RELATIONSHIP BETWEEN CULTURAL ADJUSTMENT STRESS AND ADJUSTMENT TO HIGH SCHOOL LIFE OF KOREAN STUDENTS IN THE PHILIPPINES

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ABSTRACT

Title of the Research: **RELATIONSHIP BETWEEN CULTURAL ADJUSTMENT STRESS AND ADJUSTMENT TO HIGH SCHOOL LIFE OF KOREAN STUDENTS IN THE PHILIPPINES**

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With the increasing number of Korean students in the Philippines, this study aimed to find out the relationship between cultural adjustment stress and adjustment to high school life of Korean students in the Philippines.

There were 177 Korean high school students who participated in the study from 15 selected private high schools in Cavite, Philippines. The study utilized the following questionnaires: 1. Acculturative Stress for International Student Scale (ASSIS) and 2. Student Adaptation High School life Questionnaire (SAHQ). Frequency analysis, ANOVA, t-test and Pearson's correlation analysis were used for the statistical analysis.

The findings showed that the majority of respondents' level of cultural adjustment stress is low. Female student-respondents perceived higher level of stress compared to the male respondents. In terms of the number of years stay in the Philippines, respondents who are more than 1 year to less than 1 1/2

years in the Philippines showed moderate levels of stress. There is no significant difference in the cultural adjustment stress between male and female students. There are no significant differences in the cultural adjustment stress between respondents who have been in the Philippines for less than 6 months than those more than 1 1/2 years to less than 2 years of length of stay.

There is moderate, negative and significant correlation (r= -.51) between cultural adjustment and adjustment to high school life.

Based on the findings, the researcher recommends that future studies be expanded to include other nationalities. Second, it would be helpful if Filipino teachers learn Korean culture to understand Korean students. The school guidance counselors may evaluate the Korean students' adjustment stress to their school life every semester. For high-level stressors, the guidance counselors may spend more time on individual counseling services in dealing with the student's family background and personal difficulties. It is recommended that school guidance office consider follow-up services for Korean male high students and those who have been in the country for less than 6 months in relation to their school adjustment. The school guidance counselors may develop and revise the existing guidance programs according to gender difference and length of stay in cultural adjustment stress. The school guidance counselors can evaluate Korean students' adjustment stress to school life every semester for developing guidance programs.

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