ADJUSTMENT CHALLENGES OF SENIOR HIGH SCHOOL STUDENTS IN ST. MARY'S COLLEGE OF CATBALOGAN

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A Thesis

Presented to

the Faculty of the College of Graduate Studies

Samar State University

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In Partial Fulfillment

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Master of Arts in Education
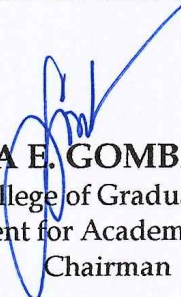
in Guidance and Counseling

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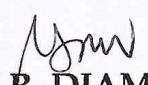
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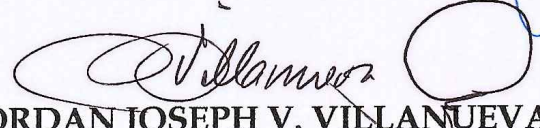
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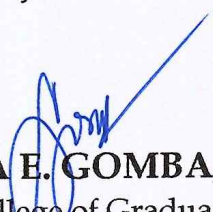
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ii

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- JOY

Dedication

I dedicate this book to my parents who has been with me all throughout, supporting me financial and morally.

I also dedicate this to my sisters and brothers, my co – workers in SMCC, and my special someone who have been with me to cheer me up.

And lastly, I offer this to God for he gave me the strength in mind, body, and soul. May this give Him greater glory

Love

Joy

ABSTRACT

This study determined the highest level of adjustments and the challenges experienced among senior high school students in St. Mary's College of Catbalogan for the school year 2017-2018. The study utilized a descriptive-correlational research design which aims to determine the senior high school students' age, gender, SHS Tracks/strand, parent's educational attainment, family monthly income, family size, and aspirations in life, and level of adjustments on the following scales: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems of St. Mary's College of Catbalogan. On student-respondents' correlation of the level of adjustment and sex, and career problems are significantly correlated with .015 at 0.05 significance level. Hence, the hypothesis which states that "There is no significant relationship between the level of adjustment on career problems and sex" is rejected. Relationship found between the areas of adjustments and the student respondents profile in terms of age, stands, family size, parents' educational attainment, and family monthly income are not significant. A significant relationship exists between student-respondents' sex and career problems. For possible referral of students, a school administrator may create a partnership with various institutions or agency that cater counseling and therapy. Campaign awareness that will help students identify early symptoms of depression that commonly leads students to commit suicide.

TABLE OF CONTENTS

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Senior high school students, age ranging from 15 to 19 years old, belong to the adolescence stage of the lifespan stages. It is a transitional period in the human lifespan in terms of physical, emotional, spiritual and social growth linking childhood and adulthood (Santrock, 2006). It begins with the biological changes at puberty and ends with the assumption of adult work and family roles. Commonly, this stage of development is characterized by resolving identity issues and is also been described as a period of upheaval and stress (Owens, 2006).

A recent change in the Philippines' educational system is the implementation of the K to 12 Program by the Department of Education (DepEd), which made kindergarten a prerequisite to basic education. It lengthened basic schooling to include a two-year senior high school and offered technical and vocational courses, thus a new school adjustment for the students (Barlongco, 2015). However, an entry into this new phase of the educational system is a trajectory changing event that represents a convergence of physical, mental, social, familial and social developments (Tutter, 1987). Clearly, there is a reason to be concerned about the well-being of adolescents. Educators often underestimate the importance of developing students' abilities to adapt and get

along with people; however, students' learning abilities depend on their experience of their ability to adapt and cope with people (Elias, 2001).

As to the study of Castañares et al. (2016) on Anxiety and its Effect to the Upcoming Senior High School students, researchers stated that the students are facing with anxiety problem because of the abrupt implementation of the K – 12 programs that may affect them as they enter senior high school. This includes feeling anxious because of the limited schools to offer senior high school, adjusting to the new curriculum, and the additional years to spend in high school before college (Castañares et al., 2016).

Adolescence is associated with the onset of a number of health-related problems including depression (Twenge, Nolen-Hoeksema, 2002), eating disorders (Reijone, Pratt, Patel, 2003), substance abuse and dependence (Johnston, O'Malley, Bachman, 2001), risky sexual behavior (Romerl, Stanton, 2006), antisocial and delinquent activity and school dropout (Moffitt, 1994), and suicidal ideation and behavior (Nock, Cha, & Dour, 2011).

These dynamics of adolescents become the source of studies focusing issues commonly faced by growing adolescents. According to WHO (2017), depression is one of the common illnesses worldwide, with more than 300 million people affected. It causes the affected person to suffer greatly and function poorly at work, at school and in the family. At its worst, depression can lead to suicide. Close to 800,000 people die due to suicide every year. Suicide is the second leading cause of death in 15 – 29 years old (WHO, 2017).

In 2015, a study conducted by Redaniel, Gunndell, & Lebanan-Dalida explained that suicide rates have been steadily increasing in both sexes from 1984 and 2005. The result of their study explained that family and relationship problems were the most common causes. In its profile of non-fatal self-harm cases, around 52 to 87 percent of suicide hospital admissions reported having problems with the spouse, boyfriend or girlfriend, or parents (Lapeña, 2015).

According to Ward & Kennedy (1994), an adolescent who is able to adjust or balance conflicting needs or needs challenged by obstacles in the environment leads to have a high quality of life and those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, disambiguation, difficulty concentrating, sleeping problems and reckless behavior (Bisson & Sakhuja, 2006).

Given that Philippine adolescents may encounter adjustment difficulties, including adjustments to the K-12 curriculum and the outrage of suicide rate is within the age range of 15 – 29 years old, the researcher conducted a study on the adjustment challenges of senior high school students in St. Mary's College of Catbalogan. The school offers the first batch of senior high school to graduate this March 2018 and with reported cases of a total of seventy-eight 78 out of 158 referral and walk-in cases in SMCC guidance office within the school year 2016 – 2018. Problems reported by students are issues in relation to depression, suicidal ideation and maladaptive behaviour. It was also noted that the common reasons with such behavior of the students are associated to problems in the family such

as; missing parents who are working abroad, parental separation, strict parents, feeling unwanted by the parents, relatives, and friends, verbal & cyberbullying, and problems with strict, inconsiderate and verbal bullying of teachers.

This study was conducted to help school administrators and guidance counselors to implement programs addressing the well-being of the students and come up with new programs that will cater the need of the growing adolescent. This would also be of help to the teachers to identify students' early signs of depression and be able to refer them to the right persons. This would also gain interest to common individuals, institutions, and parents to have a deeper understanding of adolescents' adjustment difficulties. Most importantly, this would help students or adolescents to know their current adjustment issues and challenges that could help them avoid future problems like depression, anxiety and suicidal ideation.

Statement of the Problem

This study determined the highest level of adjustments and the challenges experienced among senior high school students in St. Mary's College of Catbalogan for the school year 2017 - 2018.

Specifically, the study sought to answer the following questions:

1. What is the profile of the student–respondents from St. Mary's College of Catbalogan in terms of:

1.1 Sex;

1.2   Age;

1.4   Track/strand;

1.4   Parent's educational attainment;

1.5   Family monthly income;

1.6   Family size; and

1.7 Aspirations in life?

2.   What is the level of adjustment 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.   Is there a significant relationship between the level of adjustment of the students and their profile?

4.   Based on the highest level of adjustment, what are the challenges experienced by the student respondents?

7.   What intervention strategies can be derived from the findings of the study?

Hypotheses

The following are the hypotheses that will be tested in the study:

1.   There is no significant relationship between the level of adjustment of the students and their profile.

Theoretical Framework

This study is anchored on the following theories: Bandura's Self – Efficacy Theory on Adjustment, Erikson's Psychosocial Theory, and Carl Rogers' Personality Theory.

Albert Bandura emphasized the importance of self-efficacy for one to succeed in specific situations or accomplish a task (Luszczynska, & Schwarzer, 2005). He suggests that self – efficacy is an essential element for psychological adjustment and behavioral effectiveness (Bandura, 1997). That is, when a person views the world as predictable and controllable, and his behavior, thoughts, and emotions are within his control, he is better able to meet life's challenges, deal with stress, build healthy relationships, and achieve personal satisfaction and peace of mind, and adjust with his environment (Maddux, 1995). This theory explains how self – efficacy affects a person's psychological adjustment and behavioral effectiveness. It is related to the present study in the sense that students' adjustment to life challenges is may be affected by how they see themselves and the world around them. Thus, student – respondents in this study who have high self – efficacy is more likely to adjust to difficult tasks than

to avoid them. Through the College adjustment scale, it will determine how students are adjusted to the current environment using the 9 scale.

On the other hand, Erik Erikson's psychosocial theory point out that during adolescence year, an adolescent may encounter Identity vs. Role Confusion. In this stage, he may have a reluctant attitude and difficulty to commit to a situation. However, this can be overcome given enough space and time, a psychosocial moratorium, wherein a person can freely experiment and explore, what may emerge is a firm sense of identity and emotional and deep awareness of who he or she is (Constantinople, 1969). The theory describes a crisis an adolescent may encounter in adolescence stage that he can surmount if given the right support. The present study relates to this theory as adolescents encounter many challenges that they have to surpass in order to adjust to their situation. Factors such as self-esteem, career and family problems and interpersonal problems are some areas that may provide confusion to certain adolescent.

Another is Carl Rogers' personality theory that emphasized how perceptions and beliefs about oneself affect self-concept. How one thinks about oneself, feelings of self-worth are importance to psychological health and to the likelihood of achieving goals and ambitions in life (Rogers, 1959). Thus, a person who has high self-worth is able to face the challenges in life, accepts failure and unhappiness at times, and is open to people. On the other hand, a person with low self-worth may avoid challenges in life, not accept that life can be painful

and unhappy at times and will be defensive and guarded with other people (Rogers, 1959). On the concept of the present study, it is significant as adolescents may have set certain perceptions and beliefs about themselves that may positively or negatively affect their adjustment to life challenges. For an instance, a senior high school student who may see himself as worthless or not significant may come up with maladaptive coping such harming himself as means of solving his problems.

Conceptual Framework

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

Based on the presentation, the study focuses on the adjustment challenges of senior high school students in St. Mary's College of Catbalogan, school year 2017 – 2018, which aims to identify the relationship between the student – respondents profile and the level of adjustment on the nine areas, namely anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems. This is connected mainly to three theories, which are personality theory, psychosocial theory, and self – efficacy theory on adjustments, which are the source of point of view of the study.

Additionally, from the results and findings of the study, the challenges being encountered by the respondents were identified namely, family problems

INTERVENTIONS

- Strong social support
- Treatment of Psychological Problems
- Establishment of Suicide Prevention Program

(S. J. & Kupler, D. J., 1998, Lapierre et al., 2011; Rudd et al., 2001)

CHALLENGES

1. Family Problems (e.g. e.g. broken family, siblings or cousins' rivalry due to parents' comparison, immediate family & other relatives' rivalry).

2. Intimate relationship (e.g. break ups and complicated status/no label)

3. Self – worth issues like feeling unwanted or less valued among members of a certain group (e.g. sports, clubs).

Self – Efficacy Theory on Adjustment

Personality Theory

Psychosocial Theory

Student – Respondents Profile

- Sex
- Age
- Strands
  - STEM
  - ABM
  - HUMSS
  - GA's
  - ICT
  - HE
- Family Size
- Parents' Educational Attainment
- Family Monthly Income
- Aspirations in Life

Adjustment Challenges of Senior High School Students of St. Mary's College of

Areas of Adjustments
(College Adjustment Scales)

- Anxiety
- Depression
- Suicidal Ideation
- Substance Abuse
- Self – Esteem
- Interpersonal Problems
- Family Problems
- Academic Problems
- Career Problems

Figure 1. Conceptual Framework of the Study

(e.g. broken family, siblings or cousins' rivalry due to parents' comparison, immediate family & other relatives' rivalry) and intimate relationship problems (e.g. breakups and complicated status/no label). These findings served as the bases for making possible interventions that may help address the challenges faced by the student – respondents, and the adolescents in general. First, strong social support which is an important protective factor for suicidal (S. J. & Kupler, D. J., 1998), second is a treatment for psychological problems (e.g. depression, anxiety, substance abuse, etc.) which researchers found to be effective in decreasing suicide risk (Rudd et al., 1996), and establishing of a good suicide prevention programs which help decrease risk factors of suicide (Lapierre et al., 2011).

Significance of the Study

Among those who would benefit from this study are the students, teachers, parents, guidance counselor, school administrators, and future researchers.

School Administrators & Mental Health Centers. The result of the study would encourage them to be supportive to the program on students/individual services addressing the well-being of the students/individuals and come up with new programs that will cater the need of the growing adolescent.

<u>Teachers</u>.　The result of the study could allow them to understand the issues faced by the senior high school students and the importance of student consultation or referrals to the Guidance Counselor.

<u>**Guidance Counselor**</u>.　The findings of the study could provide information on students' adjustment scales that would aid to strengthen the school's guidance program and services rendered to the students like information dissemination and counseling program.

<u>Parents</u>.　The parents could be provided with information on the current adjustment scales of their children and would also provide them with an understanding towards their children and foster a healthy parent-child relationship.

<u>Students</u>.　This study could help students be informed about their present level of adjustment to the nine scales and the challenges they are facing which could help them solve future problems like depression, anxiety and suicidal ideation.

<u>**Future Researchers.**</u>　The result of this study could help future researchers to come up with another research with variables that could possibly relate or establish connection concerning issues on adolescence.

Scope and Delimitation

This study is limited to measuring the level of adjustment and challenges of grade 12 senior high school students of St. Mary's College of Catbalogan, SY

2017 – 2018. Two sets of questionnaires were used as instruments of this study. Firstly, a questionnaire for the student – respondents profile in terms of sex, age, strands, family size, parents' occupational attainment, family monthly income, and aspirations in life was utilized. Secondly, College Adjustment Scale (CAS) from Anton & Reed was used to measure anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems.

Focus Group Discussion (FGD) was also conducted to student – respondents with high results on suicidal ideation.

There is a total of 204 officially enrolled grade 12 students in SMCC, SY 2017-2018, but the total number of students who have given parents' consent and assent to participate in this study is 157 out of 204 total population.

Definition of Terms

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

Academic. A term used to describe things that relate to the work 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 possibly a problem encountered by the SHS students as adolescents.

Adjustment. Is accommodating or fitting oneself to circumstances, as when we say that a student is adjusted to 4 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 SHS student – respondents' of SMCC.

Adolescence. It is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later (Macmillan, Pan Ltd., 1981). In this study, it refers to the Senior High School students of St. Mary's College of Catbalogan.

Anxiety. It is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth, somatic complaints, and rumination. It is the subjectively unpleasant feelings of dread over anticipated events, such as the feeling of imminent death (Davidson, 2008). In this study, it refers to one of the possible problems experienced by the SHS students.

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 SHS students as adolescents.

Challenge. The situation of being faced with something that needs great

mental or physical effort in order to be done successfully and therefore tests a person's ability (Cambridge, 2015). In this study, it refers to the factors that are affecting the student – respondents' highest area of adjustment.

Depression. A state of feeling sad marked especially by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness, and sometimes suicidal tendencies because of a difficult and unpleasant situation (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 SHS students as adolescents.

Family. A group of people 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 possibly a problem encountered by the SHS students as adolescents.

Further Evaluation. The making of a judgment about the amount, number, or value of something to a greater degree or extent (Hanks, 2014). In this study, it refers to the extent of the level of adjustment on College Adjustment Scales (CAS) that is identified when the extent of adjustment is at 60 or above.

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 is possibly a problem encountered by the SHS students as adolescents.

Normal Functioning. Being within certain limits of intelligence,

educational success or ability (Hanks, 2014). In this study, it refers to the extent of the level of adjustment on College Adjustment Scales (CAS) that is identified when the extent of adjustment is at 59 and below.

Self – Esteem. It is a feeling of confidence and satisfaction 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 SHS students as adolescents.

Substance Abuse. The practice of taking an excessive amount of drugs in a manner that is detrimental to health (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 SHS students as adolescents.

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 SHS students as adolescents.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes a review of related literature and studies which is considered relevant to the study. The researcher reviewed a number of published articles, books, journals, and online or web-based references. These references helped the researcher to establish some basic facts and principle which are useful in the conduct of the study.

Related Literature

In human development, senior high school students are considered to be in their adolescence stage – a transitional period in terms of physical, emotional, spiritual and social growth. It is a time of new experiences, new responsibilities, and a new relationship with adults as well as peers (Stanley Hall, 1904).

According to Baumrind (1996), higher levels of parental behavioral control is directly associated with less drinking problem in young adulthood among males, less adolescent truancy, less alcohol and marijuana use, and less frequent engagement in early sexual intercourse (Barnes, 2000). In addition, parental control appeared to prevent growth in externalizing problems among adolescents who reported affiliating with deviant peers. Among adolescents who reported deviant peer associations, only those whose parents used low behavioral control increased in their externalizing problems (Galambos, 2003).

Parent-child communication has also been recognized as one of the protective factors against problem behaviors (Cleveland, 2005). Adolescents who talked to their mothers about a problem behavior were engaged in lower levels of risk behaviors, such as substance use, had a lower frequency of sexual intercourse (among females only), and more consistent contraceptive use (Hutchinson, 2003).

Hoskins (2014) believes that the lack of parental behavioral control and parent-child communication have a greater negative impact on adolescent absenteeism, substance abuse, and risky sexual intercourse.

On the other hand, Strang (1932) finds that besides having many behavioral problems, concerns over school problems are also of great importance. It is her opinion that poor adjustment in school may cause failure in school and cause maladjustment. Accordingly, academic problems being encountered by the senior high school students involves, adjusting to the environment, subject requirements, and dealing with failing grades (Strang, 1932). In consonance to his, Bensoussan (2012) stated that often, the academic task that is being faced by the adolescents gives those hard times and pressures that result in anxiety. Moreover, he indicated that even students who do well in class works and home works can suffer test anxiety and do poorly on tests (Bensoussan, 2012 as cited in Castañares et al. 2016).

Anxiety is just one of the concerns of today's adolescents, other common concerns include, depression and suicide. Depression is a state of feeling sad

marked especially by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness, and sometimes suicidal tendencies (Hanks, 1979).

According to the latest numbers from the new Philippine Health Information System on anxiety disorder and depression on a particular survey which included 2,562 patients in 14 participating public and private hospitals from May 2014 to May 2016, between 17 to 20 percent of Filipino adults experience such problems, while 10 to 15 percent of Filipino children aged 5 to 15 were suffering (WHO, 2017).

To Wang & Crane (2001) certain types of family concerns are closely related to the development of symptoms in adolescents. According to family system theory, when the married couple has conflict and cannot solve it in a constructive way, they are likely to involve their children in the conflict to release some anxiety and tension between them. A child is physiologically vulnerable to everything going on between parents. Tension and conflict in the family induce emotional arousal in the child, triggering physiological and psychological responses (Wang & Crane, 2001).

Suicide is another creeping problem among adolescents in the Philippines. In 2012, 2,558 Filipinos committed suicide, and of the number, 2009 were males. In a 2017 report by WHO, the age-standardized suicide rate in the Philippines is 5.8 for male, 1.9 for females, and 3.8 for both sexes. The rate is based on the number of cases affected per sample size of 100,000 people. According to the

WHO fact sheet for 2017, suicide is the second leading cause of death among 15 to 29-year-olds, and 78 percent of global suicides occur in low and middle-income countries (WHO, 2017).

Information from the College of Psychiatric and Neurologic Pharmacists, in 2016 says that the lifetime risk of suicide for individuals with untreated depression is about 20 percent, whereas the estimated rate of completed suicide for individuals with Borderline Personality Disorder is nine percent. The most common methods of suicide globally are ingestion of pesticides, hanging and firearms (Sison, 2017). Factors associated in committing suicide are stressful event experienced by an individual that is shameful or humiliating, an academic problem such as failure in school, and an unexpected arrest, or rejection by a loved one (Blumenthal, 1990).

Another issue faced by adolescents today is substance abuse. It is an excessive use of a drug (such as alcohol, narcotics, or cocaine) without medical justification. According to the 2015 Nationwide Survey on the Nature and Extent of Drug Abuse in the Philippines presented on Monday, September 19, 2016, the current drug use prevalence among Filipinos aged 10 to 69 years old is at 2.3% or an estimated 1.8 million users which comprises around 75% of the total Philippine population as of 2015, which is higher than the 1.3 million drug users estimated in 2012 and 1.7 million estimated in 2008 (Gavilan, 2016).

One of the many problems that may lead to drug addiction is that young people who use these substances will be unable to perform well in school or

college (Gavilan, 2016). This means that they will be limiting their future opportunities. Other problems include becoming violent or engaging in other types of bad behavior like making crimes and may become unemployable. Many addicts fall into a life of crime and eventually end up in prison or worse – death (Gavilan, 2016).

Another challenge faced by the young today is their self-esteem. It generally refers to how one's feelings and how one value himself or one's self-worth. Mandara and Murray (2000), boys with married parents had higher overall self-esteem compared with boys with non-married parents, even when family income and family functioning were taken into consideration. Parental marital status had no effect on girls' self-esteem. Furthermore, besides parental marital status, the researchers also indicated that adolescents from families with higher incomes perceived themselves as more likeable and lovable and as having higher self-control. Also, they suggest that the better the family functions, the higher the self-esteem of the adolescent (Mandara & Murray, 2000).

One more issue faced by the adolescents is interpersonal problems. It means being or relating to, or involving relations between persons. On a longitudinal test of Hammen's stress generation model of depression (1999), it was found out that initial depressive symptoms and poor interpersonal problem solving led to higher level of interpersonal stress, which in turn led to further symptoms of depression. Past research on the stress generation model has shown

that depression is associated with high levels of dependent life events, particularly interpersonal conflict events (Hammen, 1999).

The economic condition of the family may also affect adolescent sense of happiness. A literature about family issues titled, Economic Pressures on the Family (2009) stated that economic instability may be the most pressing problem of the Filipino family today. The lack of financial resources and/or the competition for the little that is available is affecting the relationships of family members. Economic stress affects the whole family. When financial problems occur, the family may be forced to move for employment. Families have lifestyle commitments and ties to their community. When these ties break-up, children, especially adolescents, are likely to experience a loss of hope.

Children of the poor are severely disadvantaged in terms of healthy nutrition, and emotional growth. At an early age, children are forced to help earn for the family and are thus exposed to objectionable and sometimes illegal and immoral influences. Many young girls marry early to escape or work as domestic's waitresses or entertainers in bars and restaurants. Another questionable influence, especially among adolescent boy, is the barkada, a gang relationship where they indulge in, drinking, burglary, holdups, picking and extortion. Although there are no reliable statistics at the moment, drug addiction among the low-income teenagers exists as shown by newspaper reports on crimes committed by low-income youth "high" on drugs that support their

dependency on the money obtained from the muggings, burglaries and thievery (Phil. Culture, 2009).

Lastly, the importance of educational opportunities. At the age of 13 to 14, students start to develop self-concept and perception about career (Gotfredson, 2005). Adolescents start to eliminate career choices based on sex types and prestige levels. Because of this, female students avoid choosing occupations that are perceived as too masculine and also consider eliminating choices that are received as having low social prestige status. Moreover, girls tend to aspire to a narrower range of occupations than boys because they believe many jobs are unsuitable for them whereas boys have a greater occupational understanding, focus and see more occupational opportunities than girls (Creed, Conlon and Zimmer-Gembeck, 2007).

Related Studies

There are several studies on psychological adjustment problems among adolescents. One of these appeared in the February 2003 APA Journal, according to a survey conducted by the Higher Education Research Institute at the University of California at Los Angeles, depression is one of the common conflicts being experienced by adolescents. Based on the survey responses of 3,680 freshmen from 50 institutions, depression among freshmen nearly doubled from 8.2 percent to 16.3 percent between the fall of 2000 and the fall of 2001. Students who did not undergo treatment were observed to be more depressed

and at risk for school failure, social isolation and promiscuity, tend to self-medicate with drugs and alcohol, and attempt suicide - the third leading cause of death among 10 to 24-year-olds (APA, 2003).

Researchers from Kansas State University conducted a study on students seeking for counseling Midwestern University counseling center. The study was conducted over a 13-year period from 1989 to 2001 with a total of 13,257 students. Based on this study, students experience more stress, more anxiety and more depression than a decade ago and some of these increases were dramatic. The number of adolescent students seen each year with depression doubled, while the number of suicidal students tripled (Benton et al., 2001).

Cited in Gender and Adolescent Development, a study of Perry and Pauletti (2011), girls surpass boys not only in depression but also in related problems, such as eating disorders and non-suicidal self-injury (e.g., cutting). Girls are more vulnerable to several forms of depression thought, including self-blaming causal attributions, poor body image, negative social comparison, hypervigilance for potential stress, and counterfactual analysis rumination i.e., obsessing over the future consequences of hypothetical decisions (Perry and Pauletti, 2011).

Nolen, Kessler, Berglund, Demler et al. (2003) also supported this study that depression is more common among females (21%) than males (13%) and this is attributed to factors that may account for gender difference which includes biological influences as well as psychosocial variables, gender role factors,

interpersonal orientation, and greater reactivity to stress in terms of biological responses, self-concept, and coping styles (Nolen-Hoeksema & Hilt, 2009).

Media is also considered as one factor that may affect the suicidal behavior of an adolescent. The study of Hawton & Williams (2002) reiterate the influence of media on Suicide, it reveals that the reporting and portrayal of suicidal behavior in the media may have potentially negative influences and facilitate suicidal acts by people exposed to such stimuli. Recent systematic reviews by others have found overwhelming evidence for such effects. Evidence for the influence of media on suicidal behavior has been shown for newspaper and television reports of actual suicides, film and television portrayals of suicides, and suicide in literature, especially suicide manuals. The potential for suicide sites on the internet influencing suicidal behavior remains to be proved, but anecdotal evidence of negative influences is accumulating. The impact of the media on suicidal behavior seems to be most likely when a method of suicide is specified, especially when presented in detail when the story is reported or portrayed dramatically (Hawton, & Williams, 2002).

On the other hand, the academic problem may lead to behavioral and emotional problems. Pathak et al. (2011) in their studies revealed that 75% of the adolescents who thought they were academically poor were found to be suffering from behavioral/emotional problems, 43% of the adolescents who thought that their parents were unhappy with their studies had developed the mental health problem and significantly more than 34.4% adolescents belonging

to families with marital discord were found to be suffering from behavioral and emotional problems as compared to adolescents of families with good inter-parent relationship (Pathak et al., 2011).

Moreover, adolescents who perceived that they are not loved enough by their mothers showed behavioral and emotional problems twice more than those who felt loved by their mothers. Adolescents with low self-esteem (30.7%) as judged from their opinion about their appearance, academic performance and overall opinion about self-suffered more (65%) behavioral and emotional problems as compared to those who did not report feelings of low self-esteem (14%) (Pathak et al., 2011).

Families, parents and guardians play a significant role in the occupational aspirations and career goal development of their children. It provides input into the adolescents' perception of self, educational efficacy, and vocational interests. The study adds to the understanding of the critical role parents play in shaping career choice. Through educational expectations and perceptions of occupational appropriateness, parents were found to have key roles in shaping career choices. The study's finding of the impact that the broader context of the school and community environment has in supporting or delaying career decision-making extends the understanding of the importance these entities have upon adolescents' identity and occupational goals (Ferry, 2002).

Mau and Bikos (2000) found that college students and young adults cite parents as an important influence on their choice of career. In a similar view,

some studies have found that the family plays a critical role in a child's career development (Otto, 2000). According to Crockett and Binghham (2006), some of the variables that influence students' occupational goals include the family, level of parental education, school, peers, personality, and socioeconomic status.

Salami (2006) suggests that children are influenced by their career choice by socio-demographic factors and these factors include family, school and peers. In his study, Salami (2006) found that family involvement as the most significant predictor of career choice in gender-dominated occupations. Similarly, Kniveton (2004) found that the family provides information and guidance directly or indirectly and influences young people's career choice. For instance, parents offer appropriate support for certain occupational choices which tend to follow their own (Small and McClean, 2002). Mickelson and Velasco (2008) found that mothers were the most influential and that daughters' occupational aspirations were often similar to their mothers' chosen professions.

Indeed, the aforementioned cited literature and studies depict that the challenges experienced by the growing adolescents have a great significant impact towards their adjustments. That factors such as anxiety, depression, suicidal ideation, substance abuse, self – esteem, interpersonal problems, family problems, academic problems and career problems contributed to the well-being of adolescent.

Chapter 3

METHODOLOGY

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

Research Design

The study utilized a descriptive quantitative – correlational research design which aims to determine the senior high school students' age, gender, SHS Tracks/strand, parent's educational attainment, family monthly income, family size, and aspirations in life, and level of adjustment on the following scales: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems of St. Mary's College of Catbalogan. After obtaining the adjustment scale with the highest result, a Focus Group Discussion (FGD) was given to identify the factors/challenges encounter that contribute to the student - respondents' suicidal ideation.

The data were gathered through the aid of two sets of questionnaires. For the preliminary, first part of the questionnaire was given to describe the profile of the student - respondents in terms of sex, age, strands, family size, parents'

occupational attainment, family monthly income, and aspirations in life. Then the College Adjustment Scale Questionnaire by Anton & Reed was utilized.

Focus Group Discussion (FGD) was also conducted using a validated questionnaire. The questions are as follow, what are the problems or challenges have you encountered in your life? How have you felt or how do you feel about your problems? How have you responded or how do you respond to your problems? What thoughts have you had your mind because of your problems? And to whom do you share your problems with?

The quantitative – correlational design was used to determine the following variables: student – respondents' profile and nine adjustment scales to include anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems. FGD was utilized to gather information about the factors/challenges that contribute to the highest adjustment scale concerning the student respondents.

The data gathered in this study were tabulated and organized based on the specific questions. Appropriate statistical tools were applied in order to establish the significant relationship among the variables that were treated in this study. The researcher utilized frequency counts, percentages, mean, standard deviation, and Pearson Product Moment Correlation (r).

Instrumentation

The survey – questionnaire and documentary analysis were utilized in gathering relevant information from the students.

Questionnaire. This instrument is subdivided into two (2) major parts: Part I consists the profile of the respondents, to include their age, gender, SHS Tracks/strand, parent's educational attainment, family monthly income, family size, and aspirations in life.

Part II measures the level of adjustments of the respondents. This part adapted the College Adjustment Scale (CAS) from Anton & Reed (1991), which is divided into nine adjustment scales: anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems. The highest results indicate low settings and the lowest results mean better adjustment.

Focus Group Discussion (FGD) was also conducted.

Validation of the Instrument

Focus Group Discussion (FGD) questionnaire was subjected to expert validation.

Sampling Procedure

Based on the school records, a total of 204 grade 12 senior high school students are officially enrolled in the second semester School Year 2017 – 2018. However, only 157 grade 12 students were allowed by the parents to participate

in the study. Students also gave their consent to participate. Table 1 shows the main respondents of the study as distributed in the four academic strands (STEM, ABM, HUMSS, GAS) and two TVL stands (HE, ICT).

Table 1

Sampling Frame of the Study

SHS	Officially Enrolled	Actual Participants
STEM	106	86
ABM	54	37
HUMMS	25	15
GAS	3	3
ICT	7	7
HE	9	9
Total	204	157

Data Gathering Procedure

The researcher first requested to the president of Samar State University (SSU) for the Career Guidance Center to conduct the College Adjustment Scale to the Grade 12 students of St. Mary's College of Catbalogan and paid the corresponding amount for the testing fee.

In initiating for the proper inquiry, the researcher asked permission from the SMCC School President through the Basic Education's Academic Coordinator to allow the conduct of the actual data collection among the student – respondents. The formal communications explained and carried with it the nature and objectives of the study. Furthermore, the researcher also provided informed consent and assent forms to the parents of the respondents who are below 18 years old.

The researcher personally conducted the distribution of the questionnaire for the part I and provided help to the SSU guidance personnel on the conduct of College Adjustment Scale (CAS) questionnaire. The researcher encouraged the student – respondents to answer honestly the questionnaire to attain the objectives of the study. The data were gathered on the month of December 2017 until January year 2018 which were analyzed then.

After obtaining the results, most students who belong to the identified area with the highest concern were given a focused group discussion. Among the nine areas of adjustment, suicidal ideation obtained the highest number of student – respondents that need further evaluation, having 121 or 77.07 percent of the population. Among them, 70 participants were given a focused group discussion and were grouped into 7, with 10 members in each group.

Statistical Treatment of Data

This study employed statistical tools that were used in data analysis and interpretation. This includes frequency counts, percentage, mean, and Pearson – Product Moment Correlation Coefficient (Pearson r).

Frequency counts and percentages. These statistical tools were used to summarize the students – respondents profile such as age, gender, SHS track/strands, parent's educational attainment, family monthly income, family size, and aspirations in life.

Mean. This was used in describing the average characteristic of the profile of student – respondents in terms of age and family monthly income and was used further to describe the student – respondents' 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 and family monthly income, and student – respondents' level of adjustment on the nine scales.

Pearson-Product Moment Correlation Coefficient. This treatment was applied to determine the degree of relationship between student – respondents profile and level of adjustment on the nine scales.

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, student – respondents' level of adjustments on the following areas anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems, correlation between students-respondents' profile and level of adjustments, and the factors/challenges present on the highest area of adjustment.

Profile of the Student – Respondents

This section presents the student – respondents' profile according to their sex, age, track/strand, parent's educational attainment, family monthly income, family size, and aspirations in life.

Sex. The data presented in Table 2 shows the sex distribution of student – respondents. It can be observed that most of the senior high school students who were involved in the study were females comprising 97 out of 157 respondents or 61.78 percent while the males comprise 60 or 38.22 percent of the respondents.

This may mean that there are more females who advance to higher education compared to male students. As to Functional Literacy, Education and

Mass Media Survey or FLEMMS (2014) that among those with academic degrees, there were more females with 56.2 percent than males having 43.8 percent. Similarly, among those with post-baccalaureate courses, females with 56.3 percent outnumbered males with 43.7 percent (FLEMMS, 2014).

Table 2

Sex Distribution of the Student – Respondents

Senior High School Students	Gender				
	Male (f)	%	Female (f)	%	TOTAL
STEM	34	21.66	52	33.12	86
ABM	13	8.28	24	15.29	37
HUMMS	4	2.55	11	7.01	15
GAS	3	1.91	0	0	3
ICT	4	2.55	3	1.91	7
HE	2	1.27	7	4.45	9
Total	60	38.22	97	61.78	157

Age. The data presented in Table 3 shows the age distribution of the student – respondents. It can be observed that out of 157 respondents, 78 or 49.68 percent were 18 years of age followed by those who were 17 years old with 72 or 45.86 percent than were 19 years old with 7 or 4.46 percent.

It is also reflected in table 3 that the oldest respondent is 19 years old while the youngest is 17 years old. In general, the age distribution of the student – respondents clustered around a mean value of 17.59 with a standard deviation of 0.58.

This suggests that all the student-respondents belong to adolescence stage, which is a period of change in terms of physical, emotional, spiritual and social

growth linking childhood and adulthood (Santrock, 2006). This would also indicate that the respondents in this stage are characterized by resolving identity issues and dealing with life's upheaval & stress (Owens, 2006).

Table 3

Age Distribution of the Student - Respondents

AGE	STEM	ABM	HUMSS	GAS	ICT	HE	TOTAL	%
17	49	12	8	2	2	3	72	45.86
18	33	24	7	1	5	4	78	49.68
19	4	1	0	0	0	2	7	4.46
Total	86	37	15	3	7	9	157	100.00
Mean	17.59							-
SD	0.58							-

Track/Strands. Table 4 depicts the student – respondents' track distribution along with their respective strands. It reveals that there were only 2 tracks, the academic track and the Technical-Vocational Livelihood (TVL) where from the 157 respondents, the largest proportion comes from the academic track with a total of 141 or 89.81 percent of the respondents and smallest proportion of 16 or 10.19 percent comes from the TVL track.

In addition, it can also be observed that most of the students – respondents are coming from the STEM strand with 86 or 54.78 percent of the respondents while the least number of respondents are coming from the GAS strand with 3 or 1.91 percent of the respondents.

This would mean that most of the senior high school students prefer to enrol in academic track, particularly in STEM or science, technology,

engineering, and mathematics courses compared to others. As been posted in the Department of Education (2017) that of the 1.3 million grade 11 students of the school year 2016 – 2017, close to 59 percent have pursued the academic track and that includes the STEM, ABM, HUMSS, and GA's.

Table 4

Track/Strand Distribution of the Student - Respondents

Track	Strands	Total Number of Respondents per strand	%	Total per track	%
Academic Track	STEM	86	54.78	141	89.81
	ABM	37	23.57		
	HUMMS	15	9.55		
	GAS	3	1.91		
TVL Track	ICT	7	4.46	16	10.19
	HE	9	5.73		
TOTAL		157	100.00	157	100.00

Parents' Educational Attainment. Table 5 depicts the educational attainment of the father and mother of the student – respondents' along with their respective strands. It reveals that the largest proportion of parents' educational attainment is CG or college graduate with 101 or 64.33 percent on the father portion and 115 or 73.25 percent on the mother part. Furthermore, it also shows that most of the respondents with college graduate father and mother are enrolled in STEM and ABM strand.

This may imply that the student – respondents' career choices may be influenced by environmental conditions and events like family education and resources. This is in consonance with Altmaier and Hansen (2008), which stated

that in the process of selecting a career, environmental conditions and events are the factors that are often beyond the control of an individual and that involve family education and resources, educational system, neighbourhood and community influences, etc.

Table 5

Parents' Educational Attainment Distribution of the Student – Respondents

Educational Attainment		Strands						Total	%
		STEM	ABM	HUMSS	GAS	ICT	HE		
FATHER	EL	1	1	0	0	0	1	3	1.91
	EG	3	1	0	0	0	0	4	2.55
	HL	0	0	1	0	0	1	2	1.27
	HG	10	5	0	1	1	3	21	13.38
	CL	13	6	4	1	1	0	25	15.92
	CG	59	23	10	1	5	4	101	64.33
	GS	0	1	0	0	0	0	1	0.64
TOTAL		86	37	15	3	7	9	157	100
MOTHER	EL	0	0	0	0	0	0	0	0
	EG	1	0	0	0	0	0	1	0.64
	HL	0	2	0	0	0	0	2	1.27
	HG	10	6	2	0	0	4	23	14.65
	CL	6	3	1	1	0	1	12	7.64
	CG	67	24	12	2	7	4	115	73.25
	GS	2	2	0	0	0	0	4	2.55
TOTAL		86	37	15	3	7	9	157	100

Legend: EL – Elementary Level, EG – Elementary Graduate, HL – HS Level, HG – HS Graduate
CL – College Level, CG – College Graduate, GS – Grad Studies

Family Monthly Income. Reflected in Table 6 is the information pertaining to the family monthly income of the student – respondents.

The data shows that the proportion with the highest number of the population belongs to the lower middle-income class with 59 or 37.58 percent of the respondents and the lowest proportion belongs to upper-income class with 0 percent. The average Family Monthly Income (FMI) is around a mean value of 34,375.80 pesos with a standard deviation of 42804.18, which goes to the middle class.

This would mean that the respondents' economic income, which belongs to the middle class, goes with the typical family income that would enable parents to raise their children, including to send them to school and support their needs (FIES, 2012).

Table 6

Family Monthly Income Distribution of the Student – Respondents

Income Range	Total	%	Income Class
8,000.00 & below	7	4.46	Poor
8,001.00 – 16,000.00	35	22.29	Low Income (but not poor)
16,001.00 – 32,000.00	59	37.58	Lower Middle Income
32,001.00 – 79,000.00	49	31.21	Middle Class
79,001.00 – 119,000.00	6	3.82	Upper Middle Income
119,001.00 – 158,000.00	0	0	Upper Income (but not rich)
158,000.00 - Above	1	0.64	Rich
Total 1,525,000.00	157	100	-
Mean 34,375.80	-	-	Middle Class
SD 42804.18	-	-	-

Family Size. Reflected in Table 7 is the information of student – respondents' family size or the number of family and non-family members living at home. It can be observed that most of the student-respondents belong to a family with 6 members having 40 or 25.48 percent, followed by a family with 5 members comprising 36 or 22.93 percent of the population.

This means that the number of family members the student – respondents have is within the national median number of persons per household called medium size, which is the standard family number needed per household to suffice the needs of each family member (Mangahas, 2012).

Table 7

Family Size Distribution of the Student - Respondents

| Strands | Number of Family Members and Non-Family Members Living at Home | | | | | | | | | | | | Total |
	2	3	4	5	6	7	8	9	10	11	12	13	
STEM	0	2	16	23	22	12	5	2	3	0	0	1	86
ABM	1	0	8	10	8	4	3	2	1	0	0	0	37
HUMMS	0	2	3	1	3	2	2	0	0	2	0	0	15
GAS	0	0	1	0	1	1	0	0	0	0	0	0	3
ICT	0	0	1	2	1	1	0	1	0	0	1	0	7
HE	0	0	0	0	5	2	0	1	1	0	0	0	9
TOTAL	1	4	29	36	40	22	10	6	5	2	1	1	157
%	0.64	2.55	18.47	22.93	25.48	14.01	6.37	3.82	3.18	1.27	0.64	0.64	100

Aspirations in the life of the student - respondents. Table 8 reveals that under each strand, most of the student – respondents aim towards a dream that is on the line with their chosen strands. However, there are some noticeable students' aspirations that do not correspond to their strands. This may indicate that some of the student – respondents have not yet fully known what they want in life, which basically affected their choice of strands before entering senior high school. As been stated by Erikson in his psychosocial theory that adolescents in this stage encounter identity crises or role confusion where they cannot decide fully on what they want or whom they want to become in the future (Constantinople, 1969). Another area where teenagers are deciding for themselves is their career choice in which most often, an adolescent submit to the wishes of others, effectively forcing him or her to foreclose on experimentation and therefore, true self-discovery (Constantinople, 1969).

Table 8

Aspirations in Life Distribution of the Student – Respondents

Strands	Aspirations	Total	%
STEM	TO BE A DOCTOR	12	13.95
	TO ACHIEVE MY GOALS & BE SUCCESSFUL	9	10.47
	TO BE A SUCCESSFUL ENGR	9	10.47
	TO BE A REGISTERED NURSE	7	8.14
	TO FINISH MY STUDIES AND HAVE A GOOD CAREER	6	6.98
	TO BE A PHARMACIST & SUCCESSFUL	3	3.49
	TO BE A SUCCESSFUL PERSON & HAPPY	3	3.49
	TO BE SUCCESSFUL CIVIL ENGR	3	3.49
	TO BE A MED TECH	2	2.33
	TO BE A SURGEON/NEUROSURGEON	2	2.33
	TO HAVE A COMFORTABLE LIFE	2	2.33
	TO SUCCEED IN STUDIES AND ACHIEVE MY DREAMS	2	2.33
	TO BE A BETTER AND SUCCESSFUL PERSON	1	1.16
	TO BE A BUS.MAN AND CIVIL ENGR	1	1.16
	TO BE A CAPTAIN OF A CRUISE SHIP	1	1.16
	TO BE A CHEM ENGR	1	1.16
	TO BE A CPA	1	1.16
	TO BE A DOCTOR & BE ABLE TO PROVIDE FOR MY FAMILY	1	1.16
	TO BE A GEOLOGIST	1	1.16
	TO BE A LICENSED CIVIL ENGR	1	1.16
	TO BE A PILOT	1	1.16
	TO BE A SEAMAN	1	1.16
	TO BE A SUCCESSFUL MED TECH AND BUILD A LAB	1	1.16
	TO BE A SUCCESSFUL VET, GOOD HEALTH TO ME & FAMILY	1	1.16
	TO BE A SUCCESSFUL ARCHITECT/ARTIST	1	1.16
	TO BE A SUCCESSFUL PEDIATRICIAN	1	1.16
	TO BE A SUCCESSFUL PERSON THAT CAN CONTRIBUTE TO THE COMM	1	1.16
	TO BE A SUCCESSFUL WELL KNOWN DOCTOR IN PHIL	1	1.16
	TO BE A SUCCESSFUL WOMAN	1	1.16
	TO BE SUCCESSFUL AND AN INSPIRATION TO OTHERS	1	1.16
	TO BE SUCCESSFUL AND GROUNDED IN EVERYTHING IN LIFE	1	1.16
	TO BE SUCCESSFUL AND TO GRADUATE	1	1.16
	TO FINISH MY STUDIES TO MAKE MY PARENTS PROUD	1	1.16
	TO FINISH STUDIES AND BE A DENTIST	1	1.16
	TO HAVE A COLLEGE DEGREE AND HELP FAMILY	1	1.16
	TO HAVE A GOOD LIFE AND HEALTH	1	1.16
	TO WORK IN A STABLE OFFICE	1	1.16
	TO WORK IN THE MEDICAL FIELD	1	1.16
ABM	TO BE A CPA	12	7.64
	TO BE A HAPPY & SUCCESSFUL PERSON	3	1.91
	TO ACHIEVE ALL DREAMS	2	1.27
	TO BE A CPA LAWYER	2	1.27
	TO BE A SUCCESSFUL BUS.MAN/WOMAN	2	1.27
	TO BE SUCCESSFUL IN THE FUTURE	2	1.27
	TO BE A CPA & SUCCESSFUL BUS.WO	1	0.64
	TO BE A DIPLOMAT, TO SEE THE WORLD & TO HAVE A STABLE JOB	1	0.64
	TO BE A JOURNALIST	1	0.64
	TO BE A LAWYER	1	0.64
	TO BE A PRIEST	1	0.64
	TO BE A SUCCESSFUL PERSON	1	0.64
	TO BE A SUCCESSFUL ACCOUNTANT WHO WILL INSPIRE EVERYONE	1	0.64
	TO BE A SUCCESSFUL OPTOMETRIST	1	0.64
	TO BE ABLE TO CONTROL MY OWN LIFE	1	0.64
	TO BE AN ACCOUNTANT, NOVELIST, SCRIPTWRITER	1	0.64
	TO BE HAPPY & FINANCIALLY, EMOTIONALLY, PSYCHOLOGICALLY STABLE	1	0.64
	TO BE SUCCESSFUL & GIVE SUPPORT TO FAMILY	1	0.64
	TO FULFILL MY AMBITIONS/TO BE A CRIM.	1	0.64
	TO HAVE A BETTER LIFE	1	0.64
HUMSS	HAPPINESS AND SUCCESS	4	2.55
	TO BE A SUCCESSFUL LAWYER	3	1.91
	TO BE SUCCESSFUL IN LIFE	3	1.91
	TO BE A LAWYER/TEACHER, GREATEST CHEST PLAYER, SUCCESSFUL, MODEL	1	0.64
	TO BE A SUCCESSFUL BUS.MAN	1	0.64
	TO BE ABLE TO HELP FAMILY AND HAVE A STABLE JOB	1	0.64
	TO BECOME A SUCCESSFUL EDUCATOR, LAWYER, PSYCHOLOGIST	1	0.64
	TO HAVE A PROFESSION	1	0.64
GAS	TO BE SUCCESSFUL AND FRUITFUL	1	0.64
	TO BE SUCCESSFUL, ACCOMPLISH GOALS, DO GOD'S PLANS	1	0.64
	HAPPINESS AND SUCCESS	1	0.64
ICT	TO BE A SUCCESSFUL PERSON	2	1.27
	TO BE A SUCCESSFUL FASHION DESIGNER	1	0.64
	TO BE A SUCCESSFUL PROFESSIONAL PHOTOGRAPHER	1	0.64
	TO GRADUATE, HAVE JOB, SUCCESSFUL	1	0.64
	TO HAVE A GOOD JOB AND STABLE LIFE	1	0.64
	TO LIVE A CONTENTED LIFE IN MANILA W/ A DEGREE IN ECE	1	0.64
HE	HAPPINESS AND SUCCESS	3	1.91
	SUCCESS AND CONTENTMENT	2	1.27
	HAPPINESS AND FULFILMENT OF DREAMS	1	0.64
	TO BE A PROFESSIONAL TEACHER	1	0.64
	TO BE A SUCCESSFUL ARCH.ENGR	1	0.64
	TO BE A SUCCESSFUL FLIGHT ATTENDANT	1	0.64
TOTAL		157	100

Student - Respondents' Level of Adjustment on the Nine Scales

This portion depicts the mean results of the student – respondents' level of adjustments on Anxiety, Depression, Suicidal Ideation, Substance Abuse, Self-Esteem, Interpersonal Problems, Family Problems, Academic Problems, and Career Problems according to student – respondents' strands.

STEM Student - Respondents' Level of Adjustment. The mean of the STEM student – respondents' level of adjustment is shown in Table 9.

Table 9

Mean Results of STEM Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		STEM			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	43	43	58.53	NF
	%	27.39	27.39		
DEPRESSION	f	28	58	62.35	AFE
	%	17.83	36.94		
SUICIDAL IDEATION	f	18	68	62.05	AFE
	%	11.47	43.31		
SUBSTANCE ABUSE	f	66	20	49.60	NF
	%	42.04	12.74		
SELF-ESTEEM	f	30	56	60.77	AFE
	%	19.11	35.67		
INTERPERSONAL PROBLEMS	f	35	51	60.55	AFE
	%	22.29	32.48		
FAMILY PROBLEMS	f	44	42	58.84	NF
	%	28.03	26.75		
ACADEMIC PROBLEMS	f	70	16	52.78	NF
	%	44.59	10.19		
CAREER PROBLEMS	f	41	45	59.57	NF
	%	26.12	28.66		

It is reflected that from the nine areas of adjustment, depression, suicidal ideation, self-esteem, and interpersonal problems are areas that need further evaluation (AFE) with mean t-scores of 62.35, 62.05, 60.77, and 60.55 respectively. On the other hand, anxiety, substance abuse, family problems, academic problems, and career problems are found to be normally functioning (NF).

ABM Student - Respondents' Level of Adjustment. The mean of the ABM student – respondents' level of adjustment is shown in Table 10. It is revealed that from the nine areas of adjustment, four were found to be in need of further evaluation.

Table 10

Mean Results of ABM Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		ABM			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	26	11	57.09	NF
	%	16.56	7.01		
DEPRESSION	f	16	21	61.54	AFE
	%	10.19	13.38		
SUICIDAL IDEATION	f	10	27	61.68	AFE
	%	6.37	17.19		
SUBSTANCE ABUSE	f	33	4	50.57	NF
	%	21.02	2.55		
SELF-ESTEEM	f	21	16	59.73	NF
	%	13.38	10.19		
INTERPERSONAL PROBLEMS	f	25	12	60.16	AFE
	%	15.92	7.64		
FAMILY PROBLEMS	f	26	11	58.38	NF
	%	16.56	7.01		
ACADEMIC PROBLEMS	f	333	4	52.35	NF
	%	21.02	2.55		
CAREER PROBLEMS	f	19	18	60.14	AFE
	%	12.10	11.47		

These are depression with mean t-score of 61.54; suicidal ideation with 61.68; interpersonal problems 60.16; and career problems with 60.14. On the other hand, the remaining five areas of adjustment are found to be normally functioning (NF).

HUMSS Student - Respondents' Level of Adjustment. The mean of the HUMSS student – respondents' level of adjustment is presented in Table 11. It is shown that from the nine areas of adjustment, only on areas of anxiety, substance abuse and academic problems were normally functioning.

Table 11

Mean Results of HUMSS Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		HUMSS			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	7	8	58.07	NF
	%	4.46	5.10		
DEPRESSION	f	2	13	62.80	AFE
	%	1.27	8.28		
SUICIDAL IDEATION	f	3	12	60.60	AFE
	%	1.91	7.64		
SUBSTANCE ABUSE	f	10	5	49.67	NF
	%	6.37	3.19		
SELF-ESTEEM	f	2	13	61.80	AFE
	%	1.27	8.28		
INTERPERSONAL PROBLEMS	f	3	12	62.87	AFE
	%	1.91	7.64		
FAMILY PROBLEMS	f	5	10	60.53	AFE
	%	3.19	6.37		
ACADEMIC PROBLEMS	f	7	8	53.73	NF
	%	4.46	5.09		
CAREER PROBLEMS	f	6	9	61.60	AFE
	%	3.82	5.73		

Thus, depression, suicidal ideation, self-esteem, interpersonal problems, family problems and career problems are areas for further evaluation (AFE) with mean t-scores of 62.80, 60.60, 61.80, 62.87, 60.53, and 61.60 respectively.

GAs Student - Respondents' Level of Adjustment. The mean of the GA's student – respondents' level of adjustment is shown in Table 12. It is revealed that from the nine areas of adjustment, there are two areas for further evaluation (AFE), the suicidal ideation and interpersonal problems areas with mean t-scores of 63.67 and 61.67 respectively. On the other hand, other areas are found to be normally functioning (NF).

Table 12

Mean Results of GAs Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		Gas			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	2	1	55.67	NF
	%	1.27	0.64		
DEPRESSION	f	1	2	59.33	NF
	%	0.64	1.27		
SUICIDAL IDEATION	f	1	2	63.67	AFE
	%	0.64	1.27		
SUBSTANCE ABUSE	f	3	0	49	NF
	%	1.91	0		
SELF-ESTEEM	f	2	1	58	NF
	%	1.27	0.64		
INTERPERSONAL PROBLEMS	f	0	3	61.67	AFE
	%	0	1.91		
FAMILY PROBLEMS	f	1	2	58.67	NF
	%	0.64	1.27		
ACADEMIC PROBLEMS	f	2	1	48.67	NF
	%	1.27	0.64		
CAREER PROBLEMS	f	2	1	53.33	NF
	%	1.27	0.64		

ICT Student - Respondents' Level of Adjustment. The mean of the ICT student – respondents' level of adjustment is shown in Table 13. It is reflected that from the nine areas of adjustment, anxiety, depression, suicidal ideation, self-esteem, interpersonal problems, and career problems are areas that need further evaluation (AFE) with mean t-scores of 62.00, 65.14, 66.43, 64.00, 61.86, and 62.14 respectively. On the other hand, other areas are found to be normally functioning (NF).

Table 13

Mean Results of ICT Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		ICT			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	4	3	62.00	AFE
	%	2.55	1.91		
DEPRESSION	f	1	6	65.14	AFE
	%	0.64	3.82		
SUICIDAL IDEATION	f	4	5	66.42	AFE
	%	2.55	3.19		
SUBSTANCE ABUSE	f	7	0	53.43	NF
	%	4.46	0		
SELF-ESTEEM	f	4	3	64.00	AFE
	%	2.55	1.91		
INTERPERSONAL PROBLEMS	f	3	4	61.86	AFE
	%	1.91	2.55		
FAMILY PROBLEMS	f	4	3	57.71	NF
	%	2.55	1.91		
ACADEMIC PROBLEMS	f	4	3	54.86	NF
	%	2.55	1.91		
CAREER PROBLEMS	f	4	3	62.14	AFE
	%	2.55	1.91		

HE Student - Respondents' Level of Adjustment. The mean of the HE student – respondents' level of adjustment is presented in Table 14. It is shown

that from the nine areas of adjustment, anxiety, depression, suicidal ideation, self-esteem, and interpersonal problems are areas that need further evaluation (AFE) with mean t-scores of 62.89, 66.44, 61.44, and 63.78 respectively. On the other hand, other areas are found to be normally functioning (NF).

Table 14

Mean Results of HE Student – Respondents' Level of Adjustment

AREAS OF ADJUSTMENT		HE			
		Normal Functioning (NF)	Area for Further Evaluation (AFE)	Mean t-scores	Interpretation NF/AFE
ANXIETY	f	6	3	62.89	AFE
	%	3.82	1.61		
DEPRESSION	f	4	5	66.44	AFE
	%	2.55	3.19		
SUICIDAL IDEATION	f	0	7	64.00	AFE
	%	0	4.46		
SUBSTANCE ABUSE	f	7	2	48.00	NF
	%	4.46	1.27		
SELF-ESTEEM	f	4	5	61.44	AFE
	%	2.55	3.19		
INTERPERSONAL PROBLEMS	f	3	6	63.78	AFE
	%	1.91	3.82		
FAMILY PROBLEMS	f	9	0	55.89	NF
	%	5.73	0		
ACADEMIC PROBLEMS	f	9	0	47.11	NF
	%	5.73	0		
CAREER PROBLEMS	f	5	4	57.67	NF
	%	3.19	2.55		

Correlation 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, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family

problems, academic problems, and career problems along with their sex, age, track/strands, parents' educational attainment, family monthly income, and family size.

Student – respondents' level of adjustment and sex. As reflected in table 15, among all the factors, the following are found to be significantly correlated at 0.05 significance level; sex and depression with .041 p-value and sex and career problems with .015 p-value. Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents on depression and career problems, and sex" is rejected.

This implies that sex and depression are significantly related. As cited in Gender and Adolescent Development, a study of Perry and Pauletti, girls surpass boys not only in depression but also in related problems, such as eating disorders and non-suicidal self-injury (e.g., cutting). Girls are more vulnerable to several forms of depression thought, including self-blaming causal attributions, poor body image, negative social comparison, hyper-vigilance for potential stress, and "counterfactual analysis" rumination (i.e., obsessing over the future consequences of hypothetical decisions; (Andrews & Thompson, 2009; Hyde, Mezulis, & Abramson, 2008).

According to the study of Nolen, Kessler, Berglund, Demler et al. (2003), depression is more common among females (21%) than males (13%) and that this is because of the many factors that may account for this gender difference which includes biological influences as well as psychosocial variables, gender role

factors, interpersonal orientation, and greater reactivity to stress in terms of biological responses, self-concept, and coping styles (Nolen-Hoeksema and Hilt, 2009).

Table 15

Correlation Results of Student – Respondents' Level of Adjustment & Sex

AREAS OF ADJUSTMENT	SEX		
	rxy	p-value	Evaluation/ Decision
ANXIETY	-.122	.127	Not Significant/Accepted Ho
DEPRESSION	-.164	.041	Significant/ Rejected Ho
SUICIDAL IDEATION	.020	.807	Not Significant/Accepted Ho
SUBSTANCE ABUSE	.028	.729	Not Significant/Accepted Ho
SELF-ESTEEM	-.136	.090	Not Significant/Accepted Ho
INTERPERSONAL PROBLEMS	-.089	.268	Not Significant/Accepted Ho
FAMILY PROBLEMS	-.133	.098	Not Significant/Accepted Ho
ACADEMIC PROBLEMS	-.025	.755	Not Significant/Accepted Ho
CAREER PROBLEMS	-.003	.015	Significant/ Rejected Ho

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

Moreover, this also implies that sex and career problems are related. According to Gotfredson (2005), by the age of 13 to 14, students have developed self-concept and perception about a career. Gotfredson (2005) argues that adolescents start to eliminate career choices based on sex types and prestige levels. Because of this, female students avoid choosing occupations that are perceived as too masculine and also consider eliminating choices that are received as having low social prestige status. Moreover, girls tend to aspire to a narrower range of occupations than boys because they believe many jobs are unsuitable for them whereas boys have a greater occupational understanding,

focus and see more occupational opportunities than girls (Creed, Conlon and Zimmer-Gembeck, 2007).

Student – respondents' Level of Adjustment and Age.   In table 16, it is shown that all the areas of adjustment have no correlation with age. Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents and age" is accepted.

Table 16

Correlation Results of Student – Respondents' Level of Adjustment & Age

AREAS OF ADJUSTMENT	AGE		
	rxy	p-value	Evaluation/ Decision
ANXIETY	.035	.664	Not Significant/ Accepted Ho
DEPRESSION	.082	.310	Not Significant/ Accepted Ho
SUICIDAL IDEATION	.067	.407	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	.079	.327	Not Significant/ Accepted Ho
SELF-ESTEEM	-.002	.981	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	.076	.341	Not Significant/ Accepted Ho
FAMILY PROBLEMS	-.133	.098	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	-.025	.755	Not Significant/ Accepted Ho
CAREER PROBLEMS	.003	.973	Not Significant/ Accepted Ho

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

Student – respondents' Level of Adjustment and Strands. In table 17, it is shown that all the areas of adjustment have no correlation with the student – respondents' enrolled strand.

Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents and strands" is accepted.

Table 17

Correlation Results of Student – Respondents' Level of Adjustment & Strands

AREAS OF ADJUSTMENT	STRANDS		
	rxy	p-value	Evaluation/ Decision
ANXIETY	-.031	.699	Not Significant/ Accepted Ho
DEPRESSION	.117	.144	Not Significant/ Accepted Ho
SUICIDAL IDEATION	.000	.998	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	-.081	.315	Not Significant/ Accepted Ho
SELF-ESTEEM	-.074	.360	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	.122	.130	Not Significant/ Accepted Ho
FAMILY PROBLEMS	-.052	.515	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	.070	.382	Not Significant/ Accepted Ho
CAREER PROBLEMS	-.008	.918	Not Significant/ Accepted Ho

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

Student – respondents' Level of Adjustment and Family Size. Table 18 presents that family size has no correlation with the student – respondents' areas of adjustment. Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents and family size" is accepted.

Table 18

Correlation Results of Student – Respondents' Level of Adjustment and Family Size

AREAS OF ADJUSTMENT	FAMILY SIZE		
	rxy	p-value	Evaluation/ Decision
ANXIETY	.013	.871	Not Significant/ Accepted Ho
DEPRESSION	.105	.189	Not Significant/ Accepted Ho
SUICIDAL IDEATION	.038	.638	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	.021	.796	Not Significant/ Accepted Ho
SELF-ESTEEM	.121	.130	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	.029	.721	Not Significant/ Accepted Ho
FAMILY PROBLEMS	.020	.804	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	.055	.494	Not Significant/ Accepted Ho
CAREER PROBLEMS	.083	.300	Not Significant/ Accepted Ho

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

Student – respondents' Level of Adjustment and Parents' Educational Attainment. This portion presents the parents' educational attainment in table 19 (father) and table 20 (mother). As it is shown in the tables, both the father and the mother's educational attainment display no correlation with the student – respondents' areas of adjustment. Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents and parent's educational attainment" is accepted.

Table 19

Correlation Results of Student – Respondents' Level of Adjustment and Father's Educational Attainment

AREAS OF ADJUSTMENT	FATHER'S EDUCATIONAL ATTAINMENT		
	rxy	p-value	Evaluation/ Decision
ANXIETY	-.031	.699	Not Significant/ Accepted Ho
DEPRESSION	.083	.303	Not Significant/ Accepted Ho
SUICIDAL IDEATION	.028	.731	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	-.024	.769	Not Significant/ Accepted Ho
SELF-ESTEEM	.054	.503	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	.031	.699	Not Significant/ Accepted Ho
FAMILY PROBLEMS	.087	.280	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	.014	.862	Not Significant/ Accepted Ho
CAREER PROBLEMS	-.062	.238	Not Significant/ Accepted Ho

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

Table 20

Correlation Results of Student – Respondents' Level of Adjustment & Mother's Educational Attainment

AREAS OF ADJUSTMENT	MOTHER'S EDUCATIONAL ATTAINMENT		
	rxy	p-value	Evaluation/ Decision
ANXIETY	.017	.834	Not Significant/ Accepted Ho
DEPRESSION	-.003	.969	Not Significant/ Accepted Ho
SUICIDAL IDEATION	-.076	.344	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	.012	.883	Not Significant/ Accepted Ho
SELF-ESTEEM	.050	.532	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	.043	.594	Not Significant/ Accepted Ho
FAMILY PROBLEMS	.026	.749	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	.056	.486	Not Significant/ Accepted Ho
CAREER PROBLEMS	-.095	.238	Not Significant/ Accepted Ho

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

Student – respondents' Level of Adjustment and Family Monthly

Income. Table 21 presents that family monthly income has no correlation with the student – respondents' areas of adjustment. Thus, the hypothesis that states "There is no significant relationship between the level of adjustment of the student – respondents and family monthly income" is accepted.

Table 21

Correlation Results of Student – Respondents' Level of Adjustment and Family Monthly Income

AREAS OF ADJUSTMENT	FATHER'S EDUCATIONAL ATTAINMENT		
	rxy	p-value	Evaluation/ Decision
ANXIETY	-.092	.253	Not Significant/ Accepted Ho
DEPRESSION	-.112	.161	Not Significant/ Accepted Ho
SUICIDAL IDEATION	-.123	.126	Not Significant/ Accepted Ho
SUBSTANCE ABUSE	-.017	.831	Not Significant/ Accepted Ho
SELF-ESTEEM	-.055	.495	Not Significant/ Accepted Ho
INTERPERSONAL PROBLEMS	-.038	.635	Not Significant/ Accepted Ho
FAMILY PROBLEMS	-.035	.660	Not Significant/ Accepted Ho
ACADEMIC PROBLEMS	.024	.768	Not Significant/ Accepted Ho
CAREER PROBLEMS	-.070	.380	Not Significant/ Accepted Ho

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

Challenges Experienced by the Student-Respondents

This section presents the challenges encountered by the student – respondents. A focus group discussion was conducted to clarify the challenges encountered that contribute to suicidal ideation (area of concern).

Challenges experienced by the student – respondents. Most of the participants are experiencing family problems (e.g. broken family, siblings or cousins' rivalry due to parents' comparison, immediate family & other relatives'

rivalry) which they find so difficult and give them sad, depressed, resentment, and painful feelings.

Others are facing problems with intimate relationship (e.g. breakups and complicated status/no label) that give these participants a very down feeling.

Some are encountering self – worth issues like feeling unwanted or less valued among members of a certain group (e.g. sports, clubs).

Effects of these challenges to the participants' cognitive aspects. Because of the painful feelings these problems had brought, most of the participants have thought these statements, "It's better to die than to live like this", "I want to die, they don't like me anyway" and "Why did I ever exist? I wish to die."

Effects of these challenges to the participants' behavior. Along with the thoughts that the participants have are hazardous behaviors like drinking alcohol until late evening to forget about the problem, self-harm (e.g. cutting), and attempted suicides (e.g. hanging or taking pills).

People they have talked with about their problems. Because most of the participants' problems are coming from the family and intimate relationship, most of them tell their problems to their closest friends. However, not all of them were able to tell their problems to anyone and was only able to talk about it during the focus group discussion.

Data from focus group discussions revealed that the challenges encountered by the student – respondents lead them to undergo suicidal

thoughts and behavior. The challenges discussed and the manner in which these challenges affected their behavior and thoughts were relatively consistent across focus groups. Because of the very evident acts of the participants, at the end of every session, a form of a counseling conference was given to raise their awareness on what other options they could have in difficult situations and whom they could talk to avoid resorting in a dangerous behavior.

Implications of the Study

As revealed by the outcome of this study, the student – respondents of SMCC, in general, have encountered problems within their family, intimate relationships, and self – esteem problems and acknowledged experiencing symptoms of depression and suicidal ideation. These problems encountered by the respondents led them to be involved in maladaptive behavior like drinking too much alcohol, self-harm and attempted suicides. As to APA (2013), conflicts experienced by the adolescents leads to depression. Without treatment, depressed adolescents are at risk for school failure, social isolation and promiscuity, self-medication with drugs and alcohol, and suicide.

Over-all results of the student – respondent's level of adjustment showed that students of St. Mary's College of Catbalogan adolescent senior high school students encounter the difficulty of adjustment and results shows that the following areas need further evaluation: depression, suicidal ideation, self-esteem, and interpersonal problems. This is in consonance with other studies that

adolescence is associated with a number of health-related problems and social problems including depression (Twenge JM, Nolen-Hoeksema, 2002), suicidal ideation and behavior (Nock, Cha, & Dour, 2011), self–esteem problems (Mandara and Murray, 2000), and interpersonal problems (Hammen, 1999).

The study revealed that majority of the respondents is experiencing problems with the family, generally broken home. According to Wang & Crane (2001), certain types of family concerns are closely related to the development of symptoms in adolescents. According to family system theory, when the married couple has conflict and cannot solve it in a constructive way, they are likely to involve their children in the conflict to release some anxiety and tension between them. A child is physiologically vulnerable to everything going on between parents. Tension and conflict in the family induce emotional arousal in the child, triggering physiological and psychological responses (Wang & Crane, 2001).

Intimate relationship problem is the second leading cause of the respondents' suicidal ideation and behavior in this study. As McBrien cited, suicide is a result of previous problems compounded by problems associated with adolescence and a precipitating event, often a death or the end of a meaningful relationship triggers the suicide (McBrien, 1983).

Self – esteem has also been an issue faced by the respondents based on the results, which is related to the study of Mandara and Murray (2000) where results show that parental marital status affects adolescents' self-esteem. Besides parental marital status, the researchers also studied the effects of family income

and family functioning might have on the self-esteem of adolescents. Results indicated that adolescents from families with higher incomes perceived themselves as more likeable and lovable and as having higher self-control. Also, results suggest that the better the family functions, the higher the self-esteem of the adolescent (Mandara & Murray, 2000).

Results of this study also strengthen other studies illustrating the relationship of depression and career problems to student-respondents sex as shown in the study of S. Nolen, Kessler, Berglund, Demler et al. (2003) that depression is more common among females (21%) than males (13%) and that this is because of the many factors that may account for this gender difference which includes biological influences as well as psychosocial variables, gender role factors, interpersonal orientation, and greater reactivity to stress in terms of biological responses, self-concept, and coping styles (Nolen-Hoeksema and Hilt, 2009).

Another one is a study of Gotfredson (2005) which stressed that adolescents develop self-concept and perception about career choices. He argues that adolescents start to eliminate career choices based on sex types and prestige levels. Because of this, female students avoid choosing occupations that are perceived as too masculine and also consider eliminating choices that are received as having low social prestige status. Moreover, girls tend to aspire to a narrower range of occupations than boys because they believe many jobs are unsuitable for them whereas boys have a greater occupational understanding,

focus and see more occupational opportunities than girls (Creed, Conlon and Zimmer-Gembeck, 2007).

From the findings of the study, the following interventions can be done to address the challenges faced by the student – respondents. A first intervention that could help suicidal adolescents is a strong social support (Blumenthal & Kupfer, 1998). As Klein et al. (2000) delineate, support from parents' function as a resource factor that counteracts risk or a protective factor that moderates risk. Research to date examining stressful events suggests that parental support serves a resource function (Klein et al., 2000; Prevatt, 2003), with some support that it also plays a protective role in the context of stressful life events. Klein et al. (2000) showed that, beyond the impact of stressors, parental monitoring and supportive mother-child relationships were associated with fewer child depressive and externalizing problems, and children whose parents provided the least monitoring were particularly vulnerable to depression. In Dubow et al.'s (1997) study, social support from family members predicted more positive adolescent behavior that buffered the association between stressful life events and externalizing.

On the other hand, establishing friendship was the best predictor of adjustment. In the research findings of Erdley et al. (2001) and Oldenburg and Kerns (1997), they suggested that close dyadic relationships and acceptance in the peer group among adolescence is important. This type of relationship that

involves intimacy and closeness serve as a relevant factor for children as they enter adolescence stage (Bukowski, Newcomb, & Hoza, 1987).

Second is a treatment for psychological problems (e.g. depression, anxiety, substance abuse, etc.) which researchers found to be effective in decreasing suicide risk (Rudd et al., 1996). It is shown in the empirical research of David Rudd and colleagues where patients were assessed up to 2 years following treatment, and results indicated reductions in suicidal ideation and behavior, as well as marked improvement in problem-solving ability. Lastly, establishing of good suicide prevention programs which may help decrease risk factors for suicide (Lapierre et al., 2011). For instance, Marsha Linehan and colleagues (2009) developed a noteworthy treatment that focuses on decreasing risk factors to address the suicidal behavior.

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 senior high school students who were involved in the study were females comprising 97 out of 157 respondents or 61.78 percent while the males comprise 60 or 38.22 percent of the respondents.

2.   Majority of the student – respondents' age distribution is coming from 18 years of age with 78 or 49.68 percent followed by those who are 17 years old with 72 or 45.86 percent then 19 years old with 7 or 4.46 percent. The average age of the student – respondents clustered around a mean value of 17.59 with a standard deviation of 0.58.

3.   The largest proportion comes from the academic track with a total of 141 or 89.81 percent of the respondents and smallest proportion of 16 or 10.19 percent comes from the TVL track. As to the strand the highest proportion of the student – respondents' come from STEM strand with a total of 86 or 54.78

percent of the respondents while the least number of respondents are coming from the GAS strand with 3 or 1.91 percent of the respondents.

4.   The largest proportion of parents' educational attainment is CG or college graduate with 101 or 64.33 percent on the father portion and 115 or 73.25 percent on the mother part. Most of the respondents with college graduate father and mother are enrolled in STEM and ABM strand.

5.   The proportion with the highest number of the population belongs to the lower middle-income class with 59 or 37.58 percent of the respondents and the lowest proportion belongs to upper-income class with 0 percent. The average Family Monthly Income (FMI) is around a mean value of 34,375.80 pesos with a standard deviation of 42804.18, which goes to the middle class.

6.   Majority of the student-respondents belong to a family with 6 members having 40 or 25.48 percent, followed by a family with 5 members comprising 36 or 22.93 percent of the population.

7.   As to aspirations in life, the STEM strand has 12 or 13.95 percent of the population who are aspiring to become a doctor, followed by to achieve my goals & be successful and to be a successful engineer with 9 or 10.47 percent respectively. Under the ABM strand, 12 or 7.64 percent of the population aspire to become a Certified Public Accountant (CPA), followed by to be happy and successful person with 3 or 1.91 percent, and to achieve all dreams, to be a CPA lawyer, to be a successful businessman/woman, and to be successful in the future with 2 or 1.27 percent respectively.

While in the HUMSS strand, 4 or 2.55 percent of the population aspire for happiness and success, followed by to be a successful lawyer and to be successful in life with 3 or 1.91 percent respectively. On the other hand, in GA strand, the student – respondents aspire to be successful and fruitful, to be successful, accomplish goals, and do God's plans, and aspire for happiness and success with 1 or 0.64 percent respectively. Under the HE strand, 3 or 1.91 percent of the student – respondents aspire for happiness and success, followed by success and contentment with 2 or 1.27 percent. Some of the student – respondents aspire to be a successful architectural engineer and a successful flight attendant, which do not correspond to HE strand.

8.	In general, the mean t-scores of the student – respondents' level of adjustments that need further evaluation according to their strands are as follows; STEM – depression, suicidal ideation, self-esteem, and interpersonal problems with mean t-scores of 62.35, 62.05, 60.77, and 60.55 respectively; ABM – depression with mean t-score of 61.54, suicidal ideation with 61.68, interpersonal problems with 60.16, and career problems with 60.14; HUMSS – depression, suicidal ideation, self-esteem, interpersonal problems, family problems and career problems with mean t-scores of 62.80, 60.60, 61.80, 62.87, 60.53, and 61.60 respectively; GA's – suicidal ideation and interpersonal problems with mean t-scores of 63.67 and 61.67 respectively; ICT – anxiety, depression, suicidal ideation, self-esteem, interpersonal problems, and career problems with mean t-scores of 62.00, 65.14, 66.43, 64.00, 61.86, and 62.14

respectively; and HE – anxiety, depression, suicidal ideation, self-esteem, and interpersonal problems with mean t-scores of 62.89, 66.44, 61.44, and 63.78 respectively.

9.   On student-respondents' correlation of the level of adjustment and sex, sex and depression are significantly correlated with .041 at 0.05 significance level. Hence, the hypothesis which states that "There is no significant relationship between the level of adjustment on depression of the student – respondents and sex" is rejected.

10.   On student-respondents' correlation of the level of adjustment and sex, sex and career problems are significantly correlated with .015 at 0.05 significance level. Hence, the hypothesis which states that "There is no significant relationship between the level of adjustment on career problems and sex" is rejected.

11.   Student-respondents' correlation between the level of adjustments and their profile in terms of age, strands, family size, parents' educational attainment, and family monthly income, are not significantly correlated at 0.05 significance level. Hence, the hypothesis which states that "There is no significant relationship between the level of adjustments and their profile in terms of age, strands, family size, parents' educational attainment, and family monthly income" is accepted. In general, majority of the student - respondents are challenged with family problems (e.g. broken family, siblings or cousins' rivalry due to parents' comparison, immediate family & other relatives' rivalry),

intimate relationship problems (e.g. breakups and complicated status/no label) and self – worth issues like feeling unwanted or less valued among members of a certain group (e.g. sports, clubs).

Conclusions

1.   Based on the findings, there are more female respondents than a male with an average age of 17.59 years old. Majority of them are enrolled in the academic track under STEM strand. Most of the respondents' parents are college graduate with an average family monthly income of 34,375.80 pesos. Moreover, majority of the student-respondents belong to a family with 6 members. As to aspiration in life, student – respondents on the STEM strand aspire to become a doctor, to achieve goals & be successful, and to be a successful engineer. Under the ABM strand, respondents aspire to become Certified Public Accountants (CPA), to be a happy and successful person, to achieve all dreams, to be a CPA lawyer, to be a successful businessman/woman, and to be successful in the future. In the HUMSS strand, students aspire for happiness and success, to be successful lawyers and to be successful in life. On the other hand, in GA strand, the student – respondents aspire to be successful and fruitful, to be successful, accomplish goals, and do God's plans, and aspire for happiness and success. While in HE strand, student – respondents aspire for happiness and success, and success and contentment. Some aspire to be a successful architectural engineer and a successful flight attendant, which do not correspond to HE strand.

2.   In general, areas that need further evaluation on the level of adjustments of SMCC senior high school student-respondents according to strands are as follows; STEM – depression, suicidal ideation, self-esteem, and interpersonal problems; ABM – depression, suicidal ideation, interpersonal problems, and career problems; HUMSS – depression, suicidal ideation, self-esteem, interpersonal problems, family problems and career problems; GA's – suicidal ideation and interpersonal problems; ICT – anxiety, depression, suicidal ideation, self-esteem, interpersonal problems, and career problems; and HE – anxiety, depression, suicidal ideation, self-esteem, and interpersonal problems.

3.   A significant relationship exists between student – respondents' sex and depression.

4.   A significant relationship exists between student – respondents' sex and career problems.

5.   Relationships found between the areas of adjustments and the student respondents profile in terms of age, strands, family size, parents' educational attainment, and family monthly income are not significant.

6.   Family problems like broken family, siblings or cousins' rivalry due to parents' comparison, immediate family & other relatives' rivalry, intimate relationship problems (e.g. breakups and complicated status/no label), self – worth issues like feeling unwanted or less valued among members of a certain group (e.g. sports, clubs) are the common challenges encountered by the grade 12 senior high school students of SMCC.

Recommendations

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

1. Educational managers need to develop and implement programs on life skills on career decision making and positive coping strategies to address senior high school student's needs on adjusting to the school environment and academic requirements, and in meeting social demands. These could be a good venue for students' to be socially adjusted to his / her environment easily.

2. For possible referral of students, a school administrator or guidance counselor may create a partnership with various institutions or agency that caters counseling and therapy.

3. Teachers must be trained in identifying early symptoms of depression that commonly lead a student to commit suicide.

4. Campaign awareness that will help students identify red flags and be able to know when to seek a professional help.

5. Educational attention must be given to senior high school students in choosing the strand that is related or in line with his/her potentials, capabilities, and course aspiration.

6. For future researchers to further investigate the other factors that might affect the adjustment difficulties of a certain individual (e.g. personality, parenting styles, peer pressure, etc.).

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APPENDICES

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
Catbalogan, City
Telephone Numbers: (055)-542-8394/ (055)-251-2139
Website: www.ssu.edu.ph

November 9, 2017

DR. FELISA E. GOMBA
Dean College of Graduate Studies
This University

Madam:

May I have the honor to submit the following titles for my thesis proposal.

It is my earnest desire to study one of these titles for my thesis:

1. "Adjustment Challenges of Senior High School Students in St. Mary's College of Catbalogan."

2. "Psychological Well-Being and Parenting Style of Senior High School Students in St. Mary's College of Catbalogan"

3. "Effects of Technological Gadgets to High School Students Health and School Performance in St. Mary's College of Catbalogan."

I hope for your favorable action regarding this matter.

Respectfully yours,

(SGD) MARY JOY R. AYING
Researcher

APPROVED:

(SGD) FELISA E. GOMBA, Ph. D.
Dean, College of Graduate Studies

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November 12, 2017

TO:

Prof. Mae V. Cañal, RGC   Prof. Jordan Villanueva
Prof. Abigail M. Cabaguing   Prof. Maclyn Diamos

May I ask you to be a member of the committee to evaluate the attached Thesis/Dissertation title?

Please give your comments and suggestions which you will discuss with the proponent.

Thank you for your cooperation.

Very truly yours,

(SGD.) FELISA E. GOMBA, Ph. D.
Dean, College of Graduate Studies

EVALUATION/RECOMMENDATIONS

_____
_____
_____
_____
_____
_____

Republic of the Philippines
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Catbalogan, City
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ASSIGNMENT OF ADVISER

November 6, 2017

PROF. MAE V. CAÑAL, RGC
Guidance Counselor
Samar State University
Catbalogan City

Madam:

Please be informed that you have been designated as adviser of MS. MARY JOY R. AYING candidate for the degree Master of Arts in Education in Guidance and Counseling who proposes to write a thesis entitled "ADJUSTMENT CHALLENGES OF SENIOR HIGH SCHOOL STUDENTS IN ST. MARY'S COLLEGE OF CATBALOGAN."

Thank you for your cooperation.

Very truly yours,

(SGD) FELISA E. GOMBA, Ph.D.
Dean, College of Graduate Studies

CONFORME:

(SGD) PROF. MAE V. CAÑAL, RGC
Adviser

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December 11, 2017

MARILYN D. CARDOSO, PhD.
University President
Samar State University
Catbalogan City, Samar

Madam:

Greetings!

The undersigned is a bona fide student of the College of Graduate Studies of this university taking the degree of Masters of Arts in Education in Guidance and Counseling who is currently conducting her thesis writing titled **"ADJUSTMENT CHALLENGES OF SENIOR HIGH SCHOOL STUDENTS IN ST. MARY'S COLLEGE OF CATBALOGAN."**

In connection to this, the undersigned would like to request from the Career Guidance Center to conduct the **College Adjustment Scale to the Grade 12 students of St. Mary's College of Catbalogan.** The researcher is willing to pay the corresponding amount of the testing fee.

I hope for an affirmative response to this request.
Thank you so much.

Respectfully yours,

(SGD) **MARY JOY R. AYING**
Researcher

Noted by:

(SGD) **MAE V. CAÑAL, RGC**
Adviser

Recommending Approval

(SGD) **FELISA E. GOMBA**, Ph.D.
Dean, College of Graduate Studies

Approved by:

(SGD) **MARILYN D. CARDOSO, PhD.**
University President

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December 1, 2017

Dear Parent or Guardian:

I am a student at Samar State University taking up a degree in MAED in Guidance and Counseling. I would like to ask your permission for your child to participate in my study titled "Adjustment Challenges of Senior High School Students in St. Mary's College of Catbalogan.".

If you allow your son/daughter to participate, he/she will be required to take the College Adjustment Scale (CAS) that measures students' anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems. Some will also be included in the conduct of focused group discussion.

Your consent and your child's participation are completely voluntary and your child may withdraw at any time. There is no reward for participating or consequence for not participating. We will also seek your child's assent to participate before he or she begins the study.

Rest assured that your child's responses to the questionnaire will be treated with utmost confidentiality.

I hope for a positive your positive response in this endeavour.

Thank you and God bless!

Truly yours,

(SGD) THE RESEARCHER

"By signing below, I agree to allow my child to participate. "

Signature: _____

Name (please print): _____

Date: _____

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December 1, 2017

Dear Students:

I am a student at Samar State University taking up a degree in MAED in Guidance and Counseling. I would like to ask your permission to participate in my study titled "Adjustment Challenges of Senior High School Students in St. Mary's College of Catbalogan.".

If you allow participating, you will be required to take the College Adjustment Scale (CAS) that measures students' anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems and career problems. You may also be included in the conduct of focused group discussion.

Your consent is completely voluntary and you may withdraw at any time. There is no reward for participating or consequence for not participating. Your parents also know about this study.

Rest assured that your responses to the questionnaire will be treated with utmost confidentiality.

I hope for a positive your positive response in this endeavour.

Thank you and God bless!

Truly yours,

(SGD) THE RESEARCHER

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.

_____   _____
(Signature)   (Date)

Republic of the Philippines
SAMAR STATE UNIVERSITY
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Website: www.ssu.edu.ph

December _____, 2017

Dear Students,

The undersigned is currently conducting a study entitled "Adjustment Challenges of Senior High School Students in St. Mary's College of Catbalogan."

The researcher humbly seeks your valued cooperation by asking your sincere and honest answers to the questions in this research instrument which will aid her in gathering precise data and presenting conclusive outcomes. She also requests for you to read and follow the directions carefully.

Given the nature of this study, rest assured that your identity and the information you will give through this questionnaire will be kept confidential and will be used for research purposes only.

Thank you for your valued cooperation.

Very truly yours,
(SGD) THE RESEARCHER

PART I – Demographic Profile
Direction: Please fill out the needed information:

Name: _____ Track: _____ Sex: _____ Age: _____

Parents' Educational Attainment (Please check)

Father ( ) EL ( ) EG ( ) HL ( ) HG ( ) CL ( ) CG ( ) GS Occupation: _____

Mother ( ) EL ( ) EG ( ) HL ( ) HG ( ) CL ( ) CG ( ) GS Occupation: _____

Number of persons living in the family: _____ Family Monthly Income: _____

Aspirations in life: _____

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	**MARY JOY R. AYING**
Age	:	**24 Years Old**
Sex	:	**Female**
Date of Birth	:	**August 22, 1993**
Citizenship	:	**Filipino**
Status	:	**Single**
Height	:	**5"**
Weight	:	**38 kls.**
Religion	:	**Catholic**
Home Address	:	**So. Sto. Niño, Brgy. San Andres, Catbalogan City, Samar**
Eligibility	:	**Professional Teacher**

EDUCATION

Graduate Studies	:	**Master of Arts in Education in Guidance and Counseling Samar State University Catbalogan City 2015 – 2018**
Undergraduate Studies	:	**Certificate In Teaching (CIT) major in Biological Science Samar College Inc. 2014 – 2015**
		TESDA – National Certificate II in Computer Hardware Servicing St. Mary's College of Catbalogan June 2013 to September 2013

Bachelor of Science in Psychology
Samar State University
Catbalogan City
2009 - 2013

Secondary Education   :   **Samar National School**
Catbalogan City
2005 – 2009

Elementary Education   :   **BLISS Community School**
Catbalogan City
1999 - 2005

POSITION HELD (SCHOOL DESIGNATION/ORGANIZATIONS)

BED Guidance In – charge
St. Mary's College of Catbalogan
Catbalogan City
April 2015 – Present

MEMBER
School Counselors Circle of the Philippines

MEMBER
Soldiers of Christ – Catholic Healing Charismatic Ministry

TRAININGS/SEMINARS/CONFERENCE/WORKSHOP ATTENDED

Mass Training of Teachers and Career Advocates for the Implementation of Grade 11 Career Guidance Program
November 24 – 26, 2017 | Cawaksi Training Center, Tacloban City.

16th Annual Convention of the School Counselors of the Philippines
"Multicultural Competencies and Ethical Issues: Millennial Concerns for School Counselors"
December 1-2, 2016 | Hotel Jen Manila, Pasay City

Philippine Youth Development Plan (PYDP)
2017-2022 Formulation Regional Consultation
November 15, 2016 | Sangguniang Panlalawigan Hall, Catbalogan City

Seminar on Skills and Techniques of Counseling/ Life Coaching

November 12, 2016 | HRM Function Room, St. Mary's College of Catbalogan

OPLAN Balik Eskwela Post Conference
June 21, 2016 | Tia Anita's Building, Catbalogan City

LIST OF TABLES

LIST OF TABLES

LIST OF FIGURES

LIST OF FIGURES