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## THE SOCIAL LIFE ADJUSTMENT OF FRESHMAN STUDENTS OF THE INSTITUTE OF ARTS AND SCIENCES OF KASC

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**Abstract:** *This descriptive study is focused on determining the level of social adjustment of freshman students of the Institute of Arts and Sciences. It also aimed at investigating the effect of factors on the social adjustment of the respondents.*

*The study reveals that the social adjustment of freshman students of IAS is moderate. As to the relationship of the level of social adjustment with the moderator variables, the study also revealed that there are no significant relationships between age, sex, and ethnic affiliation to the level of social adjustment. Significant differences are, however, noted along the variable of course.*

*The study also shows that the factors moderately affect the level of social adjustment of the respondents. It is further determined that there are significant differences in the perceptions of the respondents on the extent of factors on their level of social adjustment along the moderator variables of age, sex, course and Ethnic Affiliation.*

*The following are recommended based on the findings: the student must have many opportunities to learn, interact with students and teachers. This means sufficient time spent on student orientation, seminars, discussions, projects, and opportunities to clarify concepts and challenges that will displace anxieties and misconceptions among freshman students. A Comprehensive orientation on student's rights, privileges, duties and responsibilities must be conducted at the institute level to allow for individualized clarification of issues and concerns and to establish closer relationship between the faculty and the students in each institute.*

**Keywords:** *Social Life, Students' Life, Liberal Arts Students' Life*

### INTRODUCTION

Students entering institutions of higher education are often apprehensive because adjusting to college culture can be difficult. First-year students, especially under represented populations face many difficulties that can seriously delay or halt their collegiate years (Justin and Rendon, 1989; Hernandez and Lopez, 2004).



Research on adjustment to college has typically emphasized three broad categories: 1) academic, 2) social, and 3) personal-emotional (Cohom and Guilia No, 1999).

While the promise of opportunity and social mobility continues to attract students to higher education, institutions lose as much as 25% of students during the freshman year (Carey, 2004). Researchers have identified many predictors of student's retention; however, there have been fewer efforts to empirically document the impact of specific intervention strategic for addressing student adjustment to the collegiate environment (Braxton, Hierarchy, and McClendon, 2004).

The extent to which a person uses his ability depends very often on the amount of encouragement he gets. The interest of the youth to study their environment depends greatly on the mentors they have or have developed throughout their life.

Walker, Calvin and Ramsey (1995), cited two extremely important social-behavioral adjustments.

1. Teacher – related adjustments refers to the process of students meeting the minimal, behavioral demands and expectations that the great majority if teachers require in order to teach and manage instructional environment.
2. Peer – related adjustment refers to the ability to forge satisfactory relationships with peers, to develop friendships and to recruit and maintain social support networks.

Satisfactory adjustments in these two critically important domains are essential to gaining the teacher and peer acceptance.

According to Tranzo (1996), interactions with other people affect all human behavior. Human development depends on the influence of other people. We learn from other people through instruction or by example. The important people in our lives shape our emotions, thoughts and personalities.

According to Woodfolk (1998) as quoted in the Wikipedia, The Free Encyclopedia, learning is influenced by source interaction and communication with others learning can be enhanced when students have the opportunity to interact and collaborate with other instructional tasks. Learning situation that allow for and respect diversity encourage flexible thinking, social competence and moral development. Learning and self-esteem are heightened when



individuals are in respected and caring relationships with others who see their potential, appreciate their unique talents and accept them as individuals.

Valle (1995) as quoted by Martin (2007), on his part mentioned that good teaching revolve around curriculum preparation, effective instruction and appropriate assessment or evaluation. It is of paramount importance that the teacher should understand the philosophical and societal objectives of education and rated high are the following character traits: honesty, friendliness, generosity, cooperativeness, congeniality, high moral standard, and tactfulness.

In addition, the teacher shall have a strong interest in people. He should always be in search for better ways of doing his job and of preventing disciplinary problem that would interface with normal and classroom progress.

To attain educational excellence, the following should be considered in educational planning accordingly to Julian (2000):

1. The Teacher - A good quality teacher is in short supply everywhere. Many talented students and promising teachers shy away for the teaching profession due to the less attractive salary.
2. Physical Facilities – Building, Furniture and equipment and other important aspects of physical facilities.
3. Curriculum – instructional materials and methods also of importance is the suitability of the curriculum, which must include basic intellectual occupational and other needs of the children.

According to Beltran (2001) there are three factors for learning to be strong and enduring:

1. The students must have resources to learn. These might include such personal, social and spiritual resources as these sufficient prior to knowledge, support from hot, materials and equipment and relevant experiences.
2. The student must have many opportunities to learn. This means sufficient time spent with demonstrations, discussions and projects, opportunities to clarify concepts and challenges that will displace misconceptions.
3. The student must take advantage if these resources and opportunities and must pay attention, talk to the teachers and other students and express an understanding of key concepts.



According to Catli (2004), humans are inherently social, emotional beings. They relate themselves to other people, engaging in cooperative social and emotional activities, places social and emotional welfare above selfish interests and acquire a style of lifestyle that is predominantly social and emotional orientation. She stated that a person is embedded in a social emotional context from the first day of life henceforth; the person is continuously involved in a network of emotional and interpersonal relationships that shape personality.

Academic failure is one of the strongest predictors of early school leaving. Programs designed to provide disadvantaged students with opportunities to achieve academic success are key elements in any attempts to address their educational needs.

According to Melad (2001), there are three basic strategies which provide opportunities for academic success.

1. Adjusting academic standards to fit students through practice such as individualizing the curriculum, improving diagnostic techniques, evaluating students on their basic of effort and progress, structuring classroom task to draw multiple abilities, presenting students with challenging standards.
2. Enhancing the skills and abilities of student to allow them to meet the school's requirements more easily through practices such as remedial classes, summer learning opportunities and the use of peer tutoring.
3. Increasing the relevance of the school curriculum to improve student motivation through practices such as multi-ethnic curricular, career education and financial incentive.

## **CONCEPTUAL FRAMEWORK**

Understanding exactly how to enter the university or college is of great importance. In picking the right school, the reality of the chosen college may not be what is expected.

It is a fact that after high school young people must enter the university or college. In fact, the decision to continue studies after high school with a good course should be congratulated.

Social Adjustment is not easy on any student. It takes place at all levels of personality or as a whole individual. An individual requires special treatment to restore this ability for adapting successfully to his environment. It needs confidence and socialization.



The school should help first year students adapt to a new environment. It has an important responsibility in helping the young determine what their abilities and capacities are. Beyond that, the school can give students the satisfaction necessary to become well- rounded and contented.

Sometimes fitting to a new environment is an ongoing process of change. A person must adapt to a new environment and circumstances in order to continue functioning effectively. Likewise, environments also adapt and react to people.

Considering the situation, the researchers developed an intense desire to conduct a study on the adjustment of first year student in the Institute of Arts and Sciences particularly on social life.

Fears over first test papers in the freshmen year of college is usually acknowledged as a stressful time of social and academic adjustment. During this period, freshman students face many social and intellectual challenges. The combined impact of college transition plus disengagement from home can further complicate first-semester adjustment and may also affect first year retention; together, this complex phenomenon may diminish self-concept, challenge one's felt sense of being and elicit emotional responses associated with college resulting in negative adjustment to the college environment. The purpose of this investigation is to examine the social adjustments of freshman students in college. Patterns of sex, age and religious affiliation may affect those variables. Three status groups were used in this study, sex, age and civil status. Significant differences were observed between groups in reported levels of social adjustments. Potential application of those findings for college personnel and future directions related to research were also explored.

The quality of learning is dependent on the interaction of such factors as the student, school, facilities, policies and procedures. The common denomination however is the student himself, his innate ability, and attitude towards the subject and study habit. The key to students' success includes the teacher which is considered the most important element in the education of learners and sets the tone of learning and the students themselves.

Adjustment considers people as the center piece of this whole process. They are its subjects and its objects.



The aim of adjustment is to fit in student to social institutions by socializing to as wide a portion of the population. By socialization the student will not find they homesick, lonely, feeling of being last, not understanding boundaries and values crisis from conflicts. Students can be socially and academically adjusted if they who are its recipients participate in its conceptualization and adaptation.

However, many of the students can hardly adopt themselves to situations and environment because of their fear that they may be ignored they have the feeling of fears about dating relationships, wondering how and if they will “fit in”, money concerns: do I have enough?, pre-conceptions of college life challenge and feeling of academic inadequacy. It is no wonder that the academic and social life of some students were affected because they fail to adjust themselves.

These adjustments are very important to student, but many students fail to adjust themselves to a new environment. It is therefore important to determine the cause of this failure to socially adjust. Hence, the researchers conceptualized this study.

The level of social adjustments of the first year students of the Institute of Arts and Sciences in KASC is therefore the first problem to be investigated in this study. The second independent variable is the extent of effect of factors on the social adjustment of the freshman students of the Institute of Arts and sciences in KASC.

The moderator variables are age, sex, course and ethnic affiliation.

It is written in psychology books that humans acquire skills in varying levels as they grow in age. Every cultural group expects its members to master certain essential skills and acquire approved patterns of behavior and perceptions at various ages during the life span, hence the variable of age is included ( Elizabeth Hurlock, Life Span Approach).

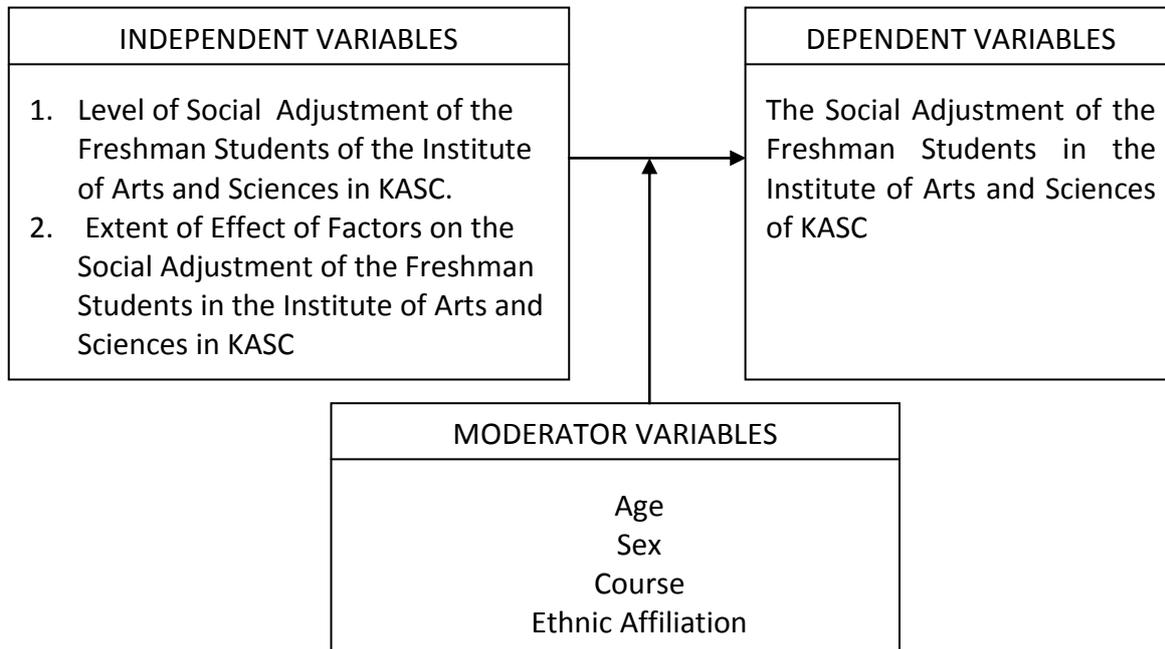
Human society is made-up of men and women. In our ideal view of the world, men and women are supposed to be equal in all fields of human endeavor at all levels in society. The reality, however, is far from ideal. Sex is therefore included as a variable in this study.

The Institute of Arts and Sciences offers five (5) program courses. The courses of the respondents are therefore considered as moderator variables in this study.

Research clearly indicates that ethnic groups differ significantly on levels of mental, physical, and social behavior, A consideration of culture is essential in the process of understanding culturally diverse groups. Ethnic affiliation is therefore included as a moderator variable in this study



With these problems presented, the researchers are able to formulate the conceptual paradigm of the study which is presented in figure 1.



**Figure 1: Conceptual Paradigm of the Study**

## OBJECTIVES

1. To determine the level of social adjustments of freshman students in the Institute of Arts and Sciences of KASC
2. To find out the extent of effect of factors on the level of the social adjustments of the freshman students in the Institute of Arts and Sciences in KASC.

## HYPOTHESES

The researchers were guided by the following hypotheses:

1. The freshman students in the Institute of Arts and Sciences in KASC are socially adjusted.
2. The social adjustments of the freshman students in the Institute of Arts and Sciences in KASC are affected by factors.

## SCOPE AND DELIMITATION OF THE STUDY

The study focused on the adjustment of first year students particularly in their social life. Respondents are 70 students of the Institute of Arts and Sciences of Kalinga-Apayao State College. The study was conducted during the school year 2009-2010.



## **SIGNIFICANCE OF THE STUDY**

The researchers are very mindful of the significance of this study. Subsequently, the researchers find the study to be beneficial to the following:

**School Administrators.** As prime movers in the pursuit of excellence, the study may be one of their bases for modification or even re-structuring the school pyramid. They maybe guided on simple things they may have overlooked or ignored in their planning, coordinating and monitoring mechanisms.

**Student Services Office.** This will serve as basis for the formulation of programs and planning of activities that will help the freshman students adjust to their new environment.

**Teachers.** As molders of the total personality of the students, the result of the study may guide them in their designing of activities and can influence a change in their attitudes and behavior towards their roles. In the event of positive reaction, they become better teachers and are more productive in their bid to sustain the mission of their profession.

**Students.** As direct recipients of all measures, the study may give them an inspiration that the college is by all means making measures to help each and everyone equally equipped with knowledge, skills and attitudes pertinent to becoming a productive citizen.

**Researchers.** AS teachers in the Institute of Arts and Sciences, the study can serve as guide in ensuring that new students will not have problems adjusting to their new environment.

**Future Researchers.** This study may mark the beginning of more comprehensive analysis on how to improve the academic performances and adjustments of first year students of the Institute of Arts and Science, thereby providing a resume of related literature and studies as a basis for more in-depth study for future researchers.

## **PROCEDURES AND METHODOLOGY**

This chapter presents the research design, population of the study, data gathering procedures, research instruments, validity and reliability of the instrument, treatment of data and the statistical tools used in the study.

## **RESEARCH DESIGN**

The descriptive survey method was employed by the researchers in the study with a set of questionnaires as the main instrument in gathering the needed data to answer the questions posed in the study.



## POPULATION OF THE STUDY

The respondents of the study are 70 first year students in the Institute of Arts and Sciences during the school year 2009-2010 in KASC.

**Table 1. Population of the study according to age**

Age	Frequency	Percentage	Rank
15-20	50	71.42%	1
21-25	19	27.14%	2
26-30	1	1.42%	3
Total	70	100%	

The table shows that the respondents who belong to the age group of 15 - 20 years old ranked first with 50 respondents or 71.46 percent of the total population followed by the group 21- 25 years old with 19 respondents or 27.14 percent of the total population. Last in rank is the age group of 26-30 with 1 respondent or 1.42 percent of the total population. The list of first year students was secured from the Dean's office as basis for selecting the respondents. The names of the respondents were assigned numbers one to five. All number fives were chosen as respondents.

**Table 2. Population of the Study according to Sex**

Sex	Frequency	Percentage	Rank
Male	36	51.42%	1
Female	34	48.57%	2
Total	70	100%	

As shown in the table, majority of the respondents is male with 36 respondents or 51.42 percent of the total population while the female comprises of 34 respondents or 48.57 percent of the total population.

**Table 3. Population of the Study according to Course**

Course	Frequency	Percentage	Rank
AB History	16	22.86%	2
AB English	10	14.29%	5
AB Political Science	17	24.29%	1
BS Public Administration	14	20%	3
BS Criminology	13	18.57%	4
Total	70	100%	

Majority of the respondents came from the AB Political Science group with 17 or 24.29%, followed by the AB History group with 16 or 22.86%, AB Public Administration with 14 or



20%, AB Criminology with 13 or 18.57% while the least number is from the AB English group with 10 or 14.29%.

**Table 4. Population of the Study according to Ethnic Affiliation**

Course	Frequency	Percentage	Rank
Kalinga	30	42.86%	1
Ilocano	16	22.86%	3
Igorot	19	27.14%	4
Others	5	7.14%	5
Total	70	100%	

It is shown on the table that the Kalinga group comprises 30 Or 42.86% of the population of the respondent. The Igorot group follows with a total of 19 or 27.14%, the Ilocano group with 16 Or 22.86%. The others group with a total number of 5 or 7.14% is composed of two(2) Tagalogs, two (2)Cagayanos and one (1)Bisaya.

#### **Data Gathering Tools**

The questionnaire was used as a primary tool by the researchers in gathering data needed in this study. It consisted of two (2) parts as follows:

Part 1 of the questionnaire dealt on the profile of the respondents as to age, sex, course and ethnic affiliation.

Part II consists of the level of social adjustments as a freshman student in the Institute of Arts and Sciences.

#### **Validity and Reliability of the Instrument**

The researchers researched relevant questions and data for the formulation of the questionnaire. After the final approval of questionnaire, it was pre- tested at the Institute of Business Administration and Entrepreneurship for validity and reliability. The responses were treated using the Spearman rho. The Spearman rho yielded .99 which means high correlation. The questionnaire is therefore valid and reliable.

#### **Data Gathering Procedures**

The researchers asked permission from the Dean of the Institute of Business Administration and Entrepreneurship to conduct the pre-test of the questionnaire through a written communication. Permission to float the questionnaire was also sought from the Dean of the Institute of Arts and Sciences. When permission was granted, the floating of the questionnaires followed with the researchers personally administering the questionnaire.



Items that were hard to understand were explained well. The researchers retrieved the questionnaire right after the respondents have answered.

### Treatment of Data

The data retrieved from the questionnaire was tabulated and analyzed statistically to arrive at a realistic conclusion.

To obtain an objective interpretation of the data gathered, the Five-point Likert Scale was used as follows:

ARBITRARY	LIMITS	DESCRIPTIONS	SYMBOL	VALUE
5	4.21-5.0	Very much adjusted	VMA	
		Very Much Affect	VMA	
4	3.41-4.20	Much adjusted	MA	
		Much Affect	MA	
3	2.61- 3.40	Moderately adjusted	MoA	
		Moderately Affect	MoA	
2	1.81-2.0	Less adjusted	LA	
		Less Affect	LA	
1	1.0- 1.8	Not Adjusted	NA	
		Not Affect	NA	

### Statistical Tools

1. Spearman Rho -was used to determine the reliability of the instrument with the formula:

$WiFi = \text{sum of weighted frequencies}$

$Fi = \text{number of respondents}$

2. Weighted Mean. The formula is as follows:

$$\sum XW = \frac{W^1 f^1}{f^1}$$

Where :  $\sum XW = \text{weighted mean}$

$W^1 f^1 = \text{Sum of weighted frequencies}$

$f^1 = \text{Number of cases}$

3. ANOVA was used to identify any significant differences in the perceptions of the respondent along the variable. The formula is:

1. Know the sum of squares total.
2. Know the sum of squares within.
3. Know the sum of squares between.
4. Know the F ratio.

F ratio =  $\frac{\text{sum of } \underline{MSSb}}{MSSw}$



## DISCUSSION OF RESULTS

level of social life adjustments of the first year students in the Institute of Arts and Sciences  
The total average weighted mean of 3.36 indicates that the first year students of the Arts and Sciences socially much adjusted.

The finding implies that the first year students in the Institute of Arts and Sciences are much adjusted in their social life because of the fact that majority of the respondents are in the age bracket of 15-20. Those belonging to this group are called teenagers. According to Hurlock, the rate of change in attitude and behavior during adolescence parallels the rate of physical change. When physical changes are rapid, changes in attitude and behavior are also rapid. These give rise to the need for social adjustment and the necessity for establishing new attitudes, values and interests(www.Wikipedia.Free.Encyclopedia.2010). As a result of broader opportunities for social participation, social insights improve among older adolescents. The greater the social participation of adolescents, the greater their social competency as seen in their ability to carry on conversation and to behave correctly in different social situations (Adams,j. Understanding Adolescence,1973 Re: www.adolescence2006).

**Table 5.Level of Social Adjustments in the Institute of Arts and Sciences in KASC**

Indicators	VMA (5)	MA (4)	MOA (3)	LA (2)	NA (1)	AWM
1. I express my opinions in class.	5 (25)	34 (136)	14 (42)	14 (28)	3 (3)	3.34
2. I attend my classes regularly.	19 (95)	19 (76)	4 (12)	16 (32)	12 (12)	3.24
3. I cooperate during class discussions.	17 (85)	26 (104)	14 (42)	10 (20)	3 (3)	3.62
4. I ask questions when the teacher's explanation is not clear.	10 (50)	15 (60)	20 (60)	12 (24)	11 (11)	3.01
5. I exercise my rights as students.	13 (65)	18 (72)	20 (60)	10 (20)	9 (9)	3.22
6. I join in school activities.	12 (60)	21 (84)	11 (33)	8 (16)	7 (7)	3.32
7. I am confident in social situations.	14 (70)	21 (84)	13 (39)	16 (32)	6 (6)	3.30
8. I feel relaxed around other people who are quite different from me.	10 (50)	23 (92)	18 (54)	13 (26)	6 (6)	3.25
9. I think of myself as emotionally expressive.	4 (20)	32 (128)	18 (54)	11 (22)	5 (5)	3.27



10. I am good and trust worthy.	14 (70)	27 (108)	11 (33)	11 (22)	7 (7)	3.42
11. I am careful to avoid hurting others	29 (145)	22 (88)	5 (15)	7 (14)	7 (7)	3.84
12. I start conversations with new peers	11 (145)	28 (112)	15 (45)	11 (22)	5 (5)	3.41
13. I have good interaction with new peers	11 (55)	20 (80)	15 (45)	15 (30)	6 (6)	3.30
14. I protect the rights of student.	14 (70)	22 (88)	16 (48)	.6 (12)	8 (8)	3.51
15. I feel at ease in casual get together.	18 (90)	24 (96)	14 (42)	11 (22)	9 (9)	3.27
16. I feel comfortable when with group of people.	12 (60)	24 (96)	15 (45)	10 (20)	6 (6)	3.45
17. I am reasonably assertive.	13 (65)	20 (80)	20 (60)	11 (22)	6 (6)	3.32
<b>TAWM</b>						<b>3.36</b>

The table presents that indicator eleven which is the “carefulness to avoid hurting other people’s feelings” obtained the highest average weighted mean of 3.84 which falls into the description of much adjusted. According to Piaget, at adolescence the individual is capable of understanding of abstract ideas and general principles in relation to others. He has an increased capacity for directing his thoughts, actions and emotions and a high degree of self-restraint (Oma-as,2003). Moreover, by early adolescence, both boys and girls are aware of their good and bad traits. They are also well aware of the role personality plays in social relationships and thus are strongly motivated to improve their personalities for example, by carefully avoiding to hurt other peoples feelings in the hope of increasing their social acceptance (Hurlock (1996) [www.wikipedia.free.encyclopedia.2010](http://www.wikipedia.free.encyclopedia.2010))

“Asking question when the teacher’s explanation is not clear” obtained the lowest average weighted mean of 3.01 which is described as moderately adjusted. According to Hurlock, adolescents typically complain about school in general and about restrictions, homework, required courses, food in the cafeteria and the way the school is run. This is not the “thing to do” during the first years in college. Young adolescents who want to be popular with their peers must avoid creating the impression that they are brainy. ([www.wikipedia.free.encyclopedia.2010](http://www.wikipedia.free.encyclopedia.2010)). According to Justin and Rendon(2002), Hernandez and Lopez (2001) students entering institutions of higher education are often apprehensive because adjusting to college culture can be difficult.



## Variable of Age

**Table 6. Level of social adjustment in the Institute of Arts and Sciences in KASC as to age.**

Age	Average	Rank
15-20	3.37	1
21-25	3.36	2
26-30	3.35	3
TAWM	3.36	

F.05= .730

F-ratio=.317

Decision: Not significant/ Ho accepted

Table shows that the age bracket 15-20 years of age respondents had the highest obtained average of 3.37. The age group 21-25 obtained the second highest mean of 3.36. While the age group 26-30 obtained a mean of 3.35. All of the obtained mean fall under the moderately adjusted description.

The 15-20 age group perceived the highest on their level of social adjustment because this is the age when adolescents are granted a status more in keeping with their level of development. For example they are given more independence and consequently suffer fewer frustrations (Hurlock,1996: [www.Wikipedia.Free.Encyclopedia.2010](http://www.Wikipedia.Free.Encyclopedia.2010)).

The 21-25 age group is ranked second with a mean of 3.36. This age group is in the early adulthood period where individuals adjust to new patterns of life and new social expectations. The adult is expected to play new roles, such as that of spouse, parent and breadwinner, and to develop new attitudes, interests and values, in keeping with these new roles. They feel that they are outsiders in the first year level that is dominated by late adolescents (Oma-as,2003) hence perceive themselves to be less adjusted than their younger counterparts.

The lowest perception is registered by the age group 26-30. This group perceived the lowest because members of this age group are aware of the social expectations required of them ( [www.earlyadulthood.2008](http://www.earlyadulthood.2008) ). Their low social adjustment is due to the fact that they deem themselves as incongruous in a world dominated by teen-agers. They are self-conscious of the fact that they are late in fulfilling their developmental tasks such as finishing a college education and must now compete with younger generations in completing a task that they should have finished way ahead of their classmates (Oma-as, 2003).

As shown in the Table, the obtained F ratio is .317 which is much lower than the tabular F ratio of .730 at .05 level of significance. This means that there are no significant differences



in the perceptions of the respondents on their level of social life adjustment with respect to their age.

#### Variable of Sex

**Table 7. Level of Social Adjustment of Freshman Students in the Institute of Arts and Sciences in KASC as to Sex**

Sex	Average	Rank
Male	3.35	2
Female	3.37	1
Total	3.36	

F.05= .730

F-ratio=.677 Decision: Not significant/ Ho accepted

The table shows that the female respondents obtained the highest average of 3.37 which is described as moderately adjusted followed by the male respondents with an obtained average of 3.35 and is described as moderately adjusted.

The female group obtained the highest perception because it is a fact that women mature earlier than men (Mortimer Adler (1965) as quoted in the Reader's Digest January 2009 Issue). This early maturity enables the easy adjustment of females to the challenges of college life (Charles Horton Cooley, 2002). In addition to this, young women of today display a positive and highly secure gender identity. They are now principled and independent, able to face new situations and act positively (Omas-as, 2003).

The male group perceived lower because of the slower pace of physical changes that is a source of concern for males. Boys are concerned of the effects of physical development such as acne that mars their chances for physical attractiveness and because they cannot use cosmetics to cover it up as girls (Hurlock, 1996). Dion, et al. have explained why satisfaction with the physical changes that take place during adolescence are so important. According to them, "A person's physical appearance along with his sexual identity is the personal characteristic, most obvious and accessible to others in social interactions" (www.Wikipedia.Free.Encyclopedia.2010) hence boys have a lower perception on their social life adjustments.

The table also shows that the obtained F-ratio of .677 is much lower than the tabular F ratio of .730 at .05 level of significant. This means that there are no significant differences in the perceptions of the respondents on their level of social life adjustment with respect to their sex.



**Variable of Course**

**Table 8. Level of social adjustment in the Institute Of Arts And Sciences in KASC as to Course**

Course	Average	Rank
AB History	3.41	1
AB English	3.38	2
AB Political Science	3.36	3
BS Public Administration	3.34	4
BS Criminology	3.33	5
Total	3.36	

F. 05= .17 F-ratio= 3.237 Decision: Significant Ho/ Rejected

It is shown on the table that the AB History students obtained the highest mean of 3.41 which is described as much adjusted. A close look of the AB History group reveals the presence of an organization that unites all the members and plan activities that promote camaraderie and understanding. The History Club of the Institute of Arts and Sciences is one of the most active organizations in the Kalinga-Apayao State College according to the Director of Student Services and Admission, Dr. Adoracion T. Taguba.

The BS Criminology Group on the other hand obtained the lowest mean of 3.33. This could be attributed to the fact that the course is still in its first year and the support groups and policies have not yet been institutionalized.

The table also shows, the obtained F-ratio of 3.237 is much higher than the tabular F-ratio of 0.17 at .05 level of significant. This means that there are significant differences in the perceptions of respondents of the respondents on the social adjustment of the first year student in the institute of arts and sciences in KASC with respect to their course.

**Variable of Ethnic Affiliation**

**Table 9. Level of social adjustment in the Institute Of Arts And Sciences in KASC as to Ethnic Affiliation**

Ethnic Affiliation	Average	Rank
Kalinga	3.35	3
Ilocano	3.38	1
Igorot	3.37	2
Others	3.34	4
Total	3.36	

F.05= 0.584 F-ratio=0.302 Decision: Not Significant/Ho Accepted

The table shows that the Ilocanos obtained the highest mean of 3.38. In the 330 pages “The Ilocos Heritage” ( Visitacion de la Torre), the Ilocano legacy and the life of the Ilocano – are



described as - "the browbeaten, industrious, cheerful, simple soul who has shown a remarkable strain of bravery and a bit of wanderlust." Thellocano searched for greener pastures towards new lands local and foreign, always showing remarkable ability to adjust in any culture. This adaptability has enabled the Ilocano to be assimilated in any host society often times enriching and even becoming a catalyst for changes.

The table also shows that the obtained F-ratio of 0.302 is much lower than the tabular F-ratio of 0.584 at .05 level of significance. This means that there are no significant differences in the perceptions of respondents on the social adjustment of the first year student in the institute of arts and sciences in KASC with respect to their ethnic affiliation

EXTENT OF EFFECT OF FACTORS ON THE SOCIAL LIFE ADJUSTMENT IN THE INSTITUTE OF ARTS AND SCIENCES IN KASC

**Table 10. Extent of Effect of Social Life Adjustment in the Institute of Arts And Sciences in KASC**

FACTORS INDICATORS	VMA 5	MA 4	MOA 3	LA 2	NA 1	AWM
1.Attendance to orientation programs	20 (100)	20 (80)	15 (45)	5 (10)	10 (10)	3.50
2.faculty and school personnel	5 (25)	30 (120)	14 (42)	45 (30)	6 (6)	3.18
3.Dependable Financial Assistance	9 (45)	25 (100)	20 (60)	11 (22)	5 (5)	3.31
4.Friendly and approachable Adviser	8 (40)	30 (120)	11 (33)	12 (24)	9 (9)	3.22
5.Supportive parents and relatives	21 (105)	21 (84)	7 (21)	11 (22)	10 (10)	3.45
6.Presence of student organizations	10 (50)	29 (116)	12 (36)	15 (30)	4 (4)	3.37
7.Convenient and comfortable accommodation	7 (35)	27 (108)	18 (54)	10 (20)	8 (8)	3.21
8. Lack of Self – Confidence	10 (50)	27 (108)	11 (33)	17 (34)	5 (5)	3.28
9. Friendly acquaintances	15 (75)	25 (100)	10 (30)	13 (26)	7 (7)	3.40
<b>TAWM</b>						<b>3.32</b>

The total averaged weighted mean obtained which is 3.32 indicates that the factors moderately affect the social adjustment of the first year students in the Institute Of Arts And Sciences in KASC.



Factor one (1) which is the “attendance to orientation” obtained the highest average weighted mean of 3.50 and falls under the description of much affect.

Orientation activities are designed to help new students adjust to college life (AACUP Survey Instrument, 2000). The Kalinga-Apayao State College conducts orientation programs for first year students at the start of each semester. The orientation program aims to inform students of the services, facilities and other resources that the college offers (Taguba, Adoracion November,2009). It is for this reason that ‘attendance to orientation programs’ much affect the level of social life adjustment of the respondents. There is much information disseminated in orientation programs that can help first year students adjust to their new environment.

Factor number two (2) which is the “supportive parents and relatives” obtained the second highest average weighted mean of 3.45 which also falls under the much affect description. Studies of family relationships have revealed that all family relationships are important factors in the individual’s growth and development (Hurlock, 1996: Wikipedia.Free.Encyclopedia.2010). The family has the greatest impact on the individual. It is the most influential agent of socialization and place a pivotal role in shaping the personality of children. The family is the first school of life and love, the seedbed of values and the nurturer of human nature ( University of Asia-Pacific, 2005).

Factor ‘faculty and school personnel’ obtained the lowest mean of 3.18 or moderately affect. The low perception on the effect of ‘faculty and school personnel’ is surprising because the faculty and school personnel are important stakeholders in any educational institution. A competent faculty is one of the indispensable elements of a good school (AACUP Survey Instrument, 2000). However the research of Buenrostro ( 2002) stated that the faculty have more effect on the intellectual or academic development of college students than on their social life.

**Variable of Age**

**Table 12 Extent of Factors on the level of Social Life Adjustments of the First Year Students in the Institute Of Arts And Sciences in KASC**

Age	Average	Rank
15-20	3.35	1
21-25	3.32	2
26-30	3.30	3
TAWM	3.32	

F. 05= .488

F-ratio= .724

Decision: Significant/HO rejected



The respondents aging 15-20 obtained the highest average weighted mean of 3.35 which falls under the descriptive equivalence of moderately affect. Second in rank is the group of respondents aging 21-25 years old with a weighted mean of 3.32. The lowest perception is obtained by the age group 26-30 with a mean 3.30. All obtained means are described as moderately affect.

The 15-20 groups or the adolescent group of respondents perceived higher than their counterparts because this group is the most anxious to improve their personalities in the hope of advancing their status in the social group, but many of the conditions influencing their self-concept are beyond their control and they perceive these to have much effect on their social adjustments (Hurlock,1996:wikipedia.free.encyclopedia.2010).

The 26-30 group perceived the lowest because this age group is the young adult group who are expected to have achieved independence and well-developed self-concept so that their social life is less affected by factors (Morales,2003).

As the table shows, the obtained F-ratio is .724 and this is much higher computed tabular of .488 at.05 level of significance. This means that there are significant differences on the perceptions of the respondents with the respect to their age.

### Variable of Sex

Table .Effect of Factors on the Social Life Adjustments of the First Year Students in the Institute of Arts and Sciences in KASC as to Sex

Sex	Average	Rank
Male	3.13	2
Female	3.51	1
Total	3.32	

F. 05= .046

F-ratio= 4.118

Decision: Significant/ Ho rejected

The table shows that the female respondents showed the highest obtained average of 3.52 which is described as much affect followed by the male respondents with an obtained average of 3.14 and is described as moderately affect.

The females perceived higher than their male counterparts because it is a fact that women are easily affected by their social and physical environment (Kahayon, 1975).According to Michel Foucault, being a female characterizes one as a woman, and being a woman signifies one as weak, emotional, and irrational, and is incapable of actions attributed to a "man". As the table shows, the obtained F-ratio is 4.118 is much higher than the tabular of .046 at .05



level of significance. This means that there are significant differences in the perceptions of the respondents on the extent of effect of factors on the social adjustment of the respondents with respect to their sex.

#### Variable of Course

**Table 16. Effect of Factors on the Social Adjustments of the First Year Students in the Institute Of Arts And Sciences in KASC as to Course**

Course	Average	Rank
AB History	3.45	1
AB English	3.35	4
AB Political Science	3.32	2
BS Public Administration	3.25	5
BS Criminology	3.21	3
Total	3.32	

F. 05= .029                      F-ratio= 2.892                      Decision: Significant/ Ho rejected

The table reveals that the history group obtained the highest mean of 3.32 also described as much affect. The respondents claim that they have adjusted well in their new environment because of the different factors such as: orientation programs, friendly and approachable advisers, socialization and other activities, initiated by the school and especially the History Club.

As the table shows, the obtained F-ratio is 2.892 is much higher than the F-tabular of .029 at.05 level of significance. This means that there are significant differences in the perceptions of the respondents with respect to course.

#### Variable of Ethnic Affiliation

**Table 17. Effect of Factors on the Social Adjustments of the First Year Students in the Institute Of Arts And Sciences in KASC as to Ethnic Affiliation**

Ethnic Affiliation	Average	Rank
Kalinga	3.31	4
Ilocano	3.34	1
Igorot	3.33	2
Others	3.30	3
Total	3.32	

F.05= 0.584                      F-ratio=1.416                      Decision: Not Significant/Rejected

It is revealed on the table that the Ilocano group obtained the highest mean of 3.32



As the table shows, the obtained F-ratio is 1.416 is much higher than the F-tabular of .584 at .05 level of significance. This means that there are significant differences in the perceptions of the respondents with respect to Ethnic Affiliation.

## **CONCLUSIONS**

Based on the findings of the study, the following are concluded:

1. The study revealed that the social adjustment of freshman students of the Institute of Arts and Sciences of KASC is moderate. The study further presented that there are no significant differences in the perceptions of the respondents on the level of social adjustments of freshman students in the Institute of Arts and Sciences of KASC along age, sex and ethnic affiliation. However, significant differences are noted along the variable course.
2. The study also determined that the factors moderately affect the level of social adjustment of the freshman students. Moreover, there are significant differences in the perceptions of the respondents along the identified variables of age, sex, course and ethnic affiliation.

## **RECOMMENDATIONS**

Based on the findings and conclusions submitted, the following are recommended:

1. The student must have many opportunities to learn to interact with students and teachers. This means sufficient time spent on student orientation, seminars, discussions, projects, and opportunities to clarify concepts and challenges that will displace anxieties and misconceptions among freshman students.
  - 1.1 A Comprehensive orientation on student's rights, privileges, duties and responsibilities must be conducted in the institute level to allow for individualized clarification of issues and concerns and to establish closer relationship between the faculty and the students in each institute.

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