuha ka hin two point flat, two point zeros. So asya iton kailangan mo maniguro, so asya adto ginhimo ko na hiya as part of academic gihapon, ha department han COEd, kuan hiya, medyo makuri</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 1 – Academic Transition</p>	<p>kailangan mo igprocess ha imo mind nga dire mo makuan (Transcript 16, Lines 2991-2993).</p> <p>Medyo mabug-at an COEd hiya kay labi na kay may elimination tas damu na an nakuha. Medyo mabug-at talaga hiya for me (Transcript 16, Lines 3004-3005).</p> <p>Eventhough nga nag-iinaram ako, nangungudyot ako kay dire ako.. siring ko pa ngani kanina nga dire ako familiar han mga word, nauurit ako kay kakuti hiya na gin-iintindi, han mga word na tag-usa usa, amu iton nga dire gud ako masyado gud nga parag-eskwela han elementary. Kay asya ngani adto nga may bad experience gihapon ako ha akon teachers (Transcript 16, Lines 3350-3354).</p> <p>Oo, deri basta yana la oo liwat na week, danay deri ak nakakauli pero tigda talaga an ginhatag ha amon na project, bagan deri kami nakakauli kay syempre hirayo pa (Transcript 17, Lines 3636-3637).</p> <p>Umuwi nang dis oras ng gabi para lang maipasa mga project para kasi diba ibibigay agad yung project pagkabuwas ipapasa, syempre yung course ko wala sa amin yung computer na yan doon sa amin Kaya dito sa Catbalogan , bilang estudyante na wala doon sa aming computer nagpapalipas siya ng gabi...Nagsusobra hiya hit oras para matapos la mga hirimuon sugad hiton mga project danay pagka-buwas danay ipapasa, sugad hiton estudyante na nag eefort hiya bisan deri hiya makauli (Transcript 17, Lines 3395-3400).</p> <p>High school pala ako maam nahadlok akon Math, kay mayda hadto akon usa nga teacher nga nag isog hiya ngadto han usa nga estudyante tas ginkulba na ako kay kalisog hini nga teacher. Everytime nga amun subject math napakadto ak hito ha computeran pagkatima han usa ka oras na balik ako nasulod na ako tas nadara na ito pakadto fourth year. Napapausa ako kay ano ak napapasar (Transcript 15, Lines 2554-2558).</p>	
	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Teacher Factors</p>		<p>Students perceived teachers' instructional strategies and personality to be factors that contributed to their learning (Cabaguig, 2016).</p> <p>SOURCE: Cabaguig, Abigail M. (2016). Teaching and Learning</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Teacher Factors</p>	<p>Siguro kay nahadlok ako han instructor бага na intimidate ako ha iya diri lugod ako nakakag aram kay nahadlok na lugod ako (Transcript 15, Lines 2562-2563).</p> <p>First year adto kay amun mga instructors mga civil. Mga intimidating hira tanan ma'am (Transcript 15, Lines 2565).</p> <p>Una an amon mga teacher ginhahadluk kami nga an teacher kuno ha college waray kuno pakialam mahatag nala kuno trabahuon pero yana, an amon mga teachers naasikaso man hira ha pagtutudo, mayda la talaga iba nga dire nakakagklase, pero so far an amon mga teacher nagtutudo talaga hira. Gintutduan kami, especially hi Ma'am ****, bagan ginhiinadluk kami han una, tapos yana bagan okay manla ngayan (Transcript 11, Lines 2005-2009).</p> <p>Ma'am... Medyo mahirap po kasi nasanay po kasi ako nga san higschool po ngatanan po na topics po talaga gindidiscuss unlike naman po yana nga dire na. Masiring nala po an mga teachers nga mga pointers nala po even if hindi naman po nila nadiscuss (Transcript 6, Lines 1163-1165)</p> <p>College life, uhhmm... medyo makuri ngan mag-adjust ka talaga han mga ginpapahimo han mga prof na tigda tigda la, mag-eexam pira la kahours an agwat para pagreview the whole semester mga 1 hour mo la igreview, bagan makuri talaga an college Ma'am (Transcript 8, Lines 1430-1432).</p> <p>Nadidistract ako, for example an prof, boring magyinan tapos dire ko bet an discussion, tapos makikiistorya nala ako akon classmate (Transcript 8, Lines 1450-1451).</p> <p>Yes maam, finals po ngan Midterm, may mga summative po liwat mayakan ma chat an Sir pira la ka-minutes, summative dayon salang. Di man kami makaka-angal, so makuri talaga. Dire parehas han adi kami ha Samar College han nga bagan prepared</p>	<p>Styles in Social Science: The Case of Samar State University, Philippines. International Review of Social Sciences. November 2016 – Volume 4, Issue 11. ISSN 2309-0081</p> <p>Terror teachers are a factor of students' stress. Teachers who are terror are causing disturbance or annoyance to the students. It was also stated that some teachers are demanding, they require much effort or skill from their students, obligating them to meet the standards. Some are also inconsiderate to the students' capabilities, making it more difficult for them to accomplish what is being required of them. Inconsiderate teachers are insensitive or thoughtlessly causing difficulties, pain, or inconvenience to the students (Cabaguing & Gacoscosim, 2018).</p> <p>SOURCE: Cabaguing, Abigail M. and Gacoscosim, Glyza V. (2018). Exploring Students' Academic Stressors: The Case of Samar State University, Samar, Philippines. International Journal of Multidisciplinary Approach and Studies. Volume 05, No.4, July – Aug 2018. ISSN NO.: 2348 –</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Teacher Factors</p>	<p>talaga kami kun ano talaga (Transcript 8, Lines 1434-1436).</p> <p>About han mga quizzes, mga exams, danay ha mga instructors na dire nagdidiscuss tapos mapapa-exam la tigda. Exam na kinabuwasan pero bis usa waray may gindiscuss. Patigda na projects. Bagan makuri talaga malam (Transcript 8, Lines 1479-1481).</p> <p>Pero may mga times liwat na nakukurian ako, siguro kay may mga factors liwat kasi nga nakakaapekto, like ha amon teachers, every time na may mga lesson tapos di gud namon masyado na-catch up parang ganun, nakukurian (Transcript 9, 1631-1633)</p> <p>Biskan ipaintindi mo pa ha imo teachers, oo pag kakaisturyahon mo hira, okay sige. Tapos kapag ito nga bumalik ka na, magesume ka na ha school, ito nga mabalik ka na pagkuan, parang kay ano ini, kay ano lack of activities ako? sugad hini.. parang at the first place la ako nira naintindihan han nakaistorya ko la hira, pero dida han kuan dire ngayon ako nira naintindihan, iton ba nga nakikita ko nga kuan parang di ako naintindihan han akon teacher, asya ito nga, kay tungod waray ako, lacked kuno akon activities, tapos karuyag ko magpa-special quiz sugad hito, dire na daw pwede kay sugad hini (Transcript 16, Lines 2783-2789)</p> <p>Kulang hin acknowledgement hin students an mga teachers gihapon nga pag-understand pa ba han mga situation, nga dire la kun ano an ginhatag han president nga solution, asya la liwat an ira tututukan, so asya adto nga nasiring ako nga pinaka-common factor liwat nga akon nakuan ko nga hira ngayon magkakacut out, an mag stop han akon dream to achieve it (Transcript 16, Lines 2961-2964).</p> <p>Bisan ako naniniguro na, dire gihapon ako naintindihan nak teachers, biskan ko hira kaisturyahon, dire ako nira maintindihan, parehas han akon adviser, nakuan gad niya an akon point nga</p>	<p>537X.</p> <p>Academic stress arising from indifferent teachers and their expectations to the students (Calaguas, 2012).</p> <p>SOURCE: Calaguas, Glenn M. (2012). Survey of college academic stressors: Development of a new measure. International Journal of Human Sciences. Volume 9 – Issue 1 – Year 2012. ISSN: 1303-5134</p>
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	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>Ahh.. Okay naman amon family. Ansya la, nawarayan ako masyado time ha balay kay more on didi na talaga ako ha school from kuan morning to evening talaga an amon klase tas kuan barely nala ako nakakabulig kan Mama ha mga gawaing-bahay (Transcript 1, Lines 24-26).</p> <p>Oo, super different kay hadto han high school more time ako ha</p>	<p>SOURCE: Hughes, Joanna</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>akon family kaysa ha akon studies (Transcript 1, Lines 29-32).</p> <p>Na-late kami pag-uuli kay damu amon ginhhimo na projects or mga presentation, naaabutan na kami gab-I (Transcript 5, Lines 933-934).</p> <p>Ito nga for example mayda ako ginhihimo na mga projects, tas iisgan ako kay sugad hini, sugad hito. ano na oras nauli, pero ginhihimo ko manla for me ngan mga academics liwat na ginhihimo. Dire la puro mga puruparayaw so nagkakalate late na ako pag-uuli ha balay asya iton bagan dire hira maaram mag-intindi (Transcript 8, Lines 1485-1488).</p> <p>Actually ha family talaga may something kasi ako na dire maupay ha personal relationship ko with family, siguro naintindihan ko gad akon parents kay may times kasi nauli uli ako, tas bagan nagagab-ihan ba ako, siyempre damu amon schoolworks, mayakan iton permi akon papa, "Dire iton trabaho hit kanan estudyante permi ka nala nagagab-ihan, siguro may mga barkada ka", pero waray talaga ako barkada, may mga friends la ako, pero hi ako talaga, always la ako hiton church, school, bonding guti (Transcript 9, 1635-1640).</p> <p>Medyo napatong liwat kakuri kay kan mama liwat dire medyo dire naintindihan ako, siyempre nasanay mama akon na always nagkukuan ha balay, nagcocommit ha balay, responsible, nakikita la niya permi ako aadto ha balay aadto la, tas takay yana kay college, always na ako nakuan asya ito nga medyo naninibag-o kami ni mama nga duwa, medyo di kami nagkakaintindihay kay always hiya napakiana akon kun may klase ka? kay danay tag alas otso na nauli kay alas otso na nagawas, dire man sanay gihapon. Asya iton nga medyo nagkakamayda kami ni Mama hin hard time to understand each other. Medyo amu ito pag-uuli ko, aringit ako, tas mapatong pa hi Mama nga kay ano ka nagab-ihan sugad hini, tas pagkabuwas maaro hin for project, kalalako nimo kwarta sugad hito, kumbaga, while I am adjusting hi Mama liwat nag-aadjust pero dire gud ni Mama naintindihan adto nga akon</p>
<p>(2017). Struggling to Adjust to University Life? Retrieved from: https://www.bachelorstudies.com/news/Struggling-to-Adjust-to-University-Life-Follow-These-Six-Tips-1961/</p>	<p>In a study entitled "The Academic and Social Adjustment of First-Generation College Students", nearly all of the participants discussed time management as a major factor in their academic difficulties and some also suggested that the school should provide time management workshops and promote the tutoring services to develop study skills and assist with student adjustment (Jean, 2010).</p>	<p>SOURCE: Jean, Daniel, "The Academic and Social Adjustment of First-Generation College Students" (2010). Seton Hall University Dissertations and Theses (ETDs). 1490. Retrieved from: https://scholarship.shu.edu/dissertations/1490</p> <p>SOURCE: Cabaguig, Abigail M. and Gacososim, Glyza V. (2018). Exploring Students' Academic Stressors: The Case of</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>situation asya ngani medyo nagkakamayda ako hard time, kay nagresponsible ha eskwelahan, tas ha akon kalugaringon tas ha balay, tas kan Mama so medyo makuri hiya pagsabay-sabayun as a responsible person (Transcript 16, Lines 2745-2757).</p> <p>Karuyag ko unta magwork habang naeskwela pero dire na masulod ha imo oras an pag-ano kay kailangan pag-uli liwat ha balay damu an asikasuho, di pwede bayaan an balay kay ikaw mag-aalog, ikaw magtutuo, mag-aasikaso hit mga bata kay pag waray an mga kag-anak. Asya kun isipun mo pa ngani na magtatrabaho ka, diin ka pa malugar hiton kay may klase pa, mayda pa projects, asya bagan makuri talaga Ma'am (Transcript 4, Lines 901-905).</p> <p>So far po maguol, tapos nakaka-stress kay susrunod an igparasa (Transcript 5, Line 914).</p> <p>Bangin an pagkuan po, an pagreview. Bagat iton nga dugrungan nga quiz, or parehas han amon yana na finals, first day of exam duwa dayon po nga major, bagat makuan pagreview kay di ak maaram kun ano ak uunahon, kun an Prof Ed or an major namon, tapos magsunod pa pagud adton hira, asya iton bagan makuri kun dugrungan, asya iton nak makuri (Transcript 5, Lines 957-960).</p> <p>Uhm... Mas mahirap po sa college hindi naman po masyado mahirap sa senior high school. Medyo mahirap po sa college kay kadamu po san requirements, projects, tas may mga reports sabay-sabay po (Transcript 6, Lines 1172-1174).</p> <p>Medyo mahirap po ma'am kasi, sanay po kasi ak nga naginginano po talaga sa akon si Nanay po, siya po an naghihimo sa mga chores, mga kuan po... pati po sa paghugas po. An ak ginhihimo la po dati kay nag-aaram la po tapos dati kay tagasugo la po ako. Tas yana naman po, nakikibalay la po ak sak tita, ako naman po kasama po ak mga patod an naghuhugas po, magmomop, kaya medyo naiibanan po an ak time para</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>magstudy. And then iton na nga medyo matanglay pa kay pagkagab-i, nakaturog nala po ak dayon, minsan dire po nakakareview (Transcript 6, 1177-1182).</p> <p>Ma'am medyo mahirap po kay nasanay na po talaga ako nga kapag may exam talaga magreview ba ak talaga hin gab-i, para mamemorize ko na po hin aga. Pero yana di ko na po nahihimo kay syempre po matanglay, maguol man na po sa lawas kay durudamu po an ak mga chores, durudako po an ak gin-adjust (Transcript 6, Lines 1210-1213).</p> <p>Mahirap po ngan ak feeling na no choice po na kailangan ko nala masanay nak sarili para mahigara po ak. Medyo sad, danay nakakadepressed po kay minsan di na po ako maaram nak hihimuon, in a way nga di na ak maaram nak uunahon, maghimo chores, or magbabasa or igdudungan ko nala po (Transcript 6, 1216-1218).</p> <p>Tanan, bagan an relationship between jowa tas ada ha family, tapos mga academic na nagdududungan, bagan nagkacramming na bagan, makuri na mahimo. Bagan di ka na maaram diin magtikang (Transcript 8, Lines 1463-1465).</p> <p>Bagan nagsasarabay na ngani hira bagan nahuhuya na lugod ako paghinimo hini nga mga kuan. Imbis ig-sosolve an problem, mas ginduduroy ko lugod. Makuri talaga (Transcript 8, Lines 1498-1499).</p> <p>Kaya bagan gintutunga an aga ha eskwelahan ha gab-i ha amon balay bagan maguol liwat pagtrabaho danay damo liwat an sugo-sugo, tapos mauli ka...mauli ka piraw tas mga projects (Transcript 17, Lines 3369-3370).</p> <p>Mayda gihapon mga time nga na-i-stressed ako ha kadamu han mga trabahuon Ma'am, natitigdaan ako kay dida han Senior High baga dire pa man gud damo gud an trabahuon tapos yana bagan</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>tumigda hiya (Transcript 4, Lines 654-656).</p> <p>Pero han yana tumangis nala ako han amon examination, kay lagi kadadamu na han akon trabahuon, sunuod sunod na liwat akon trabahuon (Transcript 10, Lines 1943-1944).</p> <p>Mayda liwat adto na time na super exhausted na ako, mga aradman, tas mga projects (Transcript 10, 1962).</p> <p>Kuan sabay sabay na subjects na mag hahatag hin hirimuon tapos like for example, ha school namamati, pag abot ha balay magsusurat pa mga hirimuon... supposed to be ha balay dapat napahuway, sugad hito... tapos mag-aaram pa po kami (Transcript 13, Lines 2320-2322)</p> <p>Yes, magakaiba po an high school and college, kasi before parang school, study tas pag aabot ha balay kun may assignment hirimuon tapos chill chill na pero as college dire na nakakachill (Transcript 13, 2325-2326).</p> <p>Ako nala kasi an ada ha balay, ansa ito bagan waray nakakabulig ha akon syempre deri ako nakakasulod dayon pag eskwela syempre sugad hiton damo ginhihimo danay ha balay kailangan kasi unahon, kay bagat deri mo ngani unahon mag isog hi mama (Transcript 17, Lines 3430-3432).</p> <p>Strategy ako an nagbabantay hit gab-e kay para makaturug hi mama hin gab-e hin maupay, tas hin pagkakaaga, dire hiya maguol, kay mas okay nala akon nga ako nala an magul-an, iton nga dire ko la makita hi mama nga asya an nagsasuffer, although nagsuffer na hiya past few years ha amon tas hasta pa yana. Tas asya adto mas gin-strategy ko nala nga igcycle akon time nga biskan ako guol, okay la kay nakakaya ko pa man gihapon asya adto waray ako makagreview kay nakadto ako eskwelahan nagbabantay asya adto nakakuha ako lowest score as of 12 scores asya iton nga nasiring ako "eliminate na ini, sigurado ako" (Transcript 16, Lines 2795-2802).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>Mayda gihapon mga time nga na-i-stressed ako ha kadamu han mga trabahuon Ma'am, natitigdaan ako kay dida han Senior High baga dire pa man gud damo gud an trabahuon tapos yana bagan tumigda hiya (Transcript 4, Lines 654-656).</p> <p>Kay di liwat ako sanay nga mejo damu gud, although sanay ako magtrabaho for activities or ha eskwelahan, mga projects, dire ako sanay nga masyado gud nga dugrungan. Although sanay ako ha eskwelahan ha senior high nga medyo dudrungan hiya, but dire gud iton masyado nga patong-patong nga mabug-at na ba, asya iton na medyo kinurian ako (Transcript 16, Lines 2733-2736).</p> <p>Everytime nga especially na mag-eexam na, midterm, didto ko nakuan hiya naexperience na imbis magreview ka, tatagan ka hin mga projects, tas mga hirimuon nga mga panfinal projects pan-final quizzes, assignments, asya adto didto ko nashock nga ano ini, first time ko liwat maka-experience hin alas tres na makaturog hin kaagahun tapos waray pa mkagreview kay gintatapos an final kuan an final project, asya didto ko nakuan na grabe kakukuri dire la basta nga kuan, tas usa pa kay sanay liwat ako ha balay nga ako it nagtitimangno ha balay, for the whole house nga ako nagtitimangno, naglilimpyo, nagluluto tas nag-aasikaso kan mama, biskan although waray hira sakit, ako iton nagluluto, naglalaba, tas iton hiya tigda iton pag-enter ko college, tigda hiya mejo naghinay-hinay na nawara, nawarayan ako time ha balay (Transcript 16, Lines 2737-2745).</p> <p>Medyo nagkakamayda ako hard time, kay nagresponsible ha eskwelahan, tas ha akon kalugaringon tas ha balay, tas kan Mama so medyo makuri hiya pagsabay-sabayun as a responsible person (Transcript 16, Lines 2755-2757).</p> <p>Nakikita ko hi Mama gihapon na problemado, although karuyag ko makagtapos, but asya iton nga okay gadla ha akon hiya nga puno akon trabahuon, puno akon hirimuon ha eskwelahan but</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME I. ACADEMIC ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Time Management Issues</p>	<p>dire ha akon okay nga puno na ngani an akon trabahuon may sakit pa an akon pamilya, iton nga, kuan ba, okay la ba hiya nga puno ka trabaho ha eskwelahan or mga responsibilities ha kalibutan basta nakikita mo imo kalugaringon, ah im parents or family nga may healthiness may wealthiness, waray ba problema ha sulod han panimalay, tah kay dida han kuan nagkaproblema gihapon ako kan mama kay nahospital hiya, nagdudungan ha college gihapon, dire mo man pwede pabay-an an imo college diba? So asya adto nagdudungan hiya nga kuan, nahospital hi mama, ako la usa an bantay tapos akon bugto liwat nahospital, nagdungan hira ni mama, so iba man an adult floor nga hin room nga hin han akon bugto, an akon bugto kasi ma'am na-dengue ma'am, na-anemia so asya iton nagdudungan, tapos pasugad sugad ako, kinukurian na ako, asya adto nagkamayda ako lacked activities tapos humamubo akon grades, nakakuha ako 2.5, but other subjects good naman, nakakuha la ako, 2.0, 1.9, 1.8, asya adto hiya. Tas an akon nakuanan kay nakakuha ako ha akon major hin 2.5 (Transcript 16, Lines 2761-2774).</p> <p>Naka experience ngada han college бага katatapos mula project, suno-sunod project. Siyempre бага данай дері nahihimo nimo... okay maghihimo ka project susuguon ka didto iyo balay tapos mag.. pinag-sabay-sabay mo yung trabaho mo para lang matapos dayon syempre pag deri mo dayon humuon mag-iisog imo parents (Transcript 17, Lines 3437-3440).</p>
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THEMES BOOK		
RESEARCH QUESTION	THEMES AND SUBTHEMES	SIGNIFICANT QUOTES/ SOURCE OF DATA
What are the adjustment difficulties experienced by first year college students?	THEME II. FINANCIAL STRESS	Han kaunahan, bagat waray na gad po ako hadto plano pag-eskwela kay naghuhuna huna ako na dire ako nira kaya suportahan tapos han yana na, bagan ginpush ako nira na pag-eskwela kuno tapos natikaha na, hasta yana, nayakan na hira nga "Pwede kuno magstop ka nala?" kay dire na kuno nira kaya an pagsupport, sugad hito (Transcript 2, Lines 173-176).
	Subtheme 1 – Insufficient Financial Resources or Support	Nagstruggle talaga Ma'am ha financial (Transcript 4, Line 859) Ano la Ma'am bagan maghuhulat la kami padara han akon ate nga adto manila na may asawa liwat Ma'am, tas napadara hiya Ma'am bagat gugti gadla , kada semana danay 500, igsasakto iton ni Mama ha akon balon everyday, tapos hiya pa may paraliton niya, tas amu adto bagan makuri talaga (Transcript 4, Line 864-866). Mayda liwat side nga nakukuri-an ako, ha side nga financial (Transcript 14, Line 2451) Ha akon family bagan diri na gud hira na support ha akon yana, ha akon financial, for example ha akon allowance (Transcript 14, Lines 2458-2459) Pero okay man akon relasyon ha akon family bisan diri gud hira na support ha financial (Transcript 14, Lines 2463-2464) Confused liwat ako, nalilang kun baga diri nak maaram kun makain ako kay pag aaro ko waray. Tas sige liwat an sukot, mayda pa mga aragmot (Transcript 14, Lines 2480-2481). Naapektuhan ako kay syempre interesado ako umeskwela, nag e-expect ako na susuportahan ako ngada kahuman ko pag
		Financial stress is widespread among college students. Not having enough money to participate in activities as peers is one of the many financial stressors in college. Students with negative financial situations were significantly more likely to feel financially stressed than students who did not report negative financial situations. (Heckman, Stuart J., Lim, Hanna & Montalto, Catherine Phillips, 2014). SOURCE: Heckman, Stuart J. Lim, Hanna & Montalto, Catherine Phillips, (2014). Factors Related to Financial Stress among College Students. Journal of Financial Therapy. Volume 5, Issue 1, Article 3. http://dx.doi.org/10.4148/1944-9771.1063 Financial burdens of those in the lowest economic status can impact all aspects of student adjustment experience (McCarron & Inkelas, 2006). SOURCE: McCarron, G. P. & Inkelas, K. K. (2006). The gap between educational aspirations and attainment for first-generation

<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 1 – Insufficient Financial Resources or Support</p>	<p>eskwela, tas pag naaro ako diri hira nakuan, nahatag. Apektado talaga ako kay hira la akon gin aaro-an (Transcript 14, Lines 2487-2489).</p> <p>Akon tatay may sakit, diri na hiya nag tatabaho, akon mama daycare worker P3,000 la an bulan. Tas may mga na eskwela ko pa na mga kabugtu-an elementary tas high school. May magurang pa ha akon nga bugto ko nga bayot, high school graduate. Nag re-rebond hiya, amo la adto hiya nagkaka kwarta. Nabulig hiya ha amon pag may kwarta hiya (Transcript 14, Lines 2492-2495).</p> <p>Waray na ak uli kay may ROTC kay ha Sunday ngan ha Friday liwat abot alas otso akon klase diri na ak nakakauli tas pag sabado ma balik na liwat kay may ROTC ha sunday makuri it pasahe kay waray ngani financial (Transcript 14, Lines 2509-2511).</p> <p>Danay nakukulangan ha parasahi, ha pagkaon, tas napakadi ha eskwelahan danay deri nakaon para la makasulod hito na kay hirayo kasi ngadto ha amon ma'am para la makasulod hito na oras, makasulod deri nakaon, bisan gin-gugutom, bisan waray na, bagan maluya an lawas (Transcript 17, Lines 3386-3389).</p> <p>Danay nagkakaproblema kay danay kulang financial ha pag eskwela (Transcript 17, Lines 3424).</p> <p>Danay financial kulang danay kay may hayop kasi kami ma'am tus gin tutustus niya an kwarta ginkakadto liwat ha hayop (Transcript 17, Lines 3453-3455).</p> <p>Nag-aalaga kami baboy, ginpapalit tubong tapos ginpapalit iba. Akon papa talag-usa la liwat nauli, nauli hi papa maydara kwarta pero deri gud dako an sweldo ak papa sakto la bagan sakto namon pag-kaon (Transcript 17, Lines 3457-3459)</p> <p>Tapos nagyakan hira nga kay ano kuno pagka harus kuno kada</p>	<p>college students and the role of parental involvement. Journal of College Student Development, 47(5), 534-49.</p> <p>Stress related to financial strain or financial pressures has a negative impact on student well-being, this is not unlikely among Filipino students. Students who dropped out of school mentioned insufficient financial resources as their main reason for quitting school (Philippine Statistics Authority, 2015; Bernardo, Allan B.I. & Resurrecion, Karina Fernando, 2018)</p> <p>SOURCE: Bernardo, Allan B.I. & Resurrecion, Karina Fernando, (2018). Financial Stress and Well-Being of Filipino Students: The Mediating Role of External Locus-of-Hope. Philippine Journal of Psychology, 2018, 51(1), 33-61</p> <p>Students' insufficient allowance is one of the leading problems of college students (Galemba, 2005; Gegato, 2007).</p> <p>SOURCE: Gegato, S. N. (2007). Stressors, perceived effects and coping strategies among scholarship grantees in Mindanao State University. Unpublished Undergraduate Thesis, Mindanao State University, Marawi City, Philippines.</p>
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<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 1 – Insufficient Financial Resources or Support</p>	<p>semana naaro ka allowance? Siring ko nak, "Biskan ako CIT, damu gihapon amon ginagastuhan kay damu an mga projects tapos an report gihapon kay dire man kami nakaprojector Ma'am, asya iton. labi na kun... nasiring ako ha ira labi na kay foods ako, magasto gihapon". Karuyag ko la nga maintindihan gihapon nira kay siring ko ha ira "Ma, kay paano po kun dire ako naeskwela, dire man ako sugad hini kagasto." Bisan ano an akon pagtinitipid makuri talaga pagtipid dire ak nailob pagtinitipid ura ura kay an mga gastuhon ngadi, an mga paliton mga mahal man, bisan an sura (Transcript 2, Lines 176-182).</p> <p>Aw di ko man gihapon macoconsider na problem, understand ko liwat nga dire gud liwat namon kaya. Nagkamayda hin.. Han mga last month, an pagsulod han college days, tapos palaro, an pag-aragmot tapos nagyakan ako ha akon tatay nga may aragmot kami sugad hini, sugad hini. Ta kay an akon papa kay parag kuan manla, parag motor ngadto ha amon, tapos nayakan hiya, sunod kuno kun makatirok ako, tapos asya adto naghulat ako mga sugad hini. Hasta mabayad na kami, waray pa kuno, waray kay ginbayad ha foundation day han akon kabugtoan kay duwa pa man adto nga elementary. Tapos pagkuan na.. the day before han palaro, mabayad na unta. Nasiring ako, "Ta kailangan na magkuan, kailangan na bumayad, umapi ka man madire, mabayad ka la gihap". Asya adto bagan nagyakan talaga hiya na pasensya na gudman kuno kay waray gudman ako yana kwarta. Pangutang la anay kuno, babaydan ko nala (Transcript 3, Lines 481-490).</p> <p>Tapos magtitirigda pa Ma'am an mga baraydan, na kailangan bayaran mo kay compulsory, asya ma'am bagan makuri talaga. Bago talaga ako mag-enroll didi Ma'am nagpakiana na anay ako hiton kan Mama, nayakan ako, "Ma, mag-enroll pa ba ako kay kun dire na niyo kaya magsuporta di nala ak ti-eskwela kay pwede man ito". Nayakan mama, sige kuno pag-enroll la. Tapos nag-enroll na ako, tapos pagka-enroll ko na bagan damu na an problema, agi kuno kadamu mat baraydan hini na eskwelahan, sugad hito (Transcript 4, Lines 867-872).</p>
<p>In the college-age population, the top reason (mentioned by 37.58%) for not going to college or university was the high cost of higher education (Bernardo, Allan B.I. & Resurreccion, Karina Fernando, 2018)</p> <p>SOURCE: Bernardo, Allan B.I. & Resurreccion, Karina Fernando, (2018). Financial Stress and Well-Being of Filipino Students: The Mediating Role of External Locus-of-Hope. Philippine Journal of Psychology, 2018, 51(1), 33-61</p>		

<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 1 – Insufficient Financial Resources or Support</p>	<p>Danay naawod nala ako kan Mama kay damu an baraydan (Transcript 5, Line 933).</p> <p>Danay kun damu it baraydan bagat naaraba hira Mama (Transcript 5, Line 935)</p> <p>Nakukurian liwat kasi ako danay pagkukuan kay sugad hiton danay kay an yana kasi na college talaga waray mga books, bagan naiibanan ak gana pagstudy tapos ginseend liwat akon mga classmates tapos waray load. Gusto ko talaga pag mag-aaram ako may hard copies, dire talaga ako sanay an aada la ha cellphone nga soft copy la (Transcript 10, Lines 1953-1956).</p> <p>Pero ha akon dorm waray na ak bayad-bayad dida ha balay balay ha may alumni (Transcript 14, Lines 2461-2462).</p> <p>Bisan ako gin sisinuktan (overdue balance for rental) napadayun la gihap ako (Transcript 14, Line 2463)</p> <p>Confused liwat ako, nalilisang kun baga diri nak maaram kun makain ako kay pag aaro ko waray. Tas sige liwat an sukot, mayda pa mga aragmot (Transcript 14, Lines 2480-2481).</p> <p>Ito ba nga bisan interisado ka mag aram, sumulod ha kada adlaw, bagan nawarayan ka nala gana kay pag nagsusumat na ngani han mga baraydan tas gin iisgan pa ako, masiring undang nala (Transcript 14, Lines 2469-2470).</p> <p>Pagkadto namon OSAS, ginkuan kami nga "Kay ano dire pa kamo naka-uniform? Kay ano waray kam uniform? Free tuition naman, di na ak matuod na waray pa kamo kwarta". Although nga gusto ko magyakan nga "Ma'am dire manla one factor an pinaka-common factor nga problema han pamilya an financial, how about naman an naospital? An ooperahan? An may mga maintenance</p>
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<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 1 – Insufficient Financial Resources or Support</p>	<p>an ira mga parents? Di man pwede nga habang nagmimaintenance ira parents, igkukuan namon nga pipiritun namon hira nga magkaada kami uniform (Transcript 16, Lines 2955-2960).</p> <p>16 3225-3232 asya ngani iton nga naisip ko nala nga bumalhin ako ha...biskan naiisip ko nala nga bumalhin nala ako ha waray elimination, ipadayon ko nala an akon major. Kay as an fact, nali-learn ko naman gihapon hiya nga mahibaruan, tapos makuan, tapos...nakuan la ako han financial kay kun makadto ako han waray elimination, syempre common factor man liwat niya kay kuan hiya...private diba? Kun waray elimination, ha SMCC unta adto tas waray man, kulang man ha financial. Labi na kay solo parent so asya adto na gin-iisip ko nala yana nga ma-eliminate ngani ako, bangin magtrabaho nala ako di la anay ako magpadayon.</p> <p>Kapag naaro ngani para project bagan waray ngani kwarta bagan naghimo talaga ak parents may maibayad la nganhi pan project tus danay deri hiya natuod na sugad hito na baraydan, siring sunod-sunod man an project (Transcript 17, Lines 3449-3451).</p> <p>Syempre yung course ko wala sa amin yung computer na yan doon sa amin Kaya dito sa Catbalogan , bilang estudyante na wala doon sa aming computer nagpapalipas siya ng gabi (Transcript 17, Lines 3395-3398).</p> <p>Waray didto computers or internet shops ha amon, tah kay kinahanglan kay IT ako (Transcript 17, Line 3411).</p>	
		<p>Nasiring ako, "Ta kailangan na magkuan, kailangan na bumayad, umapi ka man madire, mabayad ka la gihap". Asya adto bagan nagyakan talaga hiya na pasensya na gudman kuno kay waray gudman ako yana kwarta. Pangutang la anay kuno, babaydan ko nala (Transcript 3, Lines 486-490).</p> <p>Tas nangutang ako ha akon sangkay 500 tapos ginbaydan ko mga within 2 days kay nagkuan man ako liwat, ako nagsaliwan ha</p>	<p>Students or families with larger amount of debt or expected debt are more likely to feel financially stress and has a negative impact on student wellness (Heckman, Stuart J., Lim, Hanna & Montalto, Catherine Phillips, 2014). SOURCE: Heckman, Stuart J.</p>

What are the adjustment difficulties experienced by first year college students?	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 2 – Settling on Debt for Sustenance</p>	<p>iya pagmotor, kuan man, engineering days, aw asya na palaro, бага waray man adto tuhay an klase, puro man adto uyag. So asya adto nabaydan ko dayon (Transcript 3, Lines 492-495).</p> <p>Pag di ako matagan balon, mamimiling ako paagi, akon sangkay mahuram ako sugad hini, tas within 2 days babaydan ko talaga iton. Financial problems sugad hini... oo bagan nakakabiling man ngahaw ako paagi. Like akon lola, mama han akon mama, patay naman akon mama, asya adto dida ak nakakakuan, tapos akon mga tito ngadto ha manila, sugad hini kay talagsa manla ak naaro pag di na talaga kaya han akon father (Transcript 3, Lines 557-561).</p> <p>Mautang hi mama ha gawas tapos ha pagpadara nala ni ate tapos mapadara hi ate saktó la liwat, nautang na liwat panibago, waray katapusan na utang (Transcript 4, Lines 907-908).</p> <p>Confused liwat ako, nalilisang kun бага diri nak maaram kun makain ako kay pag aaro ko waray. Tas sige liwat an sukot (overdue balance for rental), mayda pa mga aragmot. Pero danay akon mga sangkay mayda man hira, ginpapahuram ak nira (Transcript 14, Lines 2480-2482).</p> <p>Sometimes nangungutang ako ha akon sangkay sugad hito para may maambag ha balay (Transcript 16, Lines 2830-2831).</p> <p>Kapag naaro ngani para project bagan waray ngani kwarta bagan naghimo talaga ak parents may maibayad la nganhi pan project tus danay deri hiya natuod na sugad hito na baraydan, siring sunod-sunod man an project (Transcript 17, Lines 3449-3451).</p>	<p>Lim, Hanna & Montalto, Catherine Phillips, (2014). Factors Related to Financial Stress among College Students. Journal of Financial Therapy. Volume 5, Issue 1, Article 3. http://dx.doi.org/10.4148/1944-9771.1063</p>
What are the adjustment difficulties experienced by first year college students?	<p>THEME II. FINANCIAL STRESS</p> <p>Subtheme 2 – Settling on Debt for Sustenance</p>		

THEMES BOOK

RESEARCH QUESTION	THEMES AND SUBTHEMES	SIGNIFICANT QUOTES/ SOURCE OF DATA	LITERATURE SUPPORT
What are the adjustment difficulties experienced by first year college students?		<p>Naisipan ko magshift hin course (Transcript 1, Line 77).</p> <p>Uhhmm... kuan... an actually dire man talaga ... ini nga akon course yana dire ini hiya hin first choice ko (Transcript 1, Lines 81-82).</p> <p>Actually bagat an first di ko pa hiya masyado naeenjoy kay an akon talaga first choice han akon desired course kay dire mag-education. Since nga amu iton nga kailangan ko nala maging praktikal ha akon ginpili na course, is available la didi (Transcript 10, Lines 1799-1801).</p>	<p>Students may be unsure about a career path or may be unable to choose between two career paths (Fizer, 2013:14).</p> <p>SOURCE: Fizer, Darren (2013). Factors Affecting Career Choices of College Students Enrolled in Agriculture (Page 14). The University of Tennessee, Martin.</p>
	<p>THEME III. CAREER CHOICE DIFFICULTIES Subtheme 1 – Career Indecision</p>	<p>Nakita ko man liwat an mga results han board han accountancy, nangulba liwat ako, asya no regrets ako na nag-education ako. Pero gusto ko gad adto maging future accountant pero siguro may purpose an Ginoo (Transcript 10, Lines 1980-1982).</p> <p>75% okay an college so far, 25% an mejo hesitant pa ko han Psych. Damu kasi liwat nagyayakan na dapat nag... parehas han akon favorite teacher han grade 12, nagpakianan hiya kun kay ano waray ako nag-education. Tapos asya liwat adto an one thing na nagpaquestion ha akon, nga dapat nageducation nala ako, pero gusto ko man liwat an Psychology kay interested ako. So asya nala adto nak ginprioritize, okay man. Dire pa ak maaram kun magshift pa ako kay waray pa man kami mga major (Transcript 11, Lines 1998-2003).</p> <p>Dire kasi ako maaram... an Psychology bagan interested la ako hito na course pero di ako maaram kun karuyag ko talaga igpursue as pagwork na or career. Tas bagan nagwoworry liwat ako hadto kay labi na an katikangan pala han klase kay damu nagyayakan na waray kuno masyado na trabaho ha psychology so bagan karuyag ko hadto magshift, tas nakakaruyagan ko nala</p>	<p>With so many factors to consider in making a career decision, students experience career uncertainty which affects their emotion, attitude, and behavior (Trevor, 2006). They face complex decisional tasks such as exploring different course of actions, reflecting on interests and skills, comparing suitable course of actions, and choosing one option (Gestiada, Nazareno & Villanueva, 2017).</p> <p>SOURCES: Trevor, Roberts E. (2006). Are you sure? The Role of Uncertainty in Career. Journal of Employment Counseling 43:98-116.</p> <p>Gestiada, G., Nazareno, A., and</p>

<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME III. CAREER CHOICE DIFFICULTIES Subtheme 1 – Career Indecision</p>	<p>hiya (Transcript 11, Lines 1991-1994).</p> <p>Waray nala ako ha course han nursing, kumadi nala ako han IT. Pero full naman IT asya IS nala liwat kami (Transcript 12, Lines 2276).</p> <p>To be honest dire ko talaga gusto nak course, gusto ko talaga magshiff (Transcript 12, Lines 2272-2273).</p> <p>Nasiring ako diin dawla ako makuan hini? Ano dawla tak kukuhaon nga course nga makacontinue ako ha 2nd sem para dire hi Mama mag-isog kay nanghihinayang liwat hi Mama, although liwat nanghihinayang ako, pero kun mapadayon ako tapos dire nakon karuyag han pagiging teacher, asya la ngahaw magsa-suffer la ngahaw ako kun makagraduate ako (Transcript 16, Lines 2803-2807).</p> <p>Unti-unti ko nakuanan hiya nga dire ko karuyag mag-teacher, asya adto nga medyo kinurian ako (Transcript 16, Lines 2732-2733).</p> <p>Nakikita ko kasi iton yana pala nagtitanangis na ako, how much more hin mag graduate ako tapos magteacher na? Every day lesson plan an hihimuon, so asya iton hiya nagruruhaduha pa ako yana (Transcript 16, Lines 2810-2812).</p> <p>Magkuan ngani ako, ma-eliminate ngani ako, diin man ako makadto kay dire man ako pwede ha COEd? Tas kun makadto ako ha may elimination, mag-inutro-utro la ako, bangin maiba na liwat, tah kay iba-iba man an adjustment han kada department, so asya adto dire ko man liwat karuyag mag-automotive (laughs), kay di ba an automotive nganhi waray kuan, waray elimination? Although karuyag ko gad hiya mag-IT, pero nadire ako kay bangin makuan akon mata, maruba. So asya adto nga nadeicide ko la nga hiya la anay yana magstop or magtrabaho, nga medyo naghahard time to think pa ako hito nga decision nakuan pa ako</p>
		<p>Villanueva, R.M. (2017). Development of a Senior High School Career Decision Tool Based on Social Cognitive Career Theory. Philippine Journal of Science 146 (4): 445-455, December 2017. ISSN 0031 – 7683. Date Received: 24 Mar 2017</p>

		kun ano pa it akon himuon yana pag matapos an elimination, kun makita ko an result, ansya adto (Transcript 16, Lines 3240-3247).	
What are the adjustment difficulties experienced by first year college students?	THEME III. CAREER CHOICE DIFFICULTIES Subtheme 2 – Social Influence	<p>Ma'am mayda pa po. Usa nga pinaka-difficult yung kapatid mo talaga na nadire hiya it imo gusto na course (Transcript 12, Lines 2260-2261).</p> <p>An usa ko po na bugto na adto manila, kun ano an karuyag ko, parang nadire hiya ngan masiring hiya nga, kay an akon karuyag talaga, nursing talaga an akon gusto, nadire kasi hiya. An that time kasi adto ma'am senior high ako, an caregiving ata yun, magtatrabaho ka la kuno parag-uli hin lagas, paragkuan ka la hito. Asya iton pinakadifficult ko nga kuan ha iya, asya talaga iton akon gusto na magcaregiving ako tas gusto ko magnursing. Parang di siya boto ha akon course kay caregiving ka kuno, paano man adto kun pagdako mo, it imo kuno magigin trabaho magigin lagas... parag-uli lagas, nag-explain naman ako, nasiring ako nga Ate, dire man it pagtrabaho ginkikita an iya kuan, as long as imo talaga pinaghirapan ito, imo ginhihimo para kamo umasenso, asya ito waray nala ako ha course han nursing, kumadi nala ako han IT. Pero full naman IT asya IS nala liwat kami (Transcript 12, Lines 2265-2273).</p> <p>Nakuan kasi ako kan tatay kay parang kuan kasi hiya maisog hiya, pero di gad as in na maisog, pero strikto talaga it hiya. Asya ito nga bagat di ko hiya ginsusumat kay once kasi sumatan hi Tatay, mag-iisog it hiya, masiring it hiya nga ano sugad hito, nag-iiniba ka, kay ano waray ka nag-education (Transcript 12, Lines 2284-2287).</p> <p>Pero ngayon talaga Ma'am, COEd na talaga, BPED, kay damu kasi liwat nagsisiring akon nga mga, dapat nagBPED ka nala talaga, magshift ka nala, ambot nasiring hira, dati man kuno ako sumayaw, kay an BPED kuno, dire ito dati ka la magperform pero dapat dati ka liwat mag-explain (Transcript 12, Lines 2291-2293).</p> <p>Damu kasi liwat nagyayakan na dapat nag... parehas han akon</p>	<p>Parental involvement have an impact on adolescents' education and career choice. The report also found open houses, dialogue with college friends, alumni, and admitted-student programs are extremely influential to students. The report claimed these sources are not well known, but very powerful to student's decision making for their college (Pascual, 2013).</p> <p>SOURCE: Pascual, Nancy T. (2013). Factors Affecting High School Students' Career Preference: A Basis for Career Planning Program. International Journal of Sciences: Basic and Applied Research (IJSBAR). ISSN 2307-4531. Retrieved from: http://gssrr.org/index.php?journal=JournalOfBasicAndApplied</p> <p>In a study entitled, "Factors Affecting Career Choices of College Students Enrolled in Agriculture" stated that the factor that most influenced students' choice of major was family, with 27% of students who participated in the study choosing that response (Fizer, 2013:12).</p>

<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME III. CAREER CHOICE DIFFICULTIES Subtheme 2 – Social Influence</p>	<p>favorite teacher han grade 12, nagpakiana hiya kun kay ano waray ako nag-education. Tapos asya liwat adto an one thing na nagpaquestion ha akon, nga dapat nageducation nala ako (Transcript 11, Lines 1998-2001).</p> <p>Uhmm... kuan... an actually dire man talaga ... ini nga akon course yana dire ini hiya hin first choice ko, began asya la ini an ginyakan akon parents kay dire man hira suportado han akon 1st choice (Transcript 1, Lines 81-83).</p> <p>Pero gusto ko pa man igpursue an akon kurso, gusto gad adto akon lolo accountancy or business administration pero kailangan ko na isacrifice adto kay kailangan ko umuli kay hi Papa man tas nagyakan man liwat ako ha akon mga aunties, amu ginpili ko gihap ini kay mayda man ako passion na himuon ini (Transcript 10, Lines 1977-1980).</p> <p>Asya iton nakuan ako kan Mama nga mag-aapply nala ako trabaho pero biskan nadire hi Mama, nagruruhaduha pala liwat ako kay nadire hi Mama. Nasiring ako diin dawla ako makuan hini? Ano dawla tak kukuhaon nga course nga makacontinue ako ha 2nd sem para dire hi Mama mag-isog kay nanghihinayang liwat hi Mama (Transcript 16, Lines 2802-2805).</p>	<p>SOURCE: Fizer, Darren (2013). Factors Affecting Career Choices of College Students Enrolled in Agriculture (Page 14). The University of Tennessee, Martin.</p> <p>It was also reinforced by another study which found that parents have the strongest influence on the Filipino adolescents' career targets as cited by Mattison (2011).</p> <p>SOURCE: Mattison, HC. (2011). Sigurado Ka Na Ba? Exploring Career Uncertainty in Filipino College Students. Philippine Social Sciences Review 62(1):158-195.</p>
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THEMES BOOK

RESEARCH QUESTION	THEMES AND SUBTHEMES	SIGNIFICANT QUOTES/ SOURCE OF DATA	LITERATURE SUPPORT
What are the adjustment difficulties experienced by first year college students?		<p>Ha pag-socialize, uhmm... oo, nagkamayda ako slight difficulty kay syempre dire man kami paprehas interests, hin kuan attitudes so bagat permi kami... permi ako nag-aadjust pag nakikipagsocialize ako ha iba nga kuan or ha usa na group of people. (Transcript 1, Line 64-66)</p> <p>An akon nala nagin adjustment an akon personal relationships towards ha akon mga classmates, paano hira ig-handle, syempre may times liwat kasi na adto ngani na parang ginkuan nira ako as class president, may part liwat ha akon na bagan challenging hiya kay almost 50 kami so paano ko iton hira ighandle? Asya an akon nagin kuan (Transcript 9, Lines 1619-1622).</p>	<p>Social adjustment is defined as developing close friendships with other students, and the frequency the student felt, worried about meeting new people, isolated from campus life, and lonely or homesick (Jean, 2010).</p> <p>SOURCE: Jean, Daniel (2010). The Academic and Social Adjustment of First-Generation College Students. Seton Hall University.</p>
	THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES	<p>Ha pagsocialize naman, namimiling kasi ako hin tawo na komportable ako pagkuan, makipagkuan, halubilo. Pero di ngani ak komportable, naiwas ako dayon (Transcript 7, Lines 1328-1329).</p>	<p>First year students have issues in building new relationships and these connections may not be established at once (Ng & De Guzman, 2017)</p>
	Subtheme 1– Establishing Relationships	<p>Ha akon mga classmates, syempre ma'am nag-eskwela ako ha samar college bagan maupay an vibe ngadto ak mga classmates, bagan may pagka-wild nga may pagka... pero nag-eeenjoy ako, an yana ko na classmates, mag-aadjust ka talaga kay bagan mga banal, bagan for example, magbubuyayaw ka na ngani ha GC, kay syempre mga joke joke ba, bagan feel ko naooffend hira kay bagan waray may naresponse, bagan kailangan mo maghinay hinay kay mga christian man gud kasagaran ko na mga classmates (Transcript 8, Lines 1469-1474).</p> <p>Akon mga classmates maam may mga times na dire ako belong ha ira bagan asya ngani iton na bagan makuri makisama ha ira kay mga kabuotan duro. Tah kay mga lurong lurong kasi nak mga classmates dati, yana bagan usa mo la kayakan bagan ma-offend mo hira, bagan dapat dire ka impulsive kapag nakiki-</p>	<p>SOURCE: Ng, Marie Cicelie & De Guzman, Allan B. (2017). Liminal adjustment experiences of pharmacy students: A grounded theory analysis. Pharmacy Education, International Pharmaceutical Federation.</p> <p>A study in suggests that social adjustment and academic performance are positively related. The researcher concludes that social adjustment</p>

What are the adjustment difficulties experienced by first year college students?	THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES Subtheme 1– Establishing Relationships	<p>interact ka ha ira. Bagan danay dire ako nabelong, asya iton nagecellphone la, asya iton most of the time cellphone nala talaga ako nafocus pag nagkakausa. Nalingkod la ha sapit, asya la Ma'am (Transcript 8, Lines 1490-1495). Akon kasi nagbobother han hadto kay bagan dire ako masyado nga extrovert, iton dire ako masyado nga outgoing. So bangin ako waray magin ka-close (Transcript 11, Lines 2025-2027).</p>	<p>is a consistent predictor of academic performance among college students. Students who are able to interact with peers, and build up social network, are also likely to attain social support easily. Thus, attaining adequate levels of social adjustment precipitates students's ability to actively engage in positive interactions with peers, and vice versa (China, 2015).</p> <p>SOURCE: China, Faustino (2015). The Relationship Between Social Support, Social Adjustment, And Academic Performance Among College Students In Tanzania</p>
What are the adjustment difficulties experienced by first year college students?	THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES Subtheme 2 – Social Conflict Compatibility Issues	<p>Ambot Ma'am kay bagan mayda la talaga mga factors nga magkakaiba an batasan siguro (Transcript 4, Lines 719-720).</p> <p>ma'am ha akon friends may naka-away ako bagan deri la kami nagka-intindihay (Transcript 17, Line 3567).</p> <p>Classmates na di ko gud hira mga ka vibes (Transcript 15, Lines 2542-2543).</p> <p>kuan Ma'am bagat mahilig hira magjudge (Transcript 2, Lines 130-131).</p> <p>Bagan nadire liwat kasi ako pagkuan kay damu kasi liwat mga sadista didi, akon mga dire gud close na friend (Transcript 3, Lines 632-633).</p> <p>Nacoconscious po kasi ako kay feeling ko majajudge ak nira</p>	<p>In a research on college student interpersonal conflict conducted by Li & Shan (2013), it was found out that there are two kinds of conflict: The incompatible interests on some of the substantive issues, and the negative emotions and the incompatible behavior, such as distrust, fear, denial and anger. Studies show that interpersonal conflict closely relates to anxiety, stress, self-esteem and mental health factors; the appropriate conflict can mitigate pressure from all sides. Conflict has a negative effect, such as</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Social Conflict and Compatibility Issues</p>	<p>(Transcript 7, Line 1416).</p> <p>Mga pira po ka-months na nag-start po an klase nga naexperience ko la po nga unti unti ko na po hira nakilala an mga batasan nagawas na po nga mahilig hira manira bisan dire ungod ginyayakan nira tapos syempre po bilang usa na babaye bagat masakit ha akon liwat kay an ira paninira dire ungod tapos always nala po ak hadto nagpiray nga "Lord, ikaw nala po an bahala, dire po ako maato ira, dire ako magia-judge ha ira, basta an akon kuan ginhatag ko nala kan God na Hiya nala an bahala" (Transcript 2, Lines 191-196).</p> <p>Nagsaramok kami akon mga classmate nga nahibaro ako nga ginsisiniraan ngayan ako nira (Transcript 2, Lines 278-279).</p> <p>Iton ba nga bisan aadi ngani iton ha akon atubang akon mga classmates, bagan nakikitawa ngani hira, nakikitawa nala ak liwat bisan masakit ha akon na makita hira nga masaya hira ha luyo han ira mga ginbuhat akon (Transcript 2, Lines 312-314).</p> <p>Nakikisama na gad hira akon Ma'am pero... Pero may mga sangkay talaga liwat po ako na totoo ha akon, nagkukuan hira, pag nabati hira ginsusumat nira ha akon na sugad hito ira ginyinakan. Nasiring ako na sagdi nala kay mag-aano man kita kay amu man it ira ugali? waray man kami mahihimo, asya iton nga gin-accept ko nala talaga Ma'am. Kay siring ko pa adto ha ira nga an Ginoo maaram kun ano an kamatuoran (Transcript 2, Lines 318-323).</p> <p>Yes Ma'am... Gintry na namon.. nag-open forum man po kami, asya adto na may time na nagtangis an akon duwa na sangkay, nagsorry liwat adto hira kay kuan kuno nakabati-bati la kuno hira tapos ginpakalat na nira, dapat kun may problema kamo akon, diretso kamo akon, ayaw kamo pagtuod ha iba kasi dire hira maaram kun ano it ungod. Siring ko ngani, sangkay ngani, sangkay. Waray ito nga libak-libakay kay maaram man...kilala man niyo nak ugali kun ano ako, usa pa, kusi nakon dire man ako</p>	<p>worsening the healthy development of students' interpersonal, hindering student life quality. If frequent and intense conflicts are not handled properly, relations between the students will continue to deteriorate. Experientially, It appears attacks unprovoked, verbal abuse, this deterioration continue for some time, groups of students will have a serious separation. The negative emotional state brings harm to the physical and mental health of students, also serious impact on the school and the community, family.</p> <p>SOURCE: LI, Zhonghua & SHAN, Weifeng (2013). Research on College Student Interpersonal Conflict Management based on the Conflict Theory. International Conference on Information, Business and Education Technology (ICIBIT 2013). DOI: 10.2991/icibit.2013.221. Retrieved from: https://www.researchgate.net/publication/266648754</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Social Conflict Compatibility Issues</p>	<p>malakat, maaram man kamo hito, asya nak siring ha ira. Nakuan la po ak hadto kay nagtuod lugod hira han yakan han iba kontra ha akon (Transcript 2, Line 327-333).</p> <p>Kay iton ngani nga diba kuan yana nga amon generation nga pag kami-kami okay la magsunlugay, mag-away awayay, okay la iton... pero naabot kasi an time nga pag may iba nga tawo, dire ba nira ginlugar an amon mga ginhihimo na kami la tapos may iba na tawo (Transcript 3, Lines 437-439).</p> <p>About la akon friends adto nga traydor, traydor. An akon ba unta nga it nahinabo ha amon dan una nga kami la unta an maaram. Tas di na dapat unta gumawas, tas iton nga time nga ginbulgar han amon mga friends asya iton nga tungod han dan una ko pa na kauriton, bumulag ako han akon pinaka-original nga grupo, asya iton (Transcript 3, Lines 616-619).</p> <p>Bagat may iba ako nadidirian ha usa nga klase nga sugad hito mag-aringsa, tapos mga non-sense, nadire kasi ako hiton, tapos amu ito maam nalalain talaga ako ha amon section (Transcript 4, Lines 695-697).</p> <p>Dire man, ito ma'am for example, ha room tapos bagan kailangan magreview tas ito nga kailangan dire man dapat mag-aringsa, tapos kamag-aringsa, tapos ito ba ma'am nga magyiyinakan non-sense na topics like waray man iton connection, bagan nakaka-annoy la Ma'am pagpinaimati tapos amu adto (Transcript 4, Lines 706-709).</p> <p>Oo ma'am. Nag-iisog po ako pag may nababatian ako na mga non-sense ha akon mga classmates. For example, magreview tanan tapos may mag-aaringasa tapos mabuhat ako, "Uy ayaw kamo hin aringsa! Nakita kamo nagreview, diba nangingiskwela man ada kita? May time liwat nga di ko yayan pero sisikretuhon ko la, masiring la ako nga ayaw pag-inaringasa kay magreview kita. Para dire la ba liwat hiya mapaawod kay damu an tawo, amu la Ma'am, nag-iisog la ako (Transcript 4,</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 2 – Social Conflict and Compatibility Issues</p>	<p>Lines 795-800).</p> <p>Ambot Ma'am kay bagan mga non-sense man kasi ambot kun ano it hira (Transcript 4, Lines 833).</p> <p>Dara han ka-annoy nga non-sense pero bagan mayda liwat na para manhuyo gudla hira, para mastop an ira ginhihimo (Transcript 4, Lines 839-840).</p> <p>Parang may fault finding spirit ako han una nga mga panahon, di ko pa naintindihan. Pag may nakikita ko ngani na may sala something, parang adi la akon mind pero parang nadire ako nakikita ko nga sugad hiton (Transcript 9, 1681-1683).</p> <p>Oo bagat nakakarma liwat ako kay baga bully man liwat kami. Baga dire gad sugad kabully nga makukuan it iya emotional na kuan, ito la nga "maraot, guti, pandak", ako pag nabubully ako kuan talaga, deep talaga, nakakasakit. Like, parehas hadto nga sugad hini, han Grade 7 ka pa, napalindas ka ha atubang imo crush. Tapos like, ginguliatan ka ni Maam, iton ba nga.. basta guti gadla iton na mga butang pero mayda liwat kasi adto impact han akon high school. Dako liwat adto na kaarawdan (Transcript 3, Lines 635-639).</p> <p>Mayda ko kasi usa didto nga patod nag away kami didto, nag suntokay kami didto kay di ko adto hiya maintindihan maam. Basta nagpipinanugo ito hiya diri ngani ginsugot nag iisog takay naurit ak hadto nga time so gin atohan ko hiya (Transcript 15, Lines 2595-2597)</p> <p>Danay gihapon ma'am akon sangkay danay kami nagka-away-away kay sugad hiton deri bagan deri kasi nira matanggap liwat magbubully –bully,,bullying liwat ma'am (Transcript 17, Lines 3515-3517).</p>	
		<p>Kay nafi-feel ko nga alone na ngani ako akon parents, alone pa ako akon mga friends. Sugad hiton.. bagan dire hira maaram magpahalaga hit ira sangkay (Transcript 2, Lines 129-130).</p>	<p>Reynolds and Constantine (2007) define social isolation as pervasive feelings of loneliness,</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Social Isolation</p>	<p>Kuan po Ma'am bagan yana la po iton hira nagkadto, yana la nga mga 2 weeks na. Tas bagan nakukuan la ak ma'am kay namimingaw ba ak ha ira (Transcript 2, Lines 142-143).</p> <p>Aww oo okay la. Kay asya na ngani adto mayda man kami yana kuan conflict, mga one week na ada nga nag-uusahan la ako nga dire ak napaupod ha ira (Transcript 3, Lines 471-472).</p> <p>Asya ito nga kuan, damu gihap it kulang basta dire kami nag-aasihay. Han yana kay gin-iilob ko manla. Di la anay kami mag-aasihay, sugad hiton (Transcript 3, Lines 531-533).</p> <p>Feeling lonely sugad hiton (Transcript 3, Line 568).</p> <p>Natigdaan na liwat ako kay an akon mga sangkay nagburublag kami, nangadto ha science, nangadto ha Math tapos usa la ako ha social studies waray ako upod na taga school namon. Tapos nag-isip na ako na hala mag-aano dawla ako hini kay waray na ako mga sangkay dinhi (Transcript 4, Lines 689-691).</p> <p>Nagkamayda liwat ako sangkay Ma'am, usa. Uyab akon classmate nga usa, tapos pagkahuman han amon bridging, nagbulag liwat kami tapos nayakan ako, agi ano ba ini, kay waray naman liwat ako upod, mag-aano dawla ako. Amu adto Ma'am, pira ka-months anay liwat, permi la ako nag-uusa Ma'am, tapos nakaon ako, usa la liwat ako permi nakaon Nalalain talaga ako ha amon section, usa-usa la talaga ako (Transcript 4, Lines 692-695, 697).</p> <p>Yana Ma'am, ambot dire ko pa nasising na nagkamayda na ako sangkay na close liwat Ma'am kay waray man gud ako squad gud nga ini makakaupod ko pagkaon, ini makakaupod ko sugad hini, waray talaga Ma'am (Transcript 4, Lines 700-702).</p> <p>Dida han amon PE namon nga groupings for reporting tapos nayakan ako ha akon sapit nga, "Uy, dida ako ha iyo ha?",</p>	<p>dissatisfaction, marginalization and heightened levels of interpersonal distress.</p> <p>SOURCE: Reynolds, A. L., & Constantine, M. G. (2007). Cultural adjustment difficulties and career development of international college students. <i>Journal of Career Assessment</i>, 15(3), 338-350).</p> <p>In a study of Collins (2013), states that though isolation and loneliness are not synonymous, the latter can be seen as one of its effects. Nonetheless, definitions of loneliness seem to suggest that there is an absence of something; Weiss (1973) for example, posits that it is the absence of necessary relationships. Peplau and Perlman, (1982) however, states that loneliness is the distressing feeling that occurs when one's social relationships are perceived as being less satisfying than what is desired. In essence, according to them, there is a discrepancy between ideal and perceived social relationship.</p> <p>SOURCES: Weiss, R. S. (1973). <i>Loneliness: The experience of emotional and social isolation</i>. Cambridge, MA: MIT Press.</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Social Isolation</p>	<p>pagkagroupings na, nayakan an ira leader na "Uy, adi na usa para kan ano, adi na usa para kan ano." Bale waray nak kaapi Ma'am, sumiring hiya na sorry kuno, okay la, maghuhulat nala ako han masasalin, tapos amu adto gin-isip ko la adto nga ayaw pag-inisog, ayaw pag-inuba sagdi ito kay baman naeskwela man kita, dire mat importante na mga grupo grupo, sangkay, sangkay (Transcript 4, Lines 846-851).</p> <p>And then pag kuan magkaada ako problema kasi ginkikieep ko la sa sarili, parang dire ko ginsusumat sa iba. An nangyayari, parang gin-isolate ko ak sarili sa iba po (Transcript 6, Lines 1233-1235).</p> <p>Bagan dire po ako sanay ngan di po liwat ako nakikikuan ha iba na tawo gud (Transcript 7, Lines 1296-1297).</p> <p>Okay la Ma'am mayda gad mga sangkay pero dire la damu. Pero bagan mayda kasi times na karuyag mo nala mag-usahan kay bagat dire ka comfortable ha ira (Transcript 7, 1318-1319).</p> <p>Dire ko hira permi upod danay mag-usahan la (Transcript 7, Lines 1322-1323).</p> <p>Pag-abot ha group projects na an groupmates mga over dependent ha ikon kay ako permi an leader, gusto ko unta na mag excel tanan kami ngan magrotation ha pagleader, dapat mahibaro hira, ginbuligan mo hira na mahibaro hira, gintatry ko na pero nadire hira. Yana la na 1st week of December, bagan nabug-atan ako uraura kay tanan nala gin-aasa ha ikon. Tatagan mo hira hirimuon pero dire nira hihimuon, matapod pa ba ako hini ha ira kay bagan syempre deadline na, waray la gihap hira ginhihimo ginuhulat ko la talaga na may mag initiate ha ira. Naghihinulat la hira han leader (Transcript 9, Lines 1764-1770).</p> <p>An may karuyag ko iyaan or ig-istorya nga dire mo maistorya kay hiya an permanente mo na ginbibiling kay nasanay ka nga ig-istorya mo iton, so asya la adto... an fact nga di mo hiya</p>
<p>Source: Joseph-Collins, Nadine A. (2013). International Students' Isolation in the Philippines: Causes, Effects and Coping Strategies</p> <p>Peplau, L. A., & Perlman, D. (1982). Perspectives on loneliness. In L. A. Peplau & D. Perlman (Eds.), <i>Loneliness: A Sourcebook of Current Theory, Research and Therapy</i> (pp. 1-20). New York: John Wiley & Sons.</p> <p>Other researchers have reported that some of these students often report not having time to make friends because of academic demands (Heikenheimo and Shute, 1996; Yang, et. al, 1994).</p> <p>Source: Joseph-Collins, Nadine A. (2013). International Students' Isolation in the Philippines: Causes, Effects and Coping Strategies</p> <p>Heikenheimo, P. S. and Shute, J. C. M. (1986). The adaptation of foreign students: Student view and institutional implications. <i>Journal of College Student Personnel</i>, 27, 399-406.</p> <p>Yang, B., Teraoka, M.,</p>		

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Social Isolation</p>	<p>nakakaistorya (Transcript 11, Lines 2041-2043).</p> <p>Bagan isolated kay ako dire kasi ako okay bagan naharayo ako ha amon iba na classmates tapos hiya bagan nakikitawa la gihapon hiya kaupod amon iba na classmates, so bagan feeling ko hira nakampi ha iya, tapos bagan waray man nakakapansin ha akon (Transcript 11, Lines 2045-2047).</p> <p>Bagan nadire na ak pagsulod kay magiging waray na liwat, dire na liwat kami magiging okay, kay permi ko adto kadungan pag-uuli, yana usahan la ako, hiya adto an akon permi kadungan (Transcript 11, Lines 2049-2050).</p> <p>Minsan ma'am, hindi. Danay kasi dire ako nakakasalamuha ha ira, mas inuuna ko pa ang sarili ko. Pero pag may time ako mas nakakasalamuha ako sa kanila, tapos pag wala talaga akong time, hindi talaga ako nakikisalamuha sa kanila. Minsan kasi nafocus lang ako sa sarili ko pag may ginagawa ako pero pag may time ako, dun ako sa kanila (Transcript 12, Lines 2187-2190).</p> <p>Well, danay dire na nakakaupod, nakakaintindi man hira danay pag yaknun ko nga may mga hirimuon kami yana, sunod nala... mabawi nala next time tapos pag may time nala ako ngada nala kami mag uurupod (Transcript 13, Lines 2337-2339).</p> <p>Bagan nag uusahan la ako ha mga panahon na makuri an sitwasyon (Transcript 14, Line 2485).</p> <p>Waray may nagocomfort ha akon, nagocomfort ko an akon kalugaringon thru Words of God (Transcript 16, Lines 2895-2896).</p> <p>I choose to be alone nala. Iton nga I'd rather to be alone than socialize kay pag may bumaton na liwat ha akon nga dire maupay ha akon na yakan iton nga dire para akon dire maupay, nag-ooverthinking kasi ako. Iton nga kuan ba ako, overthinking person</p>	<p>Eichenfield, G. A. and Audas, M. C. (1994). Meaningful relationships between Asian international and U.S. college students: A descriptive study. College Student Journal, 28, 108-115.</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME IV. SOCIAL ADJUSTMENT DIFFICULTIES</p> <p>Subtheme 3 – Social Isolation</p>	<p>ako (Transcript 16, Lines 2903-2906).</p> <p>An thought na dire hira makakabulig ha akon pag-eskwela, kay akon kasi nafi-feel liwat, tubto la hira hatag han imo kailangan pero waray support, waray tikang ha ira nga support, kumbaga, naprovide la hira kun ano imo kinahanglanon. Asya iton akon nafi-feel nga nag-uusahan la ako nga nakakaintindi nak kalugaringon, as a responsible person ha tanan na nahinanabo dinhe ha kalibu... ha tanan na dapat ko himuon didi ha kalibutan, as a responsible person, ako la nakakaintindi ha akon kalugaringon, akon la an nagocomfort ha akon kalugaringon, ginkakaistorya ko la an akon kalugaringon (Transcript 16, Lines 3038-3044).</p> <p>Naaasi la ako danay pag sugad hito may recitation sugad hito, may hirimuon na project, leader na liwat pero pagkahuman hito na purpose han paghimo, wara na, usa na liwat (Transcript 4, Lines 698-699).</p> <p>As a person, sensitive gihapon ako nga pagkatawo, dire ako maararam kun kay ano danay, gin-aask ko kan God kun "Kay ano nga gincreate niya ako nga sugad ka-sensitive person, iton nga dire ba makigsocialize ngani ako tas ibato ha akon nga para akon dire tama, pag-iinisipun ko anay hiya ngan dire na maupay it impact ha akon tas nahirayo ako dayon han mga tawo." Sugad hiton it impact hit akon ka-sensitive tapos naiwas nala ako nga makigsocialize, although nga karuyag ko makigsocialize, naisip ko nala nga I choose to be alone nala. Iton nga I'd rather to be alone than socialize kay pag may bumaton na liwat ha akon nga dire maupay ha akon na yakan iton nga dire para akon dire maupay, nag-ooverthinking kasi ako. Iton nga kuan ba ako, overthinking person ako (Transcript 16, Lines 2898-2906).</p>
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THEMES BOOK

RESEARCH QUESTION	THEMES AND SUBTHEMES	SIGNIFICANT QUOTES/ SOURCE OF DATA	LITERATURE SUPPORT
<i>What are the adjustment difficulties experienced by first year college students?</i>	THEME V. PSYCHOLOGICAL DISTRESS Subtheme 1 – Symptoms of Anxiety	<p>Nagkakamayda ako pressure kay pag ginpapakianhan ako han akon mga teachers maaram gad ako han akon ig-aanswer, pag ginpapakianhan ako han akon teacher bagan nasulod ba an tense ha akon dughan, nga hala ka, magsala ngani ako hini kausa-usa, mga guti la na sala bangin ak makuan han akon classmates, kay siyempre mga baltukon gihapon akon mga classmates, so nagkakamayda ako hin kuan.. hin fear ba nga bangin ak ma-judge the way nga.. or iton nga bangin pakianhan ako han akon mga teacher tapos tigda la ako.. ano ini.. mamental blocked sugad hiton. Tapos, ansya na.. ansya na iton (Transcript 3, Lines 399-405).</p> <p>About han amon lesson, maaram ako han amon lesson, tas confident ako nga maaram ako, iton la kay pag sugad hini example about ha calculus, an amon differential, kuan ako bagan nagsurat-surat tapos nagkamayda kami recitation, plus points. Nayakan ako bagan carry ko, makaka-answer ako tapos hadto na.. nag-answer na an akon baitok nga classmate medyo bagan nakuan liwat ako kay na-wrong hiya tas dako an iya pagkakamali , ta kay an iya gin-answer, ansya gihapon an akon ba kasing liwat na asya na an answer, so asya adto pag-answer niya, bagan "patay, dire asya, dire asya" so asya adto natensed na ako ta kay sunod ako an gintawag, asya adto pagtawaga akon nga nakuan ako bagan nagstop an akon kuan, asya adto ginkukulba ako tas asya adto bagan feeling ko mauurhi ada ako yana hit kuan pero nag-aadjust man gihapon (Transcript 3, Lines 407-415).</p> <p>Ahh, medyo Ma'am. Pag nagrerecite liwat ako, nahadluk ako, dire ako nakakayakan. Ginkukulba ako nga as in na ginkuluba (Transcript 5, Lines 1025-1026).</p> <p>An thoughts an kuan adto an mababagsak ako, an feeling an ginkukulba, nahadluk (Transcript 5, Line 969).</p> <p>Hin ano ako, naranatle, bagat na-i-stress na ako. Dire ako maaram kun ano akon hihimuon. Dire na ako ano, basta na-</p>	<p>Many studies point out high levels of psychological distress in university students, specifically depression, anxiety and suicide risk.</p> <p>The most frequent responses shown by the respondents were anxiety and fear. Anxiety may be due to the student's constant anticipation of uncertain events such as what questions will the exams contain, will he/she pass the class, and will his/her group mates be responsible enough and the like. Fear is shown as a frequent response most likely due to the thinking that courses in the university are highly difficult and thus, easy to fail. Anxiety and doubts can be powerful sources of stress which can further aggravate one's state (Santrock, 2003 as seen in Dy, Espiritu-Santo, Ferido, Sanchez, 2013).</p> <p>SOURCE: Dy, Marison R., Espiritu-Santo, Klarisse, Ferido, Melissa P., Sanchez, Ria P. (2013). Stressors and Stress Responses of Filipino College Students.</p> <p>lower quality of life among students, specifically on social</p>

<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 1 – Symptoms of Anxiety</p>	<p>stress ako. Nagpapanic ako (Transcript 5, 972-973 & 975).</p> <p>Nakakabaton ako pero nagstutter ako ma'am nag-uulat utal (Transcript 5, Line 1032).</p> <p>Pag naawod naman ako, bagat nalupad akon mind, nagpractice po kasi ako tapos pag aadto na ako ha front nayngangalimot na ako tak mga yaya knon.. parang namemental blocked (Transcript 7, Lines 1411-1412, 1414).</p> <p>Nacoconscious po kasi ako kay feeling ko majajudge ak nira (Transcript 7, Line 1416).</p> <p>Bagan nagkacramming na, bagan nag-ooverthink nala ako han mga iba iba na ginhihimo, bisan nala ano (Transcript 8, Lines 1502-1503).</p> <p>Hi Papa kasi bagan naghatag hiya ha akon trauma kay dire la kasi na bagan nag-away hira, nagverbal abuse ngan psychological abuse liwat niya ako. Hi Papa kasi nag-iba na iton an iya batasan, tapos okay gad ako pero everytime nga nakadi hiya ha balay, bagat natu-trauma na ba ako bangin mag-iba na liwat iya batasan, bangin magpakita na liwat hiya han iya ginpakita ha akon liwat han una nga batasan nga nagribok-ribok hiya (Transcript 10, Lines 1820-1825).</p> <p>Opo, everytime Nakita ak kan Papa, nakakafeel na ak kahadluk. Gusto ko hiya paiwasun ha balay, pero dire ako nakakayakan, nahadluk na talaga ako ha iya pag-aapproach, bagat nag-iba na talaga iya Batasan (Transcript 10, Lines 1827-1829).</p> <p>Dire ma'am dre ko kaya bagat dre ko kaya na nakikita ko hiya tapos nakada la hiya kwarto akon mama tas akon kabugtuan kasi dre ko talaga kaya na makikita ko hiya (Transcript 10, Lines 1886-1887).</p> <p>Ha anxiety, may times nga di ka maaram han reason, danay magbi-break down ka nala tapos magtitinangis ka sugad hiton, bagan di ka maaram kun kay ano ka nagtatangis, danay bisan</p>	<p>and role functioning, were observed among those who exhibited symptoms of social phobia, social interaction anxiety and fear of negative evaluation (Ghaedi, Tavoli, Bakhtiari, Melyani, and Sahragard, 2010 as seen in Cleofas, 2020).</p> <p>SOURCE: Cleofas, Jerome Visperas (2020) Student involvement, mental health and quality of life of college students in a selected university in Manila, Philippines, International Journal of Adolescence and Youth, 25:1, 435-447, DOI: 10.1080/02673843.2019.1670683 Retrieved from: https://doi.org/10.1080/02673843.2019.1670683</p> <p>Psychological problems are common in many students. Stress is created by excessive environmental and internal demands that need constant effort and adjustment. The participants in the study, "Problems Experienced by College Student Scholars" mentioned that stress are from many activities and external problems. Some of them experienced physiological (excessive workouts) and psychological stress, fear of failure and pressure pressed upon them by their families and the University Alico, 2015).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 1 – Symptoms of Anxiety</p>	<p>mga simple la nga hirimuon basta pag-abot ha pakiki-kuan ha mga tawo bagan masyado nga kuan ako (Transcript 11, Lines 2101-2103).</p> <p>Stressful an college life (Transcript 13, Line 2309).</p> <p>Nabobothered ako what if dire ako mapasar sugad hito kay high expectations gud nursing sugad, sugad hito tapos ansya na ito na bobothered ako Danay anxious (Transcript 13, Lines 2359-2360).</p> <p>I don't know ma'am, parang kasi...okay ha akon like pag-answer, okay ha akon an written pero pag recitation na pag.. pag nag yayakan ha front... parang di ko na naexpress akon thoughts fully kay na ano ako parang nag stage fright ganun (Transcript 13, Lines 2412-2414).</p> <p>Waray, kay everyone is looking at me parang na bobothered ako ha ira (laughs) (Transcript 13, Line 2418).</p> <p>Akon feeling nga inaabat, nga first time ko nagpaso an akon kasingkasing, tungod han mga heavy pain (Transcript 16, Lines 2997-2998).</p> <p>Bagan nagkacramming na, bagan nag-ooverthink nala ako han mga iba iba na ginhihimo, bisan nala ano (Transcript 8, Lines 1502-1503).</p> <p>Waray bagat ansya la po, parang nasasad ngan mixed emotions tas nervous tas nasasad sugad hito parte han akon academics (Transcript 13, Lines 2371-2372).</p> <p>Confused liwat ako, nalilisang kun baga diri nak maaram kun makain ako kay pag aaro ko waray. Tas sige liwat an sukot, mayda pa mga aragmot (Transcript 14, Lines 2480-2481).</p> <p>Para sa akin ma'am yung college life ko maam may dumadaang problema, school, tas depression sabay sabay sa project and problema sa family, kulang sa financial, kulang pangasto sa school (Transcript 17, Lines 3361-3367).</p>	<p>SOURCE: Alico, Jerryk (2015). Problems Experienced by College Student Scholars. Mindanao State University. Retrieved from: https://www.researchgate.net/publication/320567738</p> <p>Anxiety disorder involves more than temporary worry or fear. Researchers found that genetic and environmental factors, frequently in interaction with one another, are risk factors for anxiety disorder (Amparado, Chuidian, Go, Oliveros, Ong, Parcon, Perez & Quinones, 2016).</p> <p>SOURCE: Amparado, D., Chuidian, J., Go, J.J., Oliveros, D.J., Ong, J.A. T., Parcon, M.G.C., Perez, J.F.U., Quinones, C.P., (2016). Prevalence of depression and anxiety and the relationship with perceived stress among medical students of a private medical institute in Cebu City. Health Research and Development Information Network Herdin. Record #: R07-CIM-18121212100386</p>
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		<p>Daming problema, problema pa ha eskwelahan problema pa ha family tas danay problem pa ha financial bagan deri na nag kakaitindihan ako tak parents na danay nag-iriba kami ma'am (Transcript 17, Lines 3440-3442).</p>	<p>College students experience more stress and are more depressed than in the past, according to a national study of more than 200,000 freshmen at more than 400 colleges and universities (Pryor & others, 2009). And a recent national survey conducted by the American College Health Association (2008) of more than 90,000 students on 177 campuses revealed that feeling things are hopeless, feeling overwhelmed with all they have to do, feeling mentally exhausted, feeling sad, and feeling depressed are not uncommon in college students (Santrock, 2010).</p>
<p>What are the adjustment difficulties experienced by first year college students?</p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – of Symptoms Depression</p>	<p>Ummm.. Helpless talaga.. And bagat dire talaga ako maaram kun ano tak uunahon or ano tak hihimuon pag nakakaface ako hin difficulties ha kuan ha academics, asya iton it result hiton bagat waray ako natitikangan. Asya iton kay bagat dire talaga ako maaram kun ano tak hihimuon ngan uunahon (Transcript 1, Lines 70, 72-74).</p> <p>Waray bagat ansya la po, parang nasasad ngan mixed emotions tas nervous tas nasasad sugad hito parte han akon academics (Transcript 13, Lines 2371-2372).</p> <p>Confused liwat ako, nalilisang kun baga diri nak maaram kun makain ako kay pag aaro ko waray. Tas sige liwat an sukot, mayda pa mga aragmot (Transcript 14, Lines 2480-2481).</p> <p>Last year kasi nahulop ako kay bumagsak ako han Calculus asya adto nga waray na ak bumalik (Transcript 15, Lines 2527-2528).</p> <p>Dida na han since na 2 months or 3 months, it is getting hard tas ito nga, hala kadako ngayan han adjustment na hihimuon ko, kumbaga I think ahhh.. kasiring ko prepared na ako but nashock ako han adjustment na hala ka nga kadadako ngayan han adjustment na hihimuon ko, kadadako han kailangan ko ig-improve an akon kalugaringon. So asya adto hiya, dida han nakuan han medyo difficult iton nga I experienced... I first experienced na tumangis about han kanan school at my room (Transcript 16, Lines 2703-2708).</p> <p>Asya iton nga medyo di ko gud nakaya, nasiring ako ha akon kalugaringon, I should give up, I should kuan na, iton nga, dire ko nala ini ipapadayon, magstop nala ako yana nga after 1st semester, kun magti-take la, magstop nala ako kay medyo kuri na (Transcript 16, 2757-2759)</p>	<p>Psychological distress is experienced by poor college youth and it is suggested by the evidence that adolescents with low socioeconomic status (SES) have low levels of self-esteem and self-worth and high levels of depression and anxiety (McLeod & Owens, 2004).</p> <p>SOURCE: McLeod, J.D., & Owens, T.J. (2004). Psychological well-being in the early life course: Variations by socioeconomic status, gender, and race/ethnicity. <i>Social Psychology Quarterly</i>, 67, 257-278.</p>
		<p>Nagkakamayda ako hard time pagdunganon an eskwelahan ngan</p>	

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>hin an pamilya, asya ito nga amu ito nayakan ako nga dire ko na kaya, I think ma-give up la anay ako kay parang nagdududrunan (Transcript 16, Lines 2781-2783).</p> <p>Tapos kuan liwat, an pagdudrunan han trabaho medyo nakakakuan na hiya, asya ngani iton nagkuan nala ako nga as I've observed han COEd, damu na an nahihimatay hiya, as on my side talaga hiya, on my side hiya na nahihimatay, so nasiring ako "Thank you Lord, waray pa ako maka-experience eventhough nga nagpipiraw ako, tas nangangalimot na ako pag-inom hin tubig, tapos nakaka-experience na ako hin pagtinangis, dire ako...waray pa ako hin makaexperience hin kahimatay, healer ka, ngan stress, waray pa gihapon ako kahimatay (Transcript 16, Lines 2869-2875).</p> <p>An feeling ha akon family nga di kami nagkakaintindhay, asya iton na feeling nga grabe napatong an kabug-at ha imo kasing-kasing, ngan kasiring mo pag-uli mo, ito ba nga feeling mo, stressed ka ha eskwelahan, karuyag mo umuli kay hira la, an balay nimo asya la makaka-comfort ha imo, pero pagkadto mo ha iyo balay, pagkita mo nga masarang, pagkita mo nga waray hira manlimpyo, tapos waray pa nagtuon, nakakadagdag ba ha imo hin stress. Kay diba guol ka na ngani, stressed ka na ngani, masarang pa ha iyo balay tapos waray ka pa provide hin sura, waray pa hira pagkaon, ikaw pa magtutuon, more nga nakakadugang hiya hin kuan ha imo, difficult ngan hardness han kinabuhi (Transcript 16, Lines 3049-3056).</p> <p>Mahirap po ngan ak feeling na no choice po na kailangan ko nala masanay nak sarili para mahigara po ak. Medyo sad, danay nakakadepressed po kay minsan di na po ako maaram nak hihimuon, in a way nga di na ak maaram nak uunahon, maghimo chores, or magbabasa or igdudungan ko nala po (Transcript 6, Lines 1216-1218).</p> <p>Dire ak nagyayakan Ma'am ngan nagkikinaturug nala ako. Dire ak nakaon basta waray ako ha mood (Transcript 7, Lines 1357-1358).</p>	<p>Depression (major depressive disorder or clinical depression) is a common but serious mood disorder. It causes severe symptoms that affect how you feel, think, and handle daily activities, such as sleeping, eating, or working (Amparado, Chuidian, Go, Oliveros, Ong, Parcon, Perez & Quinones, 2016).</p> <p>SOURCE: Amparado, D., Chuidian, J., Go, J.J., Oliveros, D.J., Ong, J.A. T., Parcon, M.G.C., Perez, J.F.U., Quinones, C.P., (2016). Prevalence of depression and anxiety and the relationship with perceived stress among medical students of a private medical institute in Cebu City. Health Research and Development Information Network Herdin. Record #: R07-CIM-18121212100386</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>Pag waray ako ha mood dire ako gingaganahan pagreview, naaaapektuhan lugod it quizzes (Transcript 7, Line 1363).</p> <p>Pero di ko ginpipirit gud kay pag nagreview ka na waray ha mood waray man liwat nasulod ha imo asya napahuway anay (Transcript 7, Lines 1368-1369).</p> <p>Breakdown... Bagan pag nagkakasabay na ngani an tanan, bagan naturo nala akon luha pag nag-ooverthink, sugad hito (Transcript 8, Lines 1460-1461).</p> <p>Akon self-esteem bagat nag-guguti, nawawarayan ako gana, mas gusto ko magkikinaon la ako, nadire ako pag-uuli danay ha balay, pagkakatapos didi school gusto ko anay maglakat lakat, magkukuan la bisan la diin, nawawarayan ako gana pag eskwela (Transcript 10, Lines 1936-1938).</p> <p>Bagat nag-iiba iba la liwat, danay nakakaya ko, danay liwat gusto ko na magsurender, gusto ko na i-give up ini ngatanan (Transcript 10, Lines 1940-1942).</p> <p>Siguro danay la pag waray gana maghimo bisan ano. Like one-time han di kami nag-aasihay han akon usa nga sangkay tas summative adto kinabuwasan. Pira na kami ka-days dire nag-aasihay bagan waray ak gana mag-aram tapos pagkatapos han pag-answer han summative, bagan nagbreakdown ako kay bagat waray ako na-i-answer kay nadire ngani ak adto pagsulod (Transcript 11, Lines 2031-2034).</p> <p>Bagan nadire na ak pagsulod kay magiging waray na liwat, dire na liwat kami magiging okay, kay permi ko adto kadungan pag-uuli, yana usahan la ako, hiya adto an akon permi kadungan (Transcript 11, Lines 2049-2050).</p> <p>Pansin ko liwat bagan permanente nala ako nawawarayan gana ha bisan ano, tas guti guti mangangatangis tas bagan karuyag mo permi ka nala mag-usahan. Basta ada la ako permi ha balay, tas dire ako nakikistorya ha akon mga classmates (Transcript 11, Lines 2056-2059).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>Danay dire na nakakag-aram kay nagpapadara han waray gana (Transcript 11, Line 2061).</p> <p>Nag kulong la po ako kwarto adto la ako ha room na stay la ako (Transcript 13, Lines 2402-2403).</p> <p>Danay medyo maguol paki mingle. Mayda time nga maguol paki mingle (Transcript 15, Lines 2538-2539).</p> <p>Nabaro na ako nga nabagsak ako ha calculus, an nanabo hito waray na ako ganahi pag sulod. Nadamay an tanan na subject ginhubya na ako. Waray nak ganahi asya adto na lumakat nala ak ha Cebu (Transcript 15, Lines 2583-2586).</p> <p>Medyo danay naabat ak hin kahubya. Mayda kasi subject nga ginbalikan ko nga pasar man ako last year ginhuhubya na ako (Transcript 15, Lines 2600-2601).</p> <p>Yes ma'am, danay ngani nasulod ngani ako han eskwelahan bagan mahuyo la tas nakiki-istorya ngani ak sangkay bagan deri na ako happy bagan deri sugad hadto han una na bridging pala, deri man gud hadto damo an herimuon бага okay ako adto kay okay adto akon parents (Transcript 15, Lines 2600-2601).</p> <p>Tapos medyo mahirap po magdecide biskan ha mga simple things (Transcript 6, Line 1230).</p> <p>Medyo po sabog. Yung minsan po tulala, minsan di ko po napapansin mga kaklase ko, hindi ko napapansin danay ang environment ko. Ang ginagawa ko po kasi hiton Ma'am kay nag-iisip po ako, kaya medyo napapabayaan ko po an nangyayari sa kapaligiran (Transcript 6, Lines 1226-1228).</p> <p>Ma'am ha tanan po apektado, sa pag-aram ko po medyo dire po ako nakafocus ha pag-aram hin maupay and then, damu po akon gin-iisip permi permi (Transcript 6, Lines 1232-1233).</p> <p>Mayda Ma'am. Diba pag damu imo naiisip, bagan kagrarayo han imo naiisip, mayda ka na nahihimo yana tapos feeling mo mali, kadadamu na mga scenario ha imo utak, sugad hiton (Transcript</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>7, Lines 1377-1378).</p> <p>Bagan nagkacramming na, bagan nag-overtthink nala ako han mga iba iba na ginhihimo, bisan nala ano (Transcript 8, Lines 1502-1503).</p> <p>In general, nakakafeel ako na sad ngan natitigda nala na natangis bagan nadire an world akon nga kun kay ano ako nakakaexperience hin sugad hiton. Bagan nadire, basta ambot. Bagan pinagkait ha akon an kasiyahan na bagan an iba mayda (Transcript 8, Lines 1514-1516).</p> <p>Tulala, nahigda ha kwarto ngan naka-face la ha ceiling, tas nakakabati iba iba nga mga noise (Transcript 8, 1525).</p> <p>Biskan la ano, nak mga kapaturan bagan waray la an ira ginyiyinakan... bagan gin-overtthink ko na liwat tapos nagkakadurudugtong nala (Transcript 8, Lines 1527-1528).</p> <p>Tas danay iton gintatangis ko nala iton. Kay ano sugad hini, kay ano sugad iton hira ha akon (Transcript 9, Lines 1658-1659).</p> <p>Actually dako talaga an effect, ginrepress ko nala hiya. Dire ko nala hiya, like pag aadi ako school, nadire ako nga maapektuhan tak relationship with akon classmates dahil la han akon personal issues, bisan ginkukurian ako still akon la gihap ginrepress. Pero nagpipinahunahuna ako pag-gagawas ko classroom, nag-overtthink na liwat. Tas masulod ngani hira ginpapakita ko la nga parang waray ako gin-aabat sugad hiton (Transcript 9, Lines 1740-1744).</p> <p>Opo ha studies danay pag nag-aaram ako, dire ak nakakag-aram tuhay kay nasulod it mga thoughts tas mag-overtthink na liwat, akon time nasasayang nala paghinuna huna hiton pero sige la iton akon surat (Transcript 9, Lines 1746-1748).</p> <p>Mga questions an nasulod ha akon mind while nag-aaram, mga why questions. "Kay ano dawla sugad hini? Kay ano dawla sugad hini hi Papa?" tas mag-answer liwat la ako akon assignment. Dire man liwat ak durudretso nag-aaram danay nagYoutube pa ako in</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>between. Paulit ulit iton hiya, the same questions bagan dire na-aansweran. Talking to myself (Transcript 9, Lines 1750-1754).</p> <p>Maguol pagpinanhuna-huna, nga karuyag mo na kaistoryahon, pero bangin okay la ba ha iya nga di kamo nag-iistorya, nga bangin dire hiya affected, bagan nahuyo ka nala (Transcript 11, Lines 2051-2052).</p> <p>Sumulod la ak hadto pero loading talaga pa ak hadto. Parang waray ako hadto ha sarili, parang di ko pa adto tanggap na waray na hiya, so parang naapektuhan yung sarili ko (Transcript 12, Lines 2246-2248).</p> <p>An akon po thoughts.. "what if dire ako mapasar? guti akon grades?" tungod nga parang dire ko na nareremember an akon mga gin adman at home parang sugad ito.. kasi adi akon mind na kunta mapasar ako tas na didiscourage na ako na danay kasi parang damo na gin iisip pero ada talaga ito akon thought nga bangin dre ako mapasar (Transcript 13, Lines 2375-2378).</p> <p>Nasulod po ini na thoughts kapag durududungan an problems.. ha school problems, ha balay ngada ako natirigger kay .. pero parang I don't want parang... di ko man liwat kaya himuon, waray man ako mag-attempt (Transcript 13, Lines 2425-2427).</p> <p>Nanumdom ako han tikadto na ako ha kuan, anxiety (laughs), nakuan ko hiya, nadefine ko hiya as anxiety kay eventhough may sin, gincocontradict ko na hiya, even pagchurch, ayaw na pachinurch kay eventhough nga naghiihimo ka man, nagreview ka, nagchurch ka tas nagpipray ka before ka magkuan sugad hini review, pagkakadto hin quiz gudi-ay la ngahaw an imo kuan, kumbaga nasulod ha akon mind na kumbaga di manla ngahaw ginahatag an imo karuyag na magkamayda score na highest ha quizzes, eventhough nagreview ka, asya iton nga medyo nadefine ko nga medyo humadlok ako ha akon kalugaringon nga "hala ka, ano ini?" kay eventhough dire ako nag-iisip nasulod ha akon mind hin asya ito, ayaw na pagkuan, pagstop na (Transcript 16, Lines 2876-2883).</p> <p>As a person, sensitive gihapon ako nga pagkatawo, dire ako</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>maaram kun kay ano danay, gin-aask ko kan God kun “Kay ano nga gincreate niya ako nga sugad ka-sensitive person, iton nga dire ba makigsocialize ngani ako tas ibato ha akon nga para akon dire tama, pag-iinisipun ko anay hiya ngan dire na maupay it impact ha akon tas nahirayo ako dayon han mga tawo.” Sugad hiton it impact hit akon ka-sensitive tapos naiwas nala ako nga makigsocialize, although nga karuyag ko makigsocialize, naisip ko nala nga I choose to be alone nala. Iton nga I’d rather to be alone than socialize kay pag may bumaton na liwat ha akon nga dire maupay ha akon na yakan iton nga dire para akon dire maupay, nag-ooverthinking kasi ako. Iton nga kuan ba ako, overthinking person ako (Transcript 16, Lines 2898-2906).</p> <p>Asya iton nga naiwas nala ako pakigsocialize tapos nakig-istorya la ako pag karuyag ko magpaupdate na sugad hini “Ano an hihimuon?”, tas sometimes gihapon kasi pag kuan ito nga nagpapaupdate ka im classmate dire maiwasan masiring nga “asya ito kay absenous ka man” kumbaga nag-ooverthink dayon kausa manla ako nag-absent. Kumbaga nag-ooverthink dayon ako han ginyakan ha akon nga “asya ito absenous ka” sugad hiton. Naoverthink dayon ako nga “okay, kailangan ko dire maging absenous para di ko na kinahanglanon iba na tawo” nga di na ba ako magpinakiana ha iba nga tawo, ginkukuan ko akon kalugaringon nga I don’t need someone nga para mabaro la, sugad hini. Kailangan ko na bagan mas magin magcommit pa sugad hito (Transcript 16, Lines 2906-2913).</p> <p>Nagpipiniraw ako danay. Tapos mahinay ako gumi-os, tapos magmamata ako nadire anay ako pag-gios. Magngingina anay ako or magsi-cellphone [laughs] (Transcript 5, Lines 1005-1006).</p> <p>Bagat dire ako natukdaw dayon bagat gusto ko.. Late ako nagmamata pero nadire liwat ako pag-gios kay ginhuhubya pa ako (Transcript 5, Lines 1009-1010).</p> <p>Siguro danay la pag waray gana maghimo bisan ano. Like one-time han di kami nag-aasihay han akon usa nga sangkay tas summative adto kinabuwasan. Pira na kami ka-days dire nag-aasihay bagan waray ak gana mag-aram tapos pagkatapos han</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS Subtheme 2 – Symptoms of Depression</p>	<p>pag-answer han summative, bagan nagbreakdown ako kay bagat waray ako na-i-answer kay nadire ngani ak adto pagsulod (Transcript 11, Lines 2031-2034).</p> <p>Danay dire na nakakag-aram kay nagpapadara han waray gana (Transcript 11, Lines 2061).</p> <p>Na-i-stress talaga ako, danay di ako nangangaturug ha kuan ha balay, uhmm.. di kaya nag-ooverslept ako kay due to stress, asya iton (Transcript 1, Lines 108-109).</p> <p>Pag-uuli ko, kaon tas pag magstudy tapos makaturug dayon kay guol-guolan naman (Transcript 1 Line 27).</p> <p>Makuan po Ma'am.. ano ini.. Maguol gihapon bisan department kami hit CIT, bagan maguol, nafi-feel po namon an nafi-feel han COED ngan iba na department tas an akon la po yana Ma'am gin-aabat (Transcript 2, Lines 127-129).</p> <p>Madali na ako mangaturug, madali na ako gul-an, gusto ko pag after school makaturug nala ako (Transcript 5, Lines 978-979).</p> <p>Gingugul-an la talaga ako school (Transcript 5, Line 1035).</p> <p>Pero yana di ko na po nahihimo kay syempre po matanglay, maguol man na po sa lawas kay durudamu po an ak mga chores (Transcript 6, Lines 1211-1212).</p> <p>Pag may exam naman kami buwas, pag dire ko na ngani kaya ginkakaturugan ko tapos pag nakapahuway na ako asya na iton makuan na liwat, mapadayon na liwat (Transcript 7 Lines 1365-1367).</p> <p>Asya iton nga medyo di ko gud nakaya, nasiring ako ha akon kalugaringon, I should give up, I should kuan na, iton nga, dire ko nala ini ipapadayon, magstop nala ako yana nga after 1st semester, kun magti-take la, magstop nala ako kay medyo kuri na (Transcript 16, Lines 2757-2759).</p> <p>"Ahh asya ini, after ko pagtangis, nagaan akon feeling, iton ba</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>nga pagkuan mo... pag-eskwela mo, maupay imo feeling, tas pag-uuli mo kabubug-at imo feeling na liwat tas igtatangis mo la tapos nagaan na tas magreview ka na liwat", first time ko kasi makaexperience liwat nga after magtinangis, magreview, para la makagpasar ka la, sugad hito (Transcript 16, Lines 2994-2997).</p> <p>Bagat nag-isip liwat ako han akon future kun mag-aano ako kun ma-eliminate ako ha amon curriculum kun mag-aano ako (Transcript 10, 1970-1971).</p> <p>An college life ko po Ma'am, bagat... nangangatangis ako... (laughs while teary-eyed) (Transcript 2, Line 125).</p> <p>Mahirap po ngan ak feeling na no choice po na kailangan ko nala masanay nak sarili para mahigara po ak. Medyo sad, danay nakakadepressed po kay minsan di na po ako maaram nak hihimuon, in a way nga di na ak maaram nak uunahon, maghimo chores, or magbabasa or igdudungan ko nala po (Transcript 6, Lines 1216-1218).</p> <p>Nangatangis ako pag mayda ako ginpapagdaanan (Transcript 7, Line 1344).</p> <p>Tas danay iton gintatangis ko nala iton. Kay ano sugad hini, kay ano sugad iton hira ha akon (Transcript 9, Lines 1658-1659).</p> <p>Tubtob la liwat iton hiya thoughts kasi pero waray ako hiton plans to actually do it. Tapos mayda la iton makuan akon na dire talaga pwede, dire talaga pwede. Pero everytime nga nananabo hiya permi, permi ko hiya nati-think, karuyag ko nala ig-end akon life. Pero di hiya naabot ha sugad hiton nga ano, magkukuha ako kutsilyo or what. Waray man hiya. Feelings of guilt an nadevelop pag makabaton ak kan papa na di ko mapigilan, whole day ko pag-inisipun (Transcript 9, Lines 1722-1726).</p> <p>Pansin ko liwat bagan permanente nala ako nawawarayan gana ha bisan ano, tas guti guti mangangatangis tas bagan karuyag mo permi ka nala mag-usahan. Basta ada la ako permi ha balay, tas dire ako nakikistorya ha akon mga classmates (Transcript 11, Lines 2056-2059).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>Okay naman pero yana la nga month naglabay, bagan dire ako okay yana may nawara kasi nga usa na pinakaclose ko nga dire ko kaya ngan matuod tuod na mawawara hiya nga usa nga, it's my father talaga adto, yana nga month of October ata yun (Transcript 12, Lines 2181-2183).</p> <p>For example Ma'am, the family that's one of my very reason nga pinakadifficult ko talaga adto na rason, kay ano namatay hiya, kay ano nasugad hito, di kasi nam masisiring nga kun kay ano nagsugad hito tas dire namon masisiring nga kay ano hi tatay waray magsumiring siring hito (Transcript 12, Lines 2195-2197).</p> <p>I am so very sad talaga hadto that time. Kasi, first and foremost talaga, masakit ha akon kuan kay Tatay ko kasi adto, di ko talaga inexpect na masusugad talaga adto hiya. Kasi mayda hito niya mga kuan... ginsisingan ako hadto niya nga pag-aram ikaw tuhay kay ikaw la baya an amon gin-aasaan. Dida ko na narelalize na "agi dire man ngayan kapot naton it panahon, so kailangan taga naton gumawa ng paraan para talaga masolusyonan natin ang isang bagay" (Transcript 12, Lines 2222-2226).</p> <p>An akon kasi mga naiisip han kamatay akon papa, mga alaala niya, mga bagay na iya pinankuan akon, ito ba nga naalala ko hiya nga pag-uulpot ko tikang eskwelahan masugo it hiya tas susuhulan, permi it hiya. That time liwat na ginsusugo ako niya pag-gabot gingagabutan ko hiya hin buhok, it iya uban tapos asya la iton tak naaano, an mga memories namon nga asya la po adto ma'am (Transcript 12, Lines 2228-2231).</p> <p>Waray bagat ansya la po, parang nasasad ngan mixed emotions tas nervous tas nasasad sugad hito parte han akon academics (Transcript 13, Lines 2371-2372).</p> <p>Sad nga gin babaliwaray ko nala. Karuyag ko isumat pero naawod kasi ako. Isumat ha akon mga sangkay. Actually Ma'am ginsusumat ko man ito ha akon uyab, nasiring hiya, hiya nala kuno mapa eskwela pero gin iisgan kasi ak ni mama (Transcript 14, Lines 2473-2475).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>Akon naiisip para ha akon usa la ini nga challenge ha akon life nga diri ko kailangan maki sabay. Natangis nala ako tas nangangaturug nala (Transcript 14, Lines 2482-2483).</p> <p>Bagan nag uusahan la ako ha mga panahon na makuri an sitwasyon (Transcript 14, Lines 2485).</p> <p>Nahipausa hira kay waray ak dumaop ha ira, tapos didto na igbaw, medyo nauurit pa ako kay bag-o ak nga mata, nagkamayda liwat ak hadto hin kuan, gindaop liwat ak hadto han ak sangkay tapos tigda ba nag-init akon ulo, tapos nakagayakan ako hin maglain, sugad hito. Amu adto, sobra na adto ha aton la nga kuan na ginhihinimo, ansya adto mayda kami yana kuan conflict han akon friends (Transcript 3, Lines 450-454).</p> <p>An pinakaworst, kuan.. nga nagkakamayda ako hin kuan.. ano pa it tawag hito na kanan hayop, ravage o savage, sugad hiton? Danay hadto nga one time.. Basta mainit akon ulo uraura tapos gindadamdam ko adto hiya nga butang tapos tigda la nagkuan akon bugto, tigda la nag-annoy (Transcript 3, Lines 586-588).</p> <p>Oo.. ginkikinuwan baa ko, ginlilinurow ba ako, tigda ko la ginbalbag tangis, asya adto bagan sugad la hadto nak pinakaworst nga kuan nga nagkakamayda ako hin kuan di ako maaram han term basta tigda la ako nag-iisog (Transcript 3, Lines 590-592).</p> <p>Iton ba nga.. iton nala nga term nala nga pag wala. Nagwawala, sugad hiton. Bagan ay la anay ako paglabti yana kay mapa-cool anay ako, dire ko kaya madara tak emotion basta habubo na gud uraura. Bagat di ko na kaya. Danay ngani hito gintatangis ko nala kay mas madali kasi liwat adto (Transcript 3, Lines 594-596).</p> <p>May pagka-short tempered gihapon (Transcript 3, Lines 598).</p> <p>Madali ako mag-isog danay, tas danay bossy kuno ako nayakan akon mga upod (Transcript 5, Lines 977).</p> <p>For example bad mood ako ha family tas bagan pagkadi ha</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 2 – Symptoms of Depression</p>	<p>school, asya la gihapon akon behavior. May times hira akon nabubuntungan or tulala la ako (Transcript 8 Lines 1536-1537).</p> <p>Akon nafi-feel kasi danay bagan ambot bagan danay nauurit ako, pag halimbawa la, mostly kasi an times naabot nga adto ako balay tapos waray ka ba ginhihimo, tas hi Papa tigda la iton hiya magbubuyayaw, iritado kasi it hiya permi tapos focused gud hiya ha work. Bagan nadadamay kami, biskan waray man kami ginhihimo, tas mayda hadto time nga may ginlalabog niya na mga bagay, mayda adto time na an akon assignment iya gingisi gisi kay nagab-ihan ak hadto tas one time ginlabay ako hiton niya hin bible, nakaon liwat ako hadto ginkuan liwat ako hin luwag, bagan kuan hiya, masakit hiya ura-ura, danay ngani bagan nagkukuan it akon heart bagan tigda la nagsasakit, pero gintatangis ko nala ngan dire talaga ak nagyayakan (Transcript 9, Lines 1701-1708).</p> <p>Danay depende han intensity han kuan. Kay pag kuan na talaga, sobra na talaga, an akon kasi yana recent, bagan duru-duruhan talaga ako naano, may ginhapil ako na bagay. Tapos sumulod ako kwarto didto na ako nagkinuan kuan, parang didto ko na ginbuhos tanan, bagan nakakasiring nala ako na "Agi Lord maguol na! Ayoko na!" Pero ha bed la adto nagsisiniring ako ha bed (acting like hitting something) (Transcript 9, Lines 1728-1732)</p> <p>Pag may ginpapagdaanan po ako, parang di ako nakikipagcooperate ha akon usa nga pamilya. Tapos parang dire ako, bagat iba akon pangiwa ha ira, parang iba na it akon attitude, for example naato na ako ha ira pagyakan, that time la, pero dire ko liwat ginforce akon sarili na iton talaga. Nagiging irritable, maisog (Transcript 12, Lines 2238-2241).</p> <p>Nakaturug ako. Ha actions nagbibinuyayaw ako hito maam. Baga nag iinisog ako (Transcript 15, Lines 2581)</p> <p>Permi na ako aringit ha balay, kay di liwat ako sanay nga mejo damu gud, although sanay ako magtrabaho for activities or ha eskwelahan, mga projects, dire ako sanay nga masyado gud nga dugrungan. Although sanay ako ha eskwelahan ha senior high nga medyo dudrungan hiya, but dire gud iton masyado nga patong-patong nga mabug-at na ba, asya iton na mejo kinurian</p>
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What are the adjustment difficulties experienced by first year college students?	THEME V. PSYCHOLOGICAL DISTRESS Subtheme 2 – Symptoms of Depression	<p>ako (Transcript 16, Lines 2733-2736).</p> <p>Asya iton nga maeliminate ngani ako bangin magstop ak okay sugad hini, kontra ig ini-stress ko an akon kalugaringon ngan paghinhinatag nakon problema kanda Mama, nga di ngayan ako committed... di ngayan ako kuan.. ginhuhubya na ngayan ako, sugad ba hito (Transcript 16, 3235-3238).</p> <p>Han time liwat na nag-iisog ako ha iya nakakag-baton ako kan mama kay nasusubrahan liwat ako pero narerealize ko liwat na bagan may point liwat it kag anak kaya nga na nag-iisog ito (Transcript 17, Lines 3487-3488).</p> <p>Yes, Ma'am. Amu po talaga adto an akon kuan. Bagan nahuna huna ko talaga nga tapuson ko nala it akon kinabuhì, waray manla gihap ako silbi ha ira, asya iton (Transcript 2 Lines 360-361).</p> <p>Nakagtry na ak hadto pag-suicide pero bagan siguro God's will liwat, dire niya karuyag na buhaton ko adto (Transcript 2, Lines 255-257).</p> <p>Kuan ma'am.. like po han pagkuan ma'am didi [acting like slashing her wrists] (Transcript 2, Lines 260).</p> <p>Mayda pa Ma'am... nagtitake po liwat ako hadto hin medicine na biskan ano, ito Ma'am nga bagat magkukuan ka nala, tigda ka nala bagan manghina ngan tigda ka nala na bagat waray madadamdan (Transcript 2, Lines 264-266).</p> <p>An kuan Ma'am... an kanan... ano pa ini.. halu-halo kasi adto ma'am... may ada medical, bisan ano adto akon gintitake, gindududungan ko usa kainom. Danay po nakakawalo po ako kabug-os pag usa la ka-take (Transcript 2, Lines 268-270).</p> <p>An kuan po Ma'am, an dida po han nagstart na po nga bagan dida han nagsaramok kami akon mga classmate nga nahibaro ako nga ginsisiniraan ngayan ako nira. Asya adto nga bagan didto ko nafeel na kun ano ba an akon sala ha ira? Tas nakagtry ako hadto nga nakagayakan ako hadto nga karuyag ba nira nga mawara nala ako? Tapos bagan tigda ko la nahunahunan na</p>	<p>Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or a suicide attempt or a specific plan for committing suicide (Barlow & Durand, 2015).</p> <p>A study entitled, "Prevalence of Suicide Ideation and Suicide Attempts among the Filipino Youth and Its Relationship with the Family Unit", revealed that roughly one in every ten Filipino youth aged 15 to 27 have thought of ending their life through suicide before, though only around one in every twenty pushes through with an actual attempt. When they do attempt to commit suicide, this is most frequently because of problems in the family and they utilize a violent method of suicide in the form of slashing of wrist(s) or the non-violent method of ingesting poisonous substances. However, overall, the use of violent methods is more prevalent. When it comes to the</p>
What are the adjustment difficulties experienced by first year college students?	THEME V. PSYCHOLOGICAL DISTRESS Subtheme 3 – Suicide Risk		

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 3 – Suicide Risk</p>	<p>sige bubuhaton ko nala, kun asya it ira karuyag. Asya iton didto ako nagtry Ma'am (Transcript 2, Lines 278-282).</p> <p>Didi la po ha boarding house, kay hadto po kasi na time waray pa ako ka-board, usa pala ako ha kwarto, asya adto nga bagan may privacy po ako na buhaton an akon karuyag (Transcript 2, Lines 291-292).</p> <p>Danay nakakacommit ako hin suicide, sugad hini, although hin nagcommit na ako hini dan una, na hin gin-actual ko na talaga hiya magsuicide (laughs), elementary ba or high school, di ko na makuan basta nagkuan ako, ha CR, about han dire school problem, kundi ha family liwat, kan Mama. Asya adto nga although nag-actual commit na ako hadto hiya, ha CR nagbigiti ako tapos waray pisi (laughs), nagkuan ako, iton ba nga naghimo ako paraan nga para makagbigiti, tas Glory to God nga an nahigot ko na hiya didi (points to his neck) bumulyo na ako, nakatamak gihapon ngadto han may drum, naabot ko an drum tapos ansya adto nga nangulba ako tas waray na ako gumawas ha CR kay may espiho man, habang maaram ako nga namumulatok pa ako tas asya adto medyo nga humadlok ako, nagkamayda ako fear nga bisan... tas yana, biskan nagcocommit na ako, nakakag-isip ako hin suicide, di ko na ginhihimo kay maaram ako makaradluk [laughs] hin kumbaga, I learned from my mistake. Nakuan ko na nga "Ah, dire pwede. What if may plano pa ngayan hi God ha imo nga iba?" (Transcript 16, Lines 2883-2894).</p> <p>Actually nagcommit ako hin suicide, before ako hin nagcommit han pagbigiti, nagcommit gihapon ako nga pagkuan han akon didi (pointing to his wrist), pero dire gud literal na ginsugad ko, ginsugad sugad ko la hiton [slashing his wrist], iton nga parang nagpapractice la ako, iton nga ginbagis bagisan ko la hin gillette, tas nagdinugo na hiya (Transcript 16, Lines 3078-3081).</p> <p>Dan una kasi mayda liwat, may time ako nga sugad hiton, nga naisip ko magpakamatay (Transcript 5, Line 1037).</p> <p>Naisip ko la. Pero waray pa ak ginhihimo (Transcript 5, Line 1047).</p>	<p>factors correlated with suicide ideation and suicide attempts, this study found significant relationships between integration in the family and suicide. The study emphasizes the importance of a strong relationship between the youth and the other members of the family to curb the probability of suicide (Quintos, 2017).</p> <p>SOURCE: Quintos, Mark Anthony Muijer (2017). Prevalence of Suicide Ideation and Suicide Attempts among the Filipino Youth and Its Relationship with the Family Unit. Asia Pacific Journal of Multidisciplinary Research. Vol. 5 No.2, 11-23. May 2017. Part II. P-ISSN 2350-7756. E-ISSN 2350-8442. Retrieved from: www.apjmr.com</p> <p>Close to 800,000 people die due to suicide every year. For every suicide, there are many more people who attempt suicide every year. A prior suicide attempt is the most important risk factor for suicide in the general population, according to a World Health Organization (WHO) fact sheet, updated August 2017. The thought of suicide most often occurs when a person feels they have run out of solutions to problems that seem inescapable, intolerably painful, and never-ending (Sison, 2017).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS Subtheme 3 – Suicide Risk</p>	<p>An akon la hadto naiisip kun ano ba an iisipun nira kun waray na ako, ganun. Mga sugad la po hiton (Transcript 5, Lines 1049-1050).</p> <p>Curious pero bagat gusto ko pero maaram ako ha sarili ko na dire ko mahihimo. Parang ganun (Transcript 5, Line 1052).</p> <p>Feeling ko asya na iton nga nakaghunahuna ak pagpakamatay kay pag compare compare liwat niya ha akon ha akon bugto ngan ha iba (Transcript 5, Lines 1138-1139).</p> <p>Ma'am depende la po iton sa ak mood, pero pag super happy naman po ako dire. Pero pag super sad na talaga, depressed na iton.. nakakaisip ako na danay gusto ko po mamatay, pero ma'am hanggang sa isip la po. Dire man po ako.. dire man po (Transcript 6, Lines 1257-1259).</p> <p>Yes po, thoughts la talaga. Dire man po ako nag-aattempt (Transcript 6, Line 1261).</p> <p>Kuan po Ma'am.. Sometimes I think na what if ig-end ko nala akon life pero di ko man liwat ma-imagine an ak sarili na maglasas o di kaya uminom siton nga mga kuan, no! never! Iton la po, nasa isip la po. Di ko talaga po maimagine iton pero naiisip ko la. Makita pala ngani ako sipi or kutsiyo nahadluk na po ako, how much more an himuon (Transcript 6, Lines 1269-1272).</p> <p>Yes ma'am, mayda po hadto time na may mga thoughts (suicide) ako na sugad hiton (Transcript 8, Line 1562).</p> <p>May naiisip ko liwat na mga thoughts pero mas nalamang an mga tawo na nakapalibot akon na dire iton himuon may mga tawo na mababayaan mo, may mga tawo na mas manhihinayang ha imo life labi na hi Mama akon mga friends sugad hiton (Transcript 8, Lines 1566-1568).</p> <p>Han junior high mayda liwat ako hin mga thoughts na harapit na magin attempts pero waray ko na kahimo kay bagat nahadluk liwat ako. Bagan waray na atensyon hi mama (Transcript 8, Lines 1571-1572).</p>	<p>SOURCE: Sison, Gia B. (2017). The reality of suicide in the Philippines. CNN Philippines. Updated September 11, 2017, 3:40:59 PM</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 3 – Suicide Risk</p>	<p>Bagan nawara liwat atensyon ni Mama kay bagan babayaan kami ni mama kay may uyab naman hiya na iba. Nagsasarabay na ngatanan bagan gusto ko nala mamatay kay para waray na pabigat (Transcript 8, Lines 1574-1575).</p> <p>Mayda liwat ako suicidal thoughts han past 3-6 months, kay actually mayda ako girlfriend... for example sobra naattached na tas pag bayaan ka, diin ka magtitikang, diin ka magkukuan? Makuri na ma-attached tas babayaan ka pa (Transcript 8, Lines 1578-1580).</p> <p>Waray man gihapon ak attempts, thoughts gudla (Transcript 8, Line 1587).</p> <p>Yes po... may mga suicidal thoughts po talaga ako danay (Transcript 13, Line 2423).</p> <p>Nasulod po ini na thoughts kapag durududungan an problems.. ha school problems, ha balay ngada ako natitigger kay .. pero parang I don't want parang... di ko man liwat kaya himuon, waray man ako mag-attempt (Transcript 13, Lines 2425-2427).</p> <p>Mayda hadto time nga may mga thoughts nga about suicide, labi na nga naabat ak hin mga kabagsakan para madali nala (Transcript 15, Lines 2628-2629).</p> <p>Iton nga magbibitay nala ak ngada (laughs) maghihimo nala ak higot para malaksi (Transcript 15, Line 2684).</p> <p>Waray na lugod ako current na suicidal attempts. Mga thoughts la hiya pero dire ko na ginhihimo [laughs] (Transcript 16, Lines 3281 & 3287).</p> <p>Actually ha akon, ginaplanuhan ko danay it pagpapakamatay, pag nagkakamayda ako suicidal thoughts, nasiring ako, "Sige daw, makadto daw ako ha Parola", maaram ka han Parola ma'am? (Transcript 16, Lines 3295-3296).</p> <p>Nasiring ako nga pinaka-favorite spot ko kasi iton didto, didto ako danay nag-uunwind, for... karuyag ko maging alone, kay waray ito</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS Subtheme 3 – Suicide Risk</p>	<p>katawo-tawo didto, adto ako hadto didto at the top of the tower, adto ako hito didto. Tas danay.. ha balay naiisip ko nga "What if didto ako magsuicide kay waray tawo? What if didto ako magbigti?" Asya iton danay naiisip ko iton hiya, but Glory to God dire ko man gihapon hiya nahihimo. Nakadto la ako para mag-unwind.... Tas danay naiisip ko na magdadara ako pisi ngan makadto (laughs) magsuicide sugad hini...but although nakukuan ko gihapon hiya, nacocontrol (Transcript 16, Lines 3302-3308).</p> <p>Danay na-cycle ha akon mind nga paano an strategy? Ano nga day, asya iton an pagsuicide, kun ano nga day, ano na strategy akon himuon para no one knows, mga sugad hini (laughs) but like what I said, nacocontrol gihapon but, dire la ako magkukuan..mag-eexpect na controlled ko gud kay they don't know, who knows (laughs) bangin sometimes... dire la unta mahinabo nga bangin umagi ako ha sobra kakuan but siguro, dire naman gud siguro [laughs] (Transcript 16, Lines 3318-3322).</p>	<p>Self-esteem is a personal opinion of an individual about herself/himself and the appreciation of his/her worth. It refers to an accurate, justified, balanced appreciation of one's worth as a person. However, it can also refer to an inflated, arrogant, grandiose, unwarranted sense of concealed superiority over others. Although it is assumed that self-esteem is a trait that is innate and stable across time within a person, studies have shown that it may not be the case sometimes. Some experts argued that this trait can be influenced by some factors such as family, peers, environment and the school. Likewise, self-esteem is believed to have a relationship</p>
<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS Subtheme 4 – Low Self-Esteem</p>	<p>Kuan po ma'am an akon adjustment po kay dati po kasi han bagat first day pala po namon pagstart han klase ngadi ha SSU bagan feeling po namon kakukuri ngan dire namon kaya (Transcript 2, Lines 150-151).</p> <p>Masakit Ma'am... tapos bagat nakakapanghina hin loob liwat Ma'am, bagat imbis na bagat yaknan ko akon sarili kay college na ako nga kaya ko it usa nga bagay, pero bagat dire nala Ma'am kay bagat feeling ko kasi waray ak silbi ha iba, sugad hito (Transcript 2, Lines 248-250).</p> <p>Sugad Hiton, nga kuan madidisappoint ko na nak kag-anak ngan kabubulok ko (Transcript 7, Line 1390).</p> <p>Iton gud nada-down talaga ak ura kay tungod liwat hit akon kalugaringon. Di man ak nagreview, di man liwat ak nagpapractice, so tungod liwat ha ak kalugaringon, nadadown la gihap ako, may epekto gihapon (Transcript 3, Lines 553-555).</p> <p>Anay, an pagkuan ko hito nga pagkita ko hadto na 3/55, umawod ako tapos nadown gihapon ako, sugad hiton (Transcript 3, Lines 579-580).</p>	<p>Self-esteem is a personal opinion of an individual about herself/himself and the appreciation of his/her worth. It refers to an accurate, justified, balanced appreciation of one's worth as a person. However, it can also refer to an inflated, arrogant, grandiose, unwarranted sense of concealed superiority over others. Although it is assumed that self-esteem is a trait that is innate and stable across time within a person, studies have shown that it may not be the case sometimes. Some experts argued that this trait can be influenced by some factors such as family, peers, environment and the school. Likewise, self-esteem is believed to have a relationship</p>

<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 4 – Low Self-Esteem</p>	<p>Akon self-esteem bagat nag-guguti, nawawarayaan ako gana, mas gusto ko magkikinaon la ako, nadire ako pag-uuli danay ha balay, pagkakatapos didi school gusto ko anay maglakat lakat, magkukuan la bisan la diin, nawawarayaan ako gana pag eskwela (Transcript 10, Lines 1936-1938).</p> <p>Bagan feeling ko Ma'am waray ako kwenta, tapos bagsak na liwat, sugad hiton Ma'am. Pan ika-duwa ko na kasi nga bagsak yana (Transcript 15, Lines 2687-2688).</p> <p>Hasta nahingangadto ka nala nga... "Ano ba ini? Asya nala ba ini it silbi nak kinabuhì? Ano ba ini? Asya nala ba ini nga grabe man ka-unfair han kalibutan! An iba dida dire na nagcocommit ha ira eskwelahan, dire na nagigin responsible ha ira parents, kay ano ginprovidan hira ira mga kinahanglanun nga pagkaon, tapos bisan nagbulakbol hira pagsulod ha usa nga balay, may pagkaon ha lamesa, tas bisan pan-inom han ira mga anak, umaro ngani ira mga anak ira tatagan, kumbaga asya liwat kasi ak nakikita liwat, napapansin nga ha mga useless na bagay ira ginahatag, pero ha mga committed na person nga sugad ha akon, ginbabalewaray nira" (Transcript 16, Lines 3056-3063).</p> <p>Masakit liwat ha feelings na бага gin pranka ka talaga bagan useless ka na anak, bagan ginyayaknan ka na wary ka kwenta wary ka gamit na anak. Nagsinugad ka, ano gamit hit edukasyon han pag iniskwela mo deri mo gin gagamit tim ulo pirmi kala nakibarkada (Transcript 17, Lines 3526-3529).</p> <p>Para ha akon an feelings na ginyayaknan na sugad hiton, para ha akon masakit gad kailangan ipagibay yung sarili para deri makagawa ng masama, waray kasi liwat kag-anak na deri nagyayakan tama may kag-anak liwat nasusubrahan ngani an ginyayakan liwat hin deri tama para ha akon bilang usa na anak, masakit liwat it feeling na ginyayaknan bisan ano, ginyayaknan ka na walang kwenta tapos tungod hiton nagbabarkada kana, parang ginbaliwala ka, tapos gusto ko nga ng parents ko na hindi na ako pumasok kay an akon kasi hadto na waray ako umuli ansya adto an dahilan kun kay ano nauurit iton hiya ura-ura. Nasiring ito hiya ayaw na pag-iniskwela, ayaw na pag-pinadayan</p>	<p>with the socioeconomic status, health and health related behavior and the self efficacy .</p> <p>SOURCE: Olea, Melanio T., Bernal, Merlene M. and Hernandez, Rogelio M. (2012). Self-Esteem and its Correlates among University Freshmen Biotechnology Major. International Journal of Educational Research and Technology. ISSN 0976-4089 IJERT: Volume 3. September 2012: 64 – 70. © All Rights Reserved Society of Education, India. ISO 9001: 2008 Certified Organization. Retrieved from: www.soeagra.com/ijert/ijert.htm</p> <p>A study conducted in Calapan City, reveals that there is a variation among the self-esteem indicators - - - physical attributes, social relationship, self-esteem and self-regard. It plays different roles to a person and these indicators may weigh differently depending on what one believes in. Respondents have different ways of adjusting to college as regards to academic, social, emotional, and institutional attachment. Some of these facets were easier for them to adapt than the other. Self-esteem and adjustment to college have a positive correlation, and therefore both can increase (or decrease) at the same time (Hernandez,</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 4 – Low Self-Esteem</p>	<p>(Transcript 17, Lines 3604-3610).</p> <p>Siguro Ma'am naintimidate ako kay siguro han physical appearance ngan status liwat han kinabuhi Ma'am, makaarawod man liwat asya nafu-frustrate ako nak kalugaringon, tapos amo iton nadidisappoint ako nak kalugaringon, nga sugad hiton, nga kay ano kaluluya mo? (Transcript 4, Lines 776-778).</p> <p>Bagan nalisip ko la iton nga pag makipagfriends ako nga for example iton hira mga sangkay tapos bagan naano ba ako nga hala bangin kikitaoon ba nira an akon physical appearance, like that? (Transcript 4, Lines 783-784).</p> <p>Sugad hiton ha mga klase, siguro kay an time na dumako ako han Grade 10 ako Grade 11, tas naapektuhan an akon self-confidence, bisan ha mga Christmas Party, or Party-party dire ako maattend, naawod ako han mga sugad hiton kay dire kasi ako sanay nga may nakita akon nga nag-aayos, tapos bagan nadire liwat ako na gindudunggot ako, nadire ako na maging center of attention (Transcript 11, Lines 2111-2120).</p> <p>Mostly ha physical self damu akon mga reservations tas mga doubts because of my weight. Dida na ako dumako han dire na ako gin-aabtan, may umabot na time na naabot na 8 months, irregular akon period hasta yana waray pa ngani ako aabti. Tas asya la iton, tigda la ako hiton dumako, tas nag-stress eating (Transcript 11, Lines 2122-2125).</p> <p>Pinakamaiha talaga 8 months or 9 akon pinakamaiha na waray abti, di na ngani ako maaram kun sanu ako gin-aabtan kay talagsa nala, adto nga dire hiya nagsusunod, waray pa ako nagkamayda na consecutive months. Grade 4 pa man ako ginregla pero mga High school ako nagstart na irregular hiya. Gradual man ini hiya, nagstart 1 month or 2 months anay. Nagkakamayda ngani ako regla bagan spotting la, talagugti la tapos mawawara pagkatapos usa kaadlaw or duwa, tas bisan aabtan ako pira ka-months dire hiya nag-iiba, bagan 3 or 4 days la (Transcript 11, Lines 2131-2136).</p> <p>Parte ha akon weight naman, there were times na nabully na ako,</p>	<p>2017).</p> <p>SOURCE: Hernandez, Renierose Mary R. (2017). Freshmen Students' Self-Esteem and Adjustment to College in Higher Education Institutions in Calapan City, Philippines. Asia Pacific Journal of Multidisciplinary Research. Vol. 5 No.3, 49-56. August 2017, P-ISSN 2350-7756. E-ISSN 2350-8442. Retrieved from: www.apjmr.com</p>
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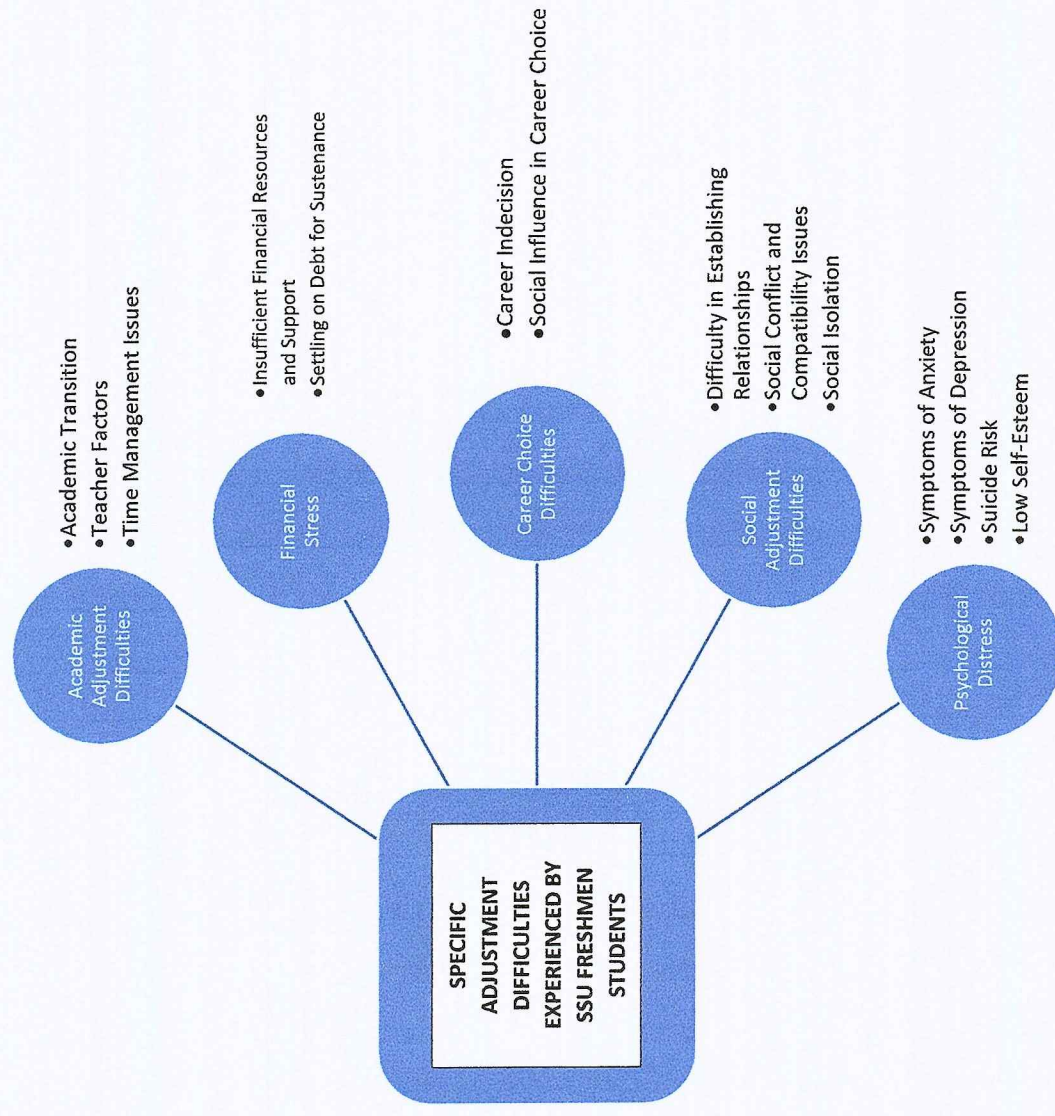
<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 4 – Low Self-Esteem</p>	<p>PE liwat namon tah kay akon na time, nagcheer hira tah kay dida kami adto ha gawas, naawod ako, tas waray nala ako nagpadayon imbis na tipadayon unta ak hadto. Waray, nagtangis nala ako kay naawod ako (Transcript 11 Lines 2139-2141).</p> <p>Ha akon self an akon difficulty an akon panit kay kaiitom ko. Akon bugto mabusag man, ambot kay ano dawla ako maitom (Transcript 15, Lines 2568-2569).</p> <p>Awdunon liwat kasi ako, dire gud ako nakakalakat hin usa la ako (Transcript 3, Lines 468-469).</p> <p>Pero yana kay waray na kami nag uupod-upod bagan nagkakamayda ak yana hin shyness tas bagat feeling ko yana, loner ak yana as in (Transcript 3, Lines 523-524).</p> <p>Tapos an adjustment liwat hit mga sangkay Ma'am kay dire man ako makisasangkayun nga tawo bagan nakukurian ako ig-approach an mga classmates ko na sugad hini na kana pag-upod kita (Transcript 3, Lines 656-658).</p> <p>Bagan dire ka ba makakasabay ha ira mga ginhihimo (Transcript 4, Lines 785).</p> <p>Ahh, medyo Ma'am. Pag nagrecite liwat ako, nahadluk ako, dire ako nakakayakan. Ginkukulba ako nga as in na ginkuluba (Transcript 5, Lines 1025-1026).</p> <p>Kuan Ma'am... Pag narecite ako, gin-iinisip ko kun ano an iisipun han iba. Bangin igjudge ako nira na aw dire ngayan hiya kuan. Bagan maupay la hiya ha ano pero di man ngayan nakakayakan (Transcript 5, Lines 1028-1029).</p> <p>Nakakabaton ako pero nagstutter ako ma'am nag-uutal utal (Transcript 5, Lines 1032).</p> <p>Pag ha klase, dire po ako nahands up, pag gintatawag la ako marecite (Transcript 7, Lines 1360).</p> <p>Maawod kasi ako Ma'am, parehas han high school ako dire ngani</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 4 – Low Self-Esteem</p>	<p>ako naapi contest, ginipirit pa ako nira pag-api. Hiya adto nasiring akon na ayaw pag-inawod (Transcript 7, Lines 1398-1399).</p> <p>Pag may reporting po naawod po ako, naco-conscious po kasi ako (Transcript 7, Lines 1401-1402).</p> <p>Nacoconscious po kasi ako kay feeling ko majajudge ak nira (Transcript 7, Lines 1416).</p> <p>Yana kasi dire na gud ako nakakarecite masyado ha klase (Transcript 10, Lines 1973-1974).</p> <p>Sugad hiton ha mga klase, siguro kay an time na dumako ako han Grade 10 ako Grade 11, tas naapektuhan an akon self-confidence, bisan ha mga Christmas Party, or Party-party dire ako maattend, naawod ako han mga sugad hiton kay dire kasi ako sanay nga may nakita akon nga nag-aayos, tapos bagan nadire liwat ako na gindudungot ako, nadire ako na maging center of attention, kay sobra nak kaawod kay feeling ko gincocompliment ako nga bagat feeling ko an compliment kay bagan dire genuine, bisan ngani adto nga iton na girl nga nakaruyagan ko nga, an akon mga sangkay kasi sige siring nga pagpakiana ikaw kun ano an situation ha iyo, kay hin dire pwede nga makada la hiya imo pag dire hira okay iya uyab, ako nadire ak pagpakiana kay feeling ko dire ko deserve magpakiana kay waray ako right tas bagan di liwat ako natuod na ungod adto na iya yakan nga karuyag liwat ako niya kay feeling ko dire ako, ano man iya makakaruyagan akon? (Transcript 11, Lines 2111-2120).</p> <p>Sugad hiton ha PE, pag-abot ha sayaw, bisan tikang ha senior high, bisan okay la nga bumagsak ako, bagan naawod ako ura ura kay bisan akon mga classmate dire man ngani liwat maaram sumayaw, bagan nadire ako na may makita na iba nga tawo tapos bagan ha akon huna-huna bagan nadire ako na I will make a fool out of myself ha damu na tawo, bagan maghihimo la ako kun sure ako ha akon kalugaringon nga kaya ko, or maghihimo la ako usa nga bagay nga strength ko, nadire ako na makita hira nga tas nadire ako na makita ako nga receiving end han mga jokes (Transcript 11, Lines 2104-2109).</p>
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<p><i>What are the adjustment difficulties experienced by first year college students?</i></p>	<p>THEME V. PSYCHOLOGICAL DISTRESS</p> <p>Subtheme 4 – Low Self-Esteem</p>	<p>Ha Samar College adto, bagan naawod kasi ako ura-ura. Han ginpasayaw kami dinhi, may mga classmates man ako na waray sumayaw, ginpa-project nala kami. An last ko na pagsayaw, an cultural night, han elementary pa ngani adto (Transcript 11, Lines 2143-2145).</p> <p>Danay diri ako na recite, makuri liwat kay pag may nakakabaton na akon mga classmate, na da-down na ako diri nala ako na recite. Nahadlok liwat ngan naawod liwat ako pag diri korek akon gin a-answer (Transcript 14 Lines, 2454-2456).</p> <p>Akon mga classmate nga although kuan hira, kaya nira, pero nakukuan ko nga "ayy, asya ngayan kaya nira kay danay di man maiwas igcompare diba? Pagkumpara. So asya adto nga nakita ko nga "Kay ano hiya... nagreview man ako, hiya waray? Kay ano nga high score hiya ha akon?" Nasiring ako. Tapos an akon nakuan nga, "ayy nagkuan ngayan hira, nag-cheat sugad hito." Asya iton nga akon ginkukuan ko nala an akon kalugaringon nga "Ah, bisan ka man ma-eliminate, at least naka-answer ka han imo own la, iton nga because kuan ka man, nakakaramdam ka hin difficulties, iton nga feeling mo nga pasan mo an kuan bato nga pinakamabug-at, iton nga dire mo matanggal tanggal ha imo, asya iton nga sige la, at least may nahibaruan ka gihapon, nga biskan ka man mapasar or ma-eliminate ka man, at least may nabaruan ka (Transcript 16, Lines 2980-2989).</p>
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Appendix F
QUALITATIVE FRAMEWORK

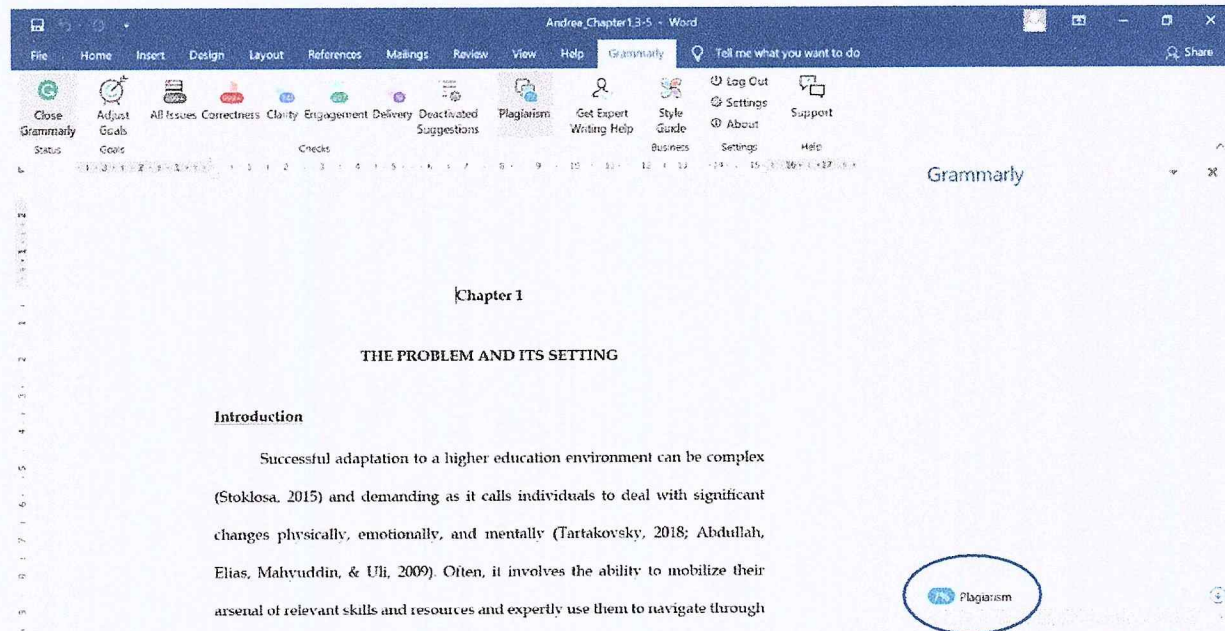
Appendix F – Qualitative Framework



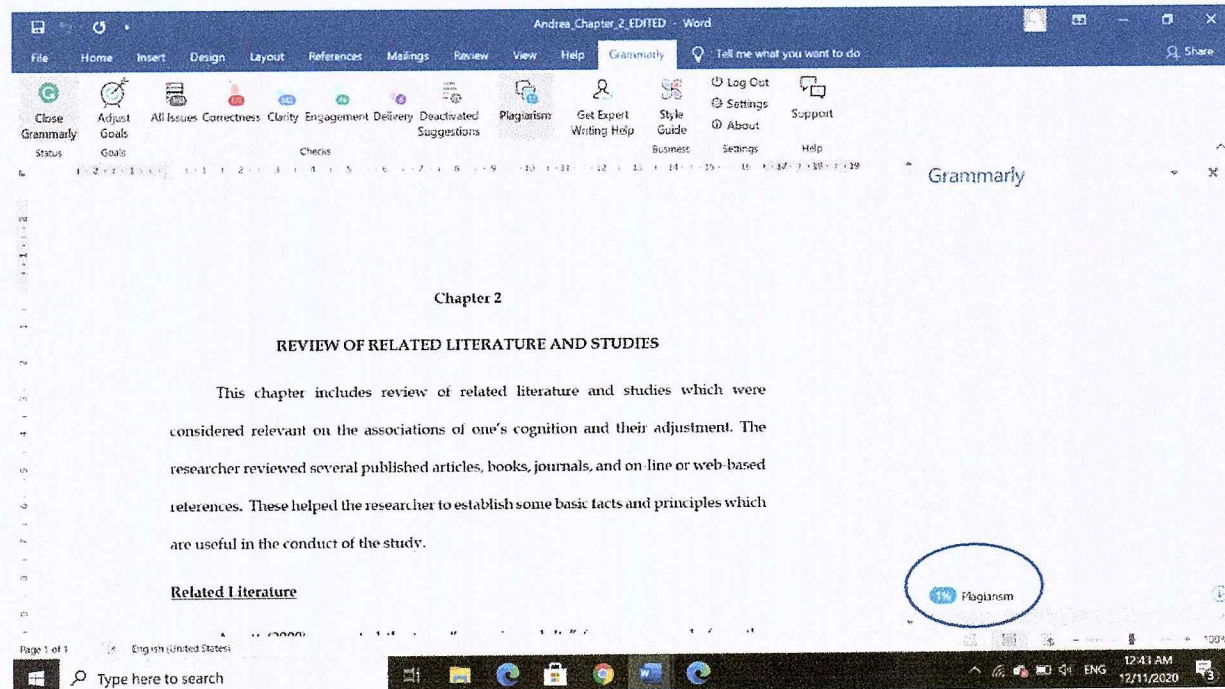
APPENDIX G
PLAGSCAN RESULT

Name : Ma. Andrea C. del Rosario
 Study Title : Cognitive Distortions and College Adjustment of First Year Students in Samar State University
 Plagiarism : 8%

Chapter 1, 3-5



Chapter 2



CURRICULUM VITAE

PERSONAL INFORMATION

NAME : MA. ANDREA C. DEL ROSARIO
AGE : 27 years old
ADDRESS : Brgy. Guinsorongan Purok 3, Salvacion
 Cor. Rizal St., Catbalogan City, Samar
DATE OF BIRTH : August 26, 1992
PLACE OF BIRTH : Catbalogan, Samar
RELIGION : Born Again Christian
CIVIL STATUS : Married
HUSBAND : Nathaniel P. del Rosario
PARENTS : Leandro S. Crebello
 Virginia Frincillo - Crebello
KIDS : Andrei Brennan C. Ariza
 Psalm Ayden C. del Rosario



EDUCATIONAL BACKGROUND

GRADUATE : Masters of Education major in Guidance & Counseling (candidate)
 Samar State University
 S.Y. 2019-2020
COLLEGE : Bachelor of Science in Psychology
 Samar State University
 S.Y. 2014-2015
SECONDARY : Samar State University - Laboratory High School
 Catbalogan City, Samar
 S.Y. 2007-2008
ELEMENTARY : Catbalogan I Central Elementary School
 Catbalogan City, Samar
 S.Y. 2003-2004

POSITION HELD (SCHOOL DESIGNATION/ORGANIZATIONS)

Instructor I / Psychometrician (2015-Present)

Samar State University

Catbalogan City

Head, Psychological and Wellness Services (2019-Present)

Student Welfare and Development Services (SWDS)

Samar State University

Catbalogan City

Acting Director, SWDS (2018-2019)

Student Welfare and Development Services (SWDS)

Samar State University

Catbalogan City

Head, Admission & Recruitment Services (2016-2019)

Career Guidance Center

Samar State University

Catbalogan City

Head, Career & Placement Services (2016-2019)

Career Guidance Center

Samar State University

Catbalogan City

SEMINARS AND TRAININGS ATTENDED

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS (Write in full)	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		CONDUCTED/ SPONSORED BY
	From	To	
QMS Internal Quality Audit	08/14 /2019	08/16/2019	SSU - Quality Assurance
Enhancement of SSU OBE and GE Courses Implementation Strategies & Instructional Materials Dev't Seminar-Workshop and ISA & ABET Orientation	08/18/2018	08/22/2018	Samar State University
First National Psychology Teachers Congress	05/22/2018	05/24/2018	Psychological Association of the Philippines - Teaching

When Adam Met Steve: LGBT Attraction and Relationships	2/24/2015	2/24/2015	University of the Philippines Visayas-Tacloban College
Understanding LGBT's through the Lens of Psychology	2/23/2015	2/23/2015	University of the Philippines Visayas-Tacloban College
PERSONA: Understanding your Personality	02/06/2012	02/06/2012	SSU- COLLEGE OF NURSING

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