

**ABSTRACT**

Name of Institution: De La Salle University – Dasmariñas

Address: Dasmariñas, Cavite

Title: Adjustment Level of Selected CLA Shiftees, Transferees and Returnees:
An Analysis

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General:

To determine the adjustment level of selected CLA shiftees, transferees and returnees.

Specific:

1. What are the profiles of the respondents in terms of:
 - a. Age
 - b. Gender
 - c. Civil status
 - e. Student type

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2. What are the adjustment level of the shiftees, transferees and returnees in terms of academic, personal, and social adjustments?
1. Are there differences in adjustment level when the respondents are grouped according to their demographic profile?

Scope and Delimitation

The main focus of this research is to determine the profile and adjustment level of the respondents in terms of their academic, social and personal adjustment. The researchers conducted a study to the shiftees, transferees and returnees of College of Liberal Arts of De La Salle University – Dasmariñas second semester for the year 2004-2005. The researchers used purposive sampling in selecting the 30 respondents. The researchers selected the respondents from a list provided by the school registrar, which contains the names of shiftees, transferees, and returnees for the second semester of school year 2004 to 2005.

Methodology

The research used descriptive design. The 30 respondents of the study were gathered through purposive sampling referred by the registrar. A self-made questionnaire was used to determine the adjustment level in terms of academic, social and personal adjustment of the respondents. To facilitate



clear understanding of data, the researchers used the frequency count method, averaging method, percentage, standard deviation, ANOVA and *t*-test

Findings

The following summarizes the findings:

1. Majority of the respondents were in their early adulthood. Female respondents outnumbered male respondents in this study which accounted for 60% female compared to 40% male. There were more respondents who were single (80%) than married (20%). In terms of student type, shiftees, transferees, and returnees were represented by 10 respondents each.
2. The level of adjustment of the respondents in the ff. areas were:
 - a. Academic – The mean of the respondents in this area when they were taken as a whole was 32, which reflects that respondents had minimal difficulty adjusting in this area.
 - b. Social – The mean of social adjustment of the respondents, taken as a whole was 34.03, which means they were having minimal adjustment in this area.
 - c. Personal – The level of adjustment of the respondents shows that a mean score of 27.73, which suggests that the respondents were having



minimal difficulty adjusting in this area. It also shows that when it comes to gender, males had a mean of 30.64, which means they were having a harder time adjusting in the personal area than females.

3. There are no significant differences in the over-all adjustment level of the respondents when they were grouped according to age, gender, civil status, and student type. However, there showed a significant difference in personal adjustment area between the genders. The $t(28)2.176, p < .05$ shows that the male respondents were experiencing greater difficulty in personal adjustment area than their female counterparts. Moreover, a significant difference in the social adjustment area concerning the student type was noted. The $F(2, 27) = 4.374, p < .05$ shows that the transferees were experiencing greater difficulty in social adjustment area than shiftees and returnees.

Conclusions

Based on the findings of the study, it could be concluded that:

1. Most of the respondents were in their early adulthood. Their ages ranged from 19 – 22 years old. There were more female respondents in this study with 18 females and 12 male respondents. Most of the respondents were single; married respondents only make up 20%.



There is a total of 30 respondents with 10 respondents from each student type.

2. Transferees experienced great difficulty in adjusting specifically on the social aspect. They were entirely alien to their new environment unlike the returnees and shiftees who were already used to or exposed to the school's system and surroundings.
3. Males had more difficulty adjusting personally than females. Then again, males experienced the greatest difficulty with regards to their personal area of adjustment.

Recommendations

1. Future researchers who may wish to conduct research regarding to the level of adjustment of shiftees, transferees and returnees, this may serve as a base study.
2. Guidance counselors should come up with special programs and individual counseling sessions designed to help students specifically transferees on their social adjustment, and male students who find difficult adjusting in the personal area.
3. Parents should broaden their understanding and extend their support to their children who may be experiencing difficulty in adjusting particularly



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the transferees in their social adjustment, and the male students who find difficult adjusting in the personal area.





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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

“All our lives everyday and every hour, we are engaged in the process of accommodating our changed and unchanged selves to changed and unchanged surroundings; living in fact, is nothing else than this process of accommodation; when we fail in it a little we are stupid, when we fail frequently we are mad, when we suspend it temporarily we sleep, when we give up the attempt altogether, we die...a life will be successful or not, according to the power of accommodation is equal to or unequal to the strain of fusing and adjusting internal and external changes.”

Samuel Butler

In the Way Of The Flesh

For some people, college years are a high point of their lives. They enjoy the intellectual stimulation, the social activities, and the promise of important things to come. Others find college more of a trick than a treat as they struggle with academic, personal and social problems.

When students enter college, there are three major aspects to adjust with. The first one is the academic aspect. Mc Candless (as cited by Lee Shiow-Hwa, 1990) theorizes that academic accomplishment and social



experience should be particularly affected by school. Depending on the school environment, students differ in the amount of aggression, involvement in school activities, academic motivation and scholastic achievement.

The second is social aspect. Most college students are unsure of themselves. They are shy to ask others and are fearful of being snubbed or laughed at. This situation is often a problem of irregular students who not have enough time to get acquainted with their classmates.

Lastly is the personal aspect. Along with the adjustment phases regular college student undergo various emotions, tasks, and choices to be made. These problems make them feel anxious, tensed, and dissatisfied with their own behavior. They worry too much on little problems, build a sense of failure in meeting desired goals and function insufficiently in the wider world (Cooper, 1996).

It is in this context that the researchers, who were college returnees themselves, had undertaken this study about the adjustment level of College of Liberal Arts shiftees, transferees and returnees. They hope that by identifying problems in adjustments, effective programs and strategies will be developed to counter these problems. It is also hoped that the school will adopt the recommendations for the CLA shiftees, transferees and returnees of De La Salle University - Dasmariñas for the benefit of the students.



Conceptual Framework

This study is based on the concept presented by Borick and Tombari (1995) regarding cohesiveness which states that “learners who perceive themselves as liked and accepted within the classroom peer structure actually learn more than those who do not”. The effectiveness of cooperative learning group produces higher levels of academic achievement as theorized by Slavin (1991). He further stated that “the function of the teacher then is to prepare learners for learning through training exercises and activities that promote the development of interaction and trusting relationships”.

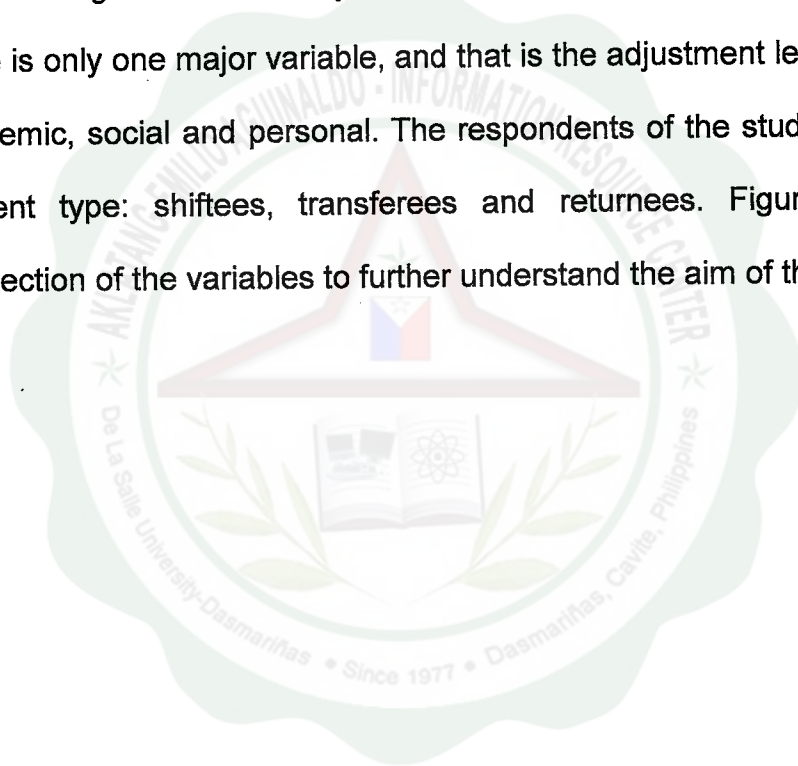
Moreover, Gordon Allport’s theory of personality development also served as an anchor in this study. He considered at some length the qualities that make for more than an “adequate” or “normal” adjustment. The mature personality must possess first of all an extension of the self, that is, his or her life must not be tied narrowly to a set of activities that are closely linked to their own immediate needs and duties. The person should be able to participate in, enjoy and adjust a wide variety of different activities.

Furthermore this study is also based on the concept of Brier and Paul (2001). They said that “being able to make friends is only one way to measure social adjustment. “ When people lose their familiar group of friends, and are put into an unfamiliar environment, emotional triggers of grief and mourning



can be prompted. If it is hard for students to expand and meet new people, their social adjustment to college life may be hindered.

Hence, in this study, adjustment level in the personal, academic, and social areas of the respondents who are shiftees, transferees, and returnees was investigated. This study is a monovariate research, which means that there is only one major variable, and that is the adjustment level and its areas: academic, social and personal. The respondents of the study are of different student type: shiftees, transferees and returnees. Figure 1 shows the connection of the variables to further understand the aim of the research.





The following diagram shows the conceptual outline of the study:

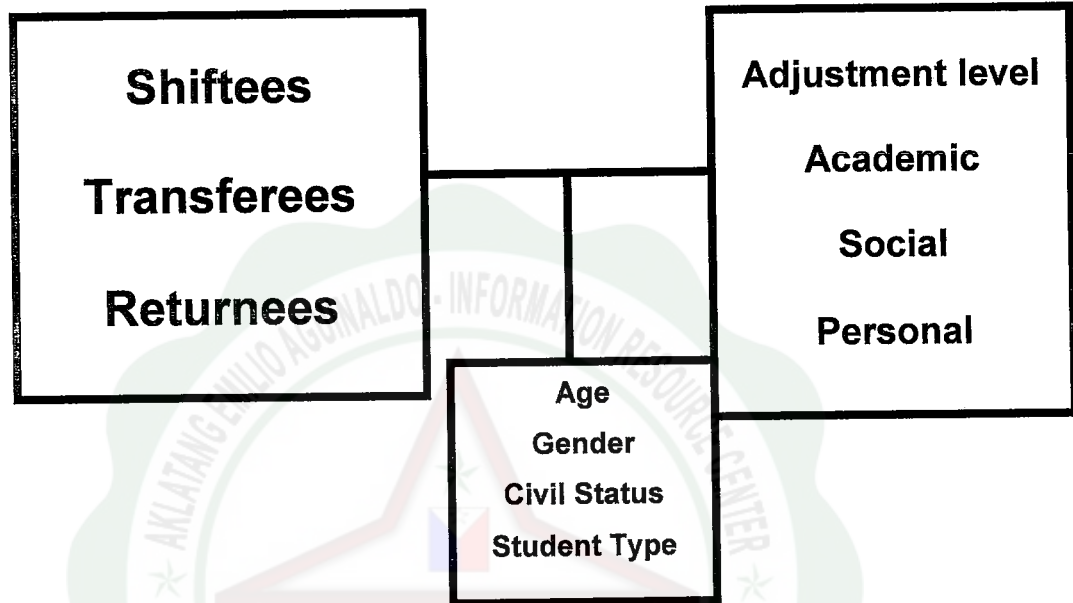


Figure 1:

The Variables and their Relationship

The first rectangular box represents the shiftees, transferees and returnees, which refers to the student type of the respondents. The second rectangular box is the variable that the researchers are trying to measure which is the adjustment level of the respondents in terms of academic, social, and personal. Age, gender, civil status, and student type are the demographic profile that served as moderator variables of the study. The adjustment level



was determined whether it varied along the demographic factor of the respondents.

Statement of the Problem

This study sought to determine the adjustment level of shiftees, transferees and returnees of the College of Liberal Arts at De La Salle University – Dasmariñas. Specifically, this sought to answer the following questions:

1. What are the profiles of the respondents in terms of:
 - a. Age
 - b. Gender
 - c. Civil status
 - e. Student type

2. What are the adjustment level of the shiftees, transferees and returnees in terms of academic, personal, and social adjustments?

3. Are there differences in adjustment levels when the respondents are grouped according to their demographic profile?

**Hypothesis**

The following is the hypothesis of the researchers regarding the study based on the problems stated:

There is no significant difference in adjustment level according to the demographic profile of the respondents.

Scope and Delimitation

The main focus of this research is the profile and adjustment level of the respondents in the academic, social and personal areas. The researchers conducted a study to the shiftees, transferees and returnees of College of Liberal Arts of De La Salle University – Dasmariñas during the second semester of 2004-2005. The researchers used purposive sampling in selecting the 30 respondents. The researchers selected the respondents based on a list provided by the school registrar which contains the name of students who were shiftees, transferees, and returnees for the second semester of school year 2004 to 2005.



Significance of the Study

The following will benefit from the study:

Future Researchers. This study will serve as a source of information for those who may wish to conduct research regarding the level of adjustment and profile of shiftees, transferees, and returnees.

Guidance Counselors. Based on the results of the study, the guidance counselors can come up with special programs and individual counseling sessions that would help the respondents adjust and cope with changes in terms of academic, social, and personal concerns.

Parents. This study will serve as a guide for the parents for them to know the adjustment difficulties faced by their children who may be a shiftee, transferee or returnee.

Professors. This study will help the professors gain understanding of their students specifically in their difficulties in adjusting.

Respondents. Through this study, shiftees, transferees, and returnees of DLSU – D will be able to acquire self-knowledge regarding their levels of adjustment in the academic, social, and personal areas.



School Administrators. The results will serve as a challenge for the school administrators in modifying their school programs that it may also apply to students having a hard time adjusting to social, personal and academic environments.

Other Students. This study will help them understand better their classmates who may be shiftees, transferees, or returnees, thus helping make the adjustment or transition easier for the respondent.

Definition of Terms

These were the terms used for a better understanding of this study, it is essential to define these terms in order to avoid misunderstanding. The following terms are hereby given:

Academic adjustment. This refers to how the respondents modify their attitudes to minimize conflict towards their schooling. In this study, it involves the ability of the respondent by which the demands and requirements of academic life are fulfilled in an adequate, wholesome, and satisfying manner. It includes curricular adjustment, school culture, study skills and practice, and faculty relations.

Adjustment. This refers to how a person adjusts to a new environment. In this study, adjustment is how the respondents modify their attitudes and



behaviors to minimize conflict that arise in an environment different from what they are accustomed to.

Age. In this research, age refers to the chronological ages of the respondents of this study.

Gender. In this research study, gender refers to either male or female respondents.

Personal Adjustment. It is how a person makes adjustment not only to his new environments but also to himself. In this study, personal adjustment refers to the way respondents handle their own self in dealing with time management, decision-making, and tasks to be done.

Returnees. These are students who returned to school to finish their course. In line with this study, returnees are those students who resume their studies after a formal Leave of Absence.

Shiftees. These are students who shift to another course. In this study, the shiftees are those students who came from a different course and shifted to a new course.

Social adjustment. It is how the respondents deal and adjust with regard to their social environment. In this study, it refers to a kind of

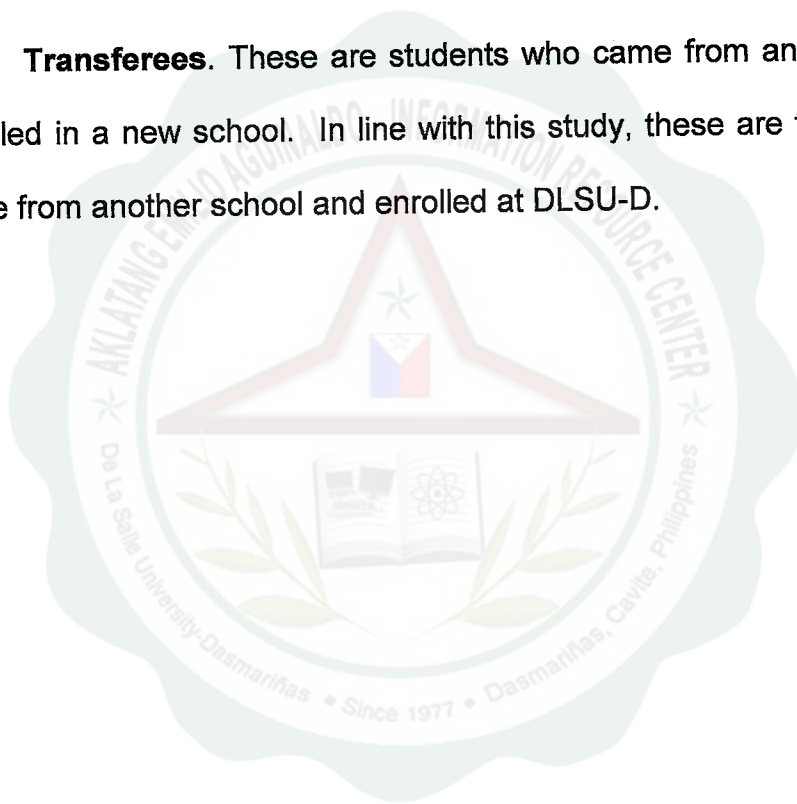


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adjustment that reveals one's relationship with classmates, friends, and other personnel in the university.

Student Type. In this research, student type may be classified into three: shiftee, transferee, or returnee.

Transferees. These are students who came from another school and enrolled in a new school. In line with this study, these are the students who came from another school and enrolled at DLSU-D.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes both the conceptual and research literature related to this study.

There have been numerous readings pertaining to this study. The data gathered come from various psychology books, journals and periodicals that are related to the researcher's study. The research literature includes previous studies done on related topics.

Adjustment

The researchers feel that the theories of personality are needed for an understanding of how and why adjustments take place in the different aspects of an individual's development.

That man will be affected by change in environment is supported by Erick Fromm's (1955) statement, "Man desires natural roots; he wants to be an integral part of the world, to feel that he belongs". This then emphasizes that adjustment must take place if man is to survive in a developing and growing environment. Fromm goes further in saying that personality develops in accordance with the opportunities that a particular society offers him.



In line with Fromm's belief, adjustment is a term used to describe personal and social adaptation to a new environment, developed as a result of interaction with the host community (Sadrossadat, 1995). The quality of adjustment depends on the number of factors including academic, personal, economic, psychological satisfaction, and social participation.

Originally, the meaning of adjustment was borrowed from the concept of adaptation in biology. At the biological level, adaptation refers to the changes in an organism's structure or function that facilitates the survival of species. Adaptation is considered successful as long as the species is able to survive, regardless whether the individual organism fails to adapt to it. At the psychological level however, adjustment refers to the individual's struggle to survive in his or her new surroundings. Here the emphasis is on the learned functional changes – rather than the biological ones – that one must make in order to cope successfully with the environment (Atwater, 1987).

Survival in the college environment on the other hand is different. It involves maintaining decent grades, good social interaction, and allotting time and energy for personal needs.

Essentially, adjustment refers to the changes one makes on himself and in the environment in order to achieve satisfying relationship with others and with the surroundings. Adjustment entails modifying one's attitudes or



behavior in order to cope with inevitable changes of shifting, transferring, and returning. These are the different changes that students have to reckon with. More often than not, successful adjustment requires the combination of the three aspects such as academic, social, and personal adjustments.

According to Smith and Smith (1958) "Adjustment may be considered as the cause of behavior an individual follows in relation to the demands of the internal and external and social environment". This further reflects why here at De La Salle University – Dasmariñas, a reasonable number of shiftees, transferees and returnees turn up every semester and like a freshman student faces different adjustment.

Adjustments vary with people and situations. Some can adjust easily while others cannot. Shaffer and Shober (1956) cited the sequence of a normal adjustment process: 1.) There exists a motive, 2.) The operation of some thwarting that prevents its immediate satisfaction, 3.) Giving rise to varied responses 4.) Leading eventually to a solution. Unfortunately a person does not always solve his adjustive problems but may become so much pre-occupied with avoiding the obstacle that he never satisfies the need that started the sequence. Some people adjust easily and successfully; others are motivated toward behavior, which hinders their subsequent efforts of adaptation (Crow 1967). People who can easily adjust, whenever conflicts and



difficulties arise are able to meet such disturbances by changing their customary activities, their habitual attitudes or former points of view. They are flexible; they can adopt themselves to changing conditions and still maintain their self-esteem and the respect of their associates (Crow, 1967). On the other hand, a person with adjustive difficulties is often a nuisance to his family and friends, as well as no comfort to himself.

A study done by Brendlinger (1973) involved four selected High school in the Philippines namely Brent School in Baguio, Cebu American School, Dole Philippines School in Cotobato and International School of Makati. She disclosed that adjustment problems of the students could be categorized into social, cultural and home adjustment. Brendlingers reported that the problem in social adjustment is relating with students and teachers, administrators and curriculum as a whole.

In relation to adjustment as a whole, one of the aspects measured in this study is the academic adjustment. This category involves the student's curricular adjustment, school culture, study skills and practice, and faculty relations.

**Personal Adjustment and Academic Performance**

Education could be the basis of stress. The differences in the educational system might affect the attitude of a person. According to Koo, (1998), Korean Students have been exposed to theoretical method of teaching which is the opposite in the Philippines where it focuses more on the practical side. Adjustment in school is a very difficult task.

In connection with Koo's study, Ahmad (as cited by Lite, 1998) conducted a study on the adjustment problems of foreign students in Manila covering the areas of academic, personal, social, cultural, and religious aspects of their lives in varying degrees. Results of the study revealed that the students who were of different nationalities, even if they experienced problems in these aspects, they still managed to cope and were able to tolerate them. Ahmad's research emphasized the importance of adjustment and that everyone really has to adjust from time to time.

In a study conducted by Caper (1976) on the relationship of academic performance with personality adjustments by using the CTP or California Test of Personality, she found out that there existed a positive but negligible relationship between student's academic performance and the scores on the CTP.



Concurring with Caper's research, Bartolome (1972) also did a study at the University of the Philippines High School, which also used the CTP. Although his findings showed that there was no relationship between personal adjustment and academic achievement, there was a significant relationship that existed between the total adjustment and academic achievement.

Another researcher who utilized the CTP is Castro (1975, cited in Lee Suk Hyung, 2002). He made a study on the interrelation between intelligence and personality adjustment. Castro administered the California Test of Mental maturity or the known (CTTM) and California Test of Personality (CTP) to three hundred eighty six Grade three boys of Ateneo De Manila University and San Beda College. The result of the study revealed that intelligence was positively interrelated to personal and social adjustment.

The three studies on the correlation of adjustment and academic performance highlighted further the importance of adjustment.

There was also a study done by Jimenez (1975) on the relationship of personal adjustment and academic achievement. She found out that academic achievement is related to school adjustment, social adjustment, mental health adjustment, school overt behavior and the total students' adjustment rating on the grade five and six students. Her study further proved that personal adjustment is an important aspect of college life.



On the personal aspect, Feagin et al. (1996) and Lesage et al, (2001) agreed that personal adjustment to college among minority students is also important to student learning. A key to psychosocial development and persistence, adjustment is affected by both environmental and personal factors. In addition to fear of physical violence, students of color on predominantly white campuses frequently face a psychological climate in which assumptions by classmates and faculty lead to isolation, alienation and loneliness.

Adjustment therefore is essential for academic achievement. In other words, adjustment affects the academic performance of a student. Same with academic and personal adjustment, social adjustment is also a considerable factor in determining a student's adjustment level.

Social Adjustment

Lester (as cited by Lite, 1998) stated that a student who has achieved good home adjustment, who has pleasant relationships with his teachers and schoolmates, who is an active and cooperative member of his social groups has little to fear in adjusting. His own training received at home and in school, has developed in him the ability to adjust successfully in new situations, new responsibilities, and in new people.



He also explained that the extent to which the individual is able to achieve a successful life adjustment depends on the environmental stimuli to which he is exposed during his life span especially during childhood and adolescent years. He further added that poor environmental conditions are more than likely to result to maladjustment.

The study made by McCandless (1973) showed that academic accomplishment, and social experiences should be particularly affected by school. Depending on the school environment, students differ in amount of aggression, involvement in school activities, academic motivation and scholastic achievement. He also feels that the human factor is probably the critical one in schools. Teacher – student and student – student relationship may collectively be more important than all other aspects of the school experience. This leads to the consideration of teachers as models for behavior and as agents in promoting human relations in school settings.

Cumberland et al. (1971) stated that the social scope of the content of academic socialization is determined by the degree to which the impaired skills, values and so forth, pertain either to getting along with in the college environment or to living outside the college environment. All colleges seek to engage students in learning experience but the emphasis on the kinds of socialization varies a great deal.



In line with Cumberland's study on social adjustment, Arciegel's (1997) research on social adjustment is related to the cause of failure of adolescence when it comes to their personal and academic adjustment and how they relate to their environment.

In order to have social interactions, one should have social interest. According to Crandall (1990), social interest, which is genuine concern for others, decreases self – centeredness which in turn could have maintained a better perspective of life and prevent personal misfortune for being over exaggerated.

By analyzing the studies done on adjustments one could conclude that many factors affect a student's level of adjustment. The three major elements are the academic, social, and personal adjustments. These are the most common types of adjustment which a student encounters in his daily college life. Through the studies and researches mentioned above, it emphasized the importance of adjustment in enhancing personal, social, and academic achievement.



CHAPTER III

METHODOLOGY

This chapter deals with the research procedure used in the study. The research procedure is presented as follows: Research Design, Research Respondents, Research Instrument, Research Procedure and, Statistical Instrument.

Research Design

The present study is a descriptive research. This design allowed the researchers to obtain information about the adjustment levels of shiftees, transferees, and returnees. According to Travers (1978), as cited by Sedano (2004), the principal aims in employing this method are to describe the nature of a situation as it exists at the time of the study and to explore the causes of a particular phenomenon. This method was employed to measure, analyze, and assess the level of adjustment of the respondents.

Research Respondents

The respondents of the study were the selected shiftee, transferee, and returnee students of the College of Liberal Arts of De La Salle University–Dasmariñas during the second semester of school - year 2004 – 2005. The



researchers purposely selected students who could be classified as a shiftee, transferee, or returnee from the list provided by the school registrar's office. The respondents' age ranged from 15-30 years old. Thirty percent or 30 respondents from the total 100 CLA student population of shiftees, transferees and returnees were included in the study. This was due to the fact that the list of shiftees, transferees, and returnees of the CLA were released by the registrar later than expected. The researchers did not have enough time to administer the test to more than 30 respondents.

Research Instrument

The data needed in this study were collected through the use of a researcher-made questionnaire. The questionnaire had two parts. Part I inquired about the respondents' age, gender, civil status, socio-economic status, and student type. The researchers used the Likert scale as a method for questioning. The Likert scale is a scale in which the responses are summed to estimate the strength of the attitudes in terms of the degree to which the respondents agree or disagree with the statement.

Part II of the questionnaire will determined the level of adjustment of shiftees, transferees, and returnees in terms of academic, personal, and social adjustments. The test consisted of 45 statements, 15 each for each area. The items were rated as follows:



- 4 --- Great Difficulty
- 3 --- Moderate Difficulty
- 2 --- Minimal Difficulty
- 1 --- No Difficulty at All / Not Applicable

The researchers gathered information from books, journals and questionnaires. The psychometrician, guidance counselor and one professor validated the test.

Data Gathering Procedure

Upon establishing a title and subject matter for the present study, the researchers thought of who would be the respondents. Since both researchers are returnees and came from the College of Liberal Arts, they came to a decision that the respondents would be drawn from the same college. In conducting a study, informed consent of both the authority and selected students were considered.

A formal letter of approval was made; it contained a brief background of the researchers, the purpose of the study, and how their participation contributed to the study of level of adjustment of shiftees, transferees, and returnees. A letter was also sent to the school registrar's office for permission



to have a copy of the list containing all the shiftees, transferees, and returnees from the College of Liberal Arts.

With information obtained from the review of related literature, a researcher-made questionnaire was formed.

Next, the researchers distributed the questionnaire to the respondents and asked them to answer each item. Then they collected the questionnaires after the respondents are finished answering.

The responses acquired from the questionnaire were tabulated. The researchers tallied the collected data using the frequency count method and percentage.

Statistical Instrument

To facilitate clear understanding of data, the researchers used the frequency count method and percentage to determine the demographic profile of the respondents. Mean and standard deviation were also utilized to compute for the adjustment level of the respondents. They also used *t*-test to analyze the difference between gender and between civil status. ANOVA suggests test discrepancy among age brackets and among student types.



CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the gathered data in tabular presentation, analysis and interpretation of findings based on the results of the statistical treatment applied. The tables are presented with textual explanation for better understanding.

Specific Problem No.1: What are the profiles of the respondents in terms of:

- a. age
- b. gender
- c. civil status
- d. student type



Table 1

Profile of Respondents

Demographic Variable	F	%
Age (in years)		
15-18	11	36.7
19-22	18	60
23-30	1	3.3
Gender		
Male	12	40
Female	18	60
Civil Status		
Single	26	80
Married	4	20
Student Type		
Shiftee	10	33.3
Transferee	10	33.3
Returnee	10	33.3



Table 1 shows the demographic profile frequency list of selected CLA shiftees, transferees and returnees in terms of age, gender, civil status and student type.

It is apparent that majority of the respondents belong to the 19-22 age bracket with a frequency of 18 or 60% of the total samples. This means that majority of the respondents were in their early adulthood.

Female respondents outnumbered male respondents in this study which accounted for 18 cases or 60% compared to 12 male respondents or 40%.

It could be gleaned from the table that there is a greater number of single respondents (26 or 80%) than those who were married (4 or 20%).

In terms of student type, shiftees, transferees, and returnees were represented by 10 respondents each.

Specific Problem No.2: What are the adjustment level of shiftee, transferee and returnee in terms of academic, social and personal adjustments?



Table 2
Adjustment Levels of the Respondents

Areas of Adjustment	Mean	SD	Remark
Personal	27.73	7.28	Minimal Difficulty
Social	34.03	7.85	Minimal Difficulty
Academic	32	8.58	Minimal Difficulty
Over all	93.77	20.26	Minimal Difficulty

For the personal aspect, the level of adjustment of the respondents shows that a mean score of 27.73 with a standard deviation of 7.28 was attained. This suggests that the respondents were classified as having minimal difficulty in adjusting. A similar result was varied in the social aspect which obtained a mean of 34.03 and SD of 7.58, and the academic aspect with a mean of 32 and SD of 8.58, both resulted in a score which reflects minimal difficulty in adjusting.

A total mean score of 93.77 with an SD of 20.26 was obtained from the 30 selected CLA shiftees, transferees and returnees. This suggests that the respondents having a mean score of 93.77 were having minimal difficulty in adjusting. The results coincide with Crow (1967). He stated that "Some people adjust easily and successfully; others are motivated toward behavior, which hinders their subsequent efforts of adaptation". He also added that "people



who can easily adjust, whenever conflicts and difficulties arise are able to meet such disturbances by changing their customary activities, their habitual attitudes or former points of view.” This only means that everyone needs adjustment and that it is necessary in dealing with changes, conflicts, and difficulties in their lives.

Specific Problem No. 3: Are there difference in the adjustment level when the respondents are grouped according to their demographic profile?

Table 3

Differences in Adjustment in Terms of Demographic Profile

Test Variable	Computed Value	Significance
Overall Adjustment		
Age	$F(2,27) = 1.017$	0.375
Gender	$t(28) = .998$	0.327
Civil Status	$t(28) = .819$	0.42
Student Type	$F(2,27) = 1.738$	0.195
Personal		
Age	$F(2,27) = 1.973$	0.159
Gender	$t(28) = 2.176$	0.038*



(cont...)

Civil Status	$t(28) = .877$	0.388
Student Type	$F(2,27) = 2.556$	0.096

Social

Age	$F(2,27) = .598$	0.557
Gender	$t(28) = .251$	0.804
Civil Status	$t(28) = .618$	0.541
Student Type	$F(2,27) = 4.374$.023*

Academic

Age	$F(2,27) = .554$	0.581
Gender	$t(28) = .849$	0.403
Civil Status	$t(28) = .347$	0.732
Student Type	$F(2,27) = .619$	0.541

* $p < .05$

Table 3 shows the results of the study in terms of personal, social, academic and overall scores.

Table 3, shows that there are no significant differences in the over-all adjustment level of the respondents when they were grouped according to



age, gender, civil status, and student type. From the 30 chosen respondents, almost all the respondents were of the same age, the females outnumbered the males, and single prevailed over the married respondents. However, there showed a significant difference in personal adjustment area between the gender, where the males ($x = 30.64$); females ($x = 25.19$). The $t(28) 2.176, p < .05$ showed that the male respondents are experiencing greater difficulty in personal adjustment area than their female counterparts. Conversely, the male respondents indicated greater difficulty in decision – making, time management, and doing their daily tasks. Females had more progress than males in personal issues and adjustment. According to Elaine Donelson (1998), “consistent with their pattern of approaching the negative and avoiding the positive, females are more ready to assume responsibility for their failures relative to their successes than are males.” This implies that males have harder time to “bounce back” from their difficulties thus, making it hard for them to adjust.

These are the specific items, on why the male respondents have indicated greater difficulty in the personal aspect than their female counterparts.

- Taking good care of your siblings
- Household dormitory chores
- Shopping for personal things



- Managing daily activities
- Attending early class schedule on time
- Allotting for personal care, hygiene, and grooming
- Setting specific time for reviewing
- Creating time for hobbies and interests
- Spending time with old friends
- Spending time with family members
- Handling finances or budgeting
- Allotting enough time for daily commute to and from school
- Balancing studies and part time job
- Helping parents with their everyday tasks
- Maintaining self discipline

Table 3 also reflected significant difference in the social adjustment area concerning the student type, where shiftees ($x = 34.6$), transferee ($x = 38.4$), and returnees ($x = 29.1$). The $F(2, 27) = 4.374, p < .05$ showed that the transferees were experiencing greater difficulty in social adjustment area than shiftees and returnees. Apparently, the transferees have indicated greater difficulty when it comes to relationships with classmates, friends, and other personnel in the university. This problem may be traced from the fact that transferees are faced with an entirely new environment unlike the shiftees and returnees who are previously enrolled and are used to the school environment.



CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This chapter presents the summary, conclusions and recommendations of the study.

Summary

This study sought to determine the adjustment level of selected CLA shiftees, transferees and returnees of De La Salle University – Dasmariñas students, 2nd semester S.Y. 2004-2005.

It also sought to answer the specific problems:

1. What are the profiles of the respondents in terms of:
 - a. Age
 - b. Gender
 - c. Civil status
 - e. Student type

2. What are the adjustment level of the shiftees, transferees and returnees in terms of academic, personal, and social adjustments?



3. Are there differences in adjustment level when the respondents are grouped according to their demographic profile?

This study attempted to test the hypothesis:

There is no significant difference in adjustment level according to the demographic profile of the respondents.

The descriptive method was employed in this study wherein 30 selected CLA De La Salle University-Dasmariñas students who were shiftees, transferees and returnees during the 2nd semester of S.Y. 2004-2005 were taken as respondents. This was conducted through purposive convenient sampling.

The data were treated using the frequency count method, mean, percentage, standard deviation, one – way ANOVA and t-test.

The researchers used a self-made questionnaire to determine the adjustment level of the respondents in terms of academic, social and personal adjustments.

Findings

The following summarizes the findings:

1. Majority of the respondents were in their early adulthood. Female respondents outnumbered male respondents in this study which accounted



for 60% female compared to 40% male. There were more respondents who were single (80%) than married (20%). In terms of student type, shiftees, transferees, and returnees were represented by 10 respondents each.

4. The level of adjustment of the respondents in the ff. areas were:
 - a. Academic – The mean of the respondents in this area when they were taken as a whole was 32, which reflects that respondents had minimal difficulty adjusting in this area.
 - b. Social – The mean of social adjustment of the respondents, taken as a whole was 34.03, which means they were having minimal adjustment in this area.
 - c. Personal – The level of adjustment of the respondents shows that a mean score of 27.73, which suggests that the respondents were having minimal difficulty adjusting in this area. It also shows that when it comes to gender, males had a mean of 30.64, which means they were having a harder time adjusting in the personal area than females.
3. There are no significant differences in the over-all adjustment level of the respondents when they were grouped according to age, gender, civil status, and student type. However, there showed a significant difference in personal adjustment area between the genders. The $t(28)2.176, p < .05$ shows that the male respondents were experiencing greater difficulty in personal adjustment



area than their female counterparts. Moreover, a significant difference in the social adjustment area concerning the student type was noted. The $F(2, 27) = 4.374, p < .05$ shows that the transferees were experiencing greater difficulty in social adjustment area than shiftees and returnees.

Conclusions

Based on the findings of the study, it could be concluded that:

1. Most of the respondents were in their early adulthood. Their ages ranged from 19 – 22 years old. There were more female respondents in this study with 18 females and 12 male respondents. Most of the respondents were single; married respondents only make up 20%. There is a total of 30 respondents with 10 respondents from each student type.
2. Transferees experienced great difficulty in adjusting specifically on the social aspect. They were entirely alien to their new environment unlike the returnees and shiftees who were already used to or exposed to the school's system and surroundings.
3. Males had more difficulty adjusting personally than females. Then again, males experienced the greatest difficulty with regards to their personal area of adjustment.

**Recommendations**

1. Future researchers who may wish to conduct research regarding to the level of adjustment of shiftees, transferees and returnees, this may serve as a base study.
2. Guidance counselors should come up with special programs and individual counseling sessions designed to help students specifically transferees on their social adjustment, and male students who find difficult adjusting in the personal area.
3. Parents should broaden their understanding and extend their support to their children who may be experiencing difficulty in adjusting particularly the transferees in their social adjustment, and the male students who find difficult adjusting in the personal area.



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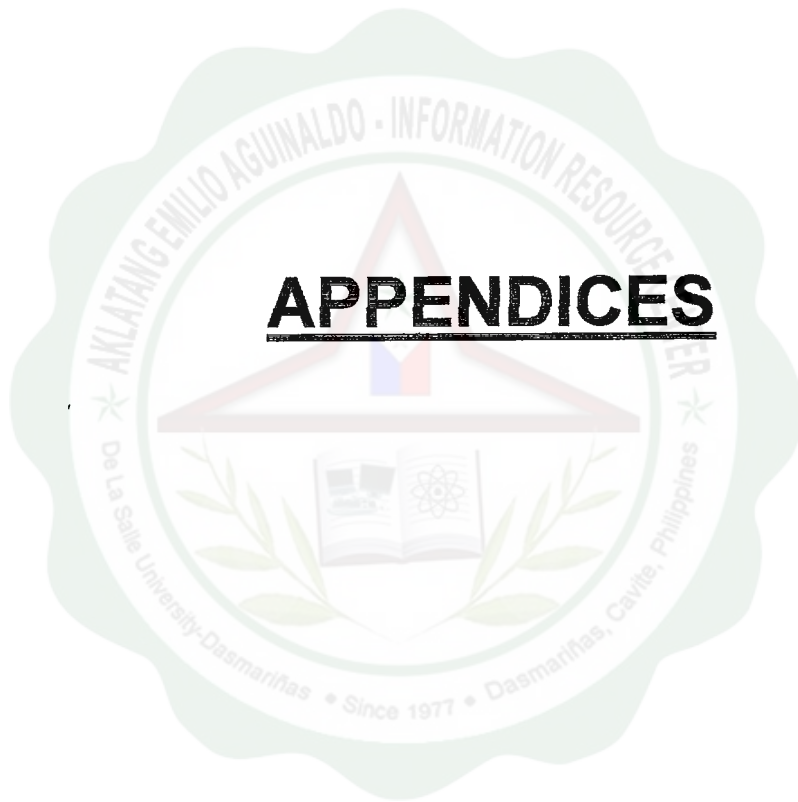
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**APPENDICES
CERTIFICATIONS**

**DEPARTMENT OF BEHAVIORAL SCIENCES
DE LA SALLE UNIVERSITY – DASMARIÑAS
Dasmariñas, Cavite**

October 2004

This is to certify that Karen Lyn Barzaga and Karinalinda Gutierrez have been accepted as my advisees. Their thesis is entitled “Adjustment Level of Selected CLA Shiftees, Transferees and Returnees: An Analysis”

**Jeannie Perez
Thesis Adviser**

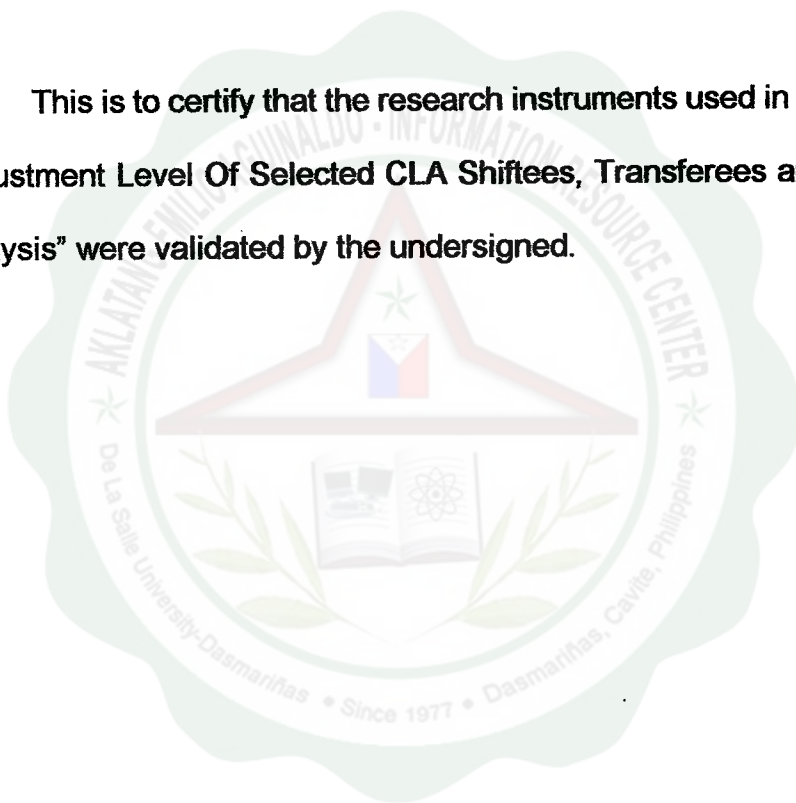


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CERTIFICATION

This is to certify that the research instruments used in the thesis entitled
“Adjustment Level Of Selected CLA Shiftees, Transferees and Returnees: An
Anlaysia” were validated by the undersigned.



Jeannie Perez



De La Salle University – Dasmariñas



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