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**| RESEARCH ARTICLE**

**Factors Affecting the Adjustment to College Life of Freshmen Students of College of Business and Accountancy**

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**| ABSTRACT**

This research identified the factors influencing the adjustment to college life among freshmen students, specifically focusing on those enrolled in the College of Business and Accountancy. The findings of this study will serve as the foundation for an actionable plan to be presented to the University of Cebu's administration department. A descriptive-correlational research method was employed, utilizing data from the Freshmen Interaction Form gathered over the past decade. The research uncovered a significant correlation between the factors impacting freshmen students' adjustment to college life and their gender. Among freshmen in the College of Accountancy, these factors were found to be linked to their biological sexual orientation. Notably, factors such as Personal, School-Related, Interpersonal, and financial aspects were identified as the primary influencers on the adjustment of first-year students within the College of Business and Accountancy. This study sheds light on the nuanced nature of college adjustment factors, especially among students pursuing business and accountancy degrees, and provides valuable insights for enhancing the support systems and services offered by the University of Cebu.

**| KEYWORDS**

Factor Affecting College Adjustment, College Life, Business and Accounting, Quantitative Research, Descriptive-Correlational

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**1. Introduction**

According to one of the great philosophers, Aristotle, education is the best provision for life's journey." When discussing education, you must take many challenges to reach your life goal. One of those is upon entering college; college is a chance for young people to take on the challenges in their educational life. A new student in college may need help in studying and psychological development if he can adapt to the new environment quickly. (Mutambara, Gweru Zimbabwe, 2012).

Becoming a college student is where you experience a lot from adolescence to young adulthood. It is a life-changing experience. It includes students meeting new different kinds of people with varying types of personalities and high demand in academics, which leads them to have academic difficulties.

The young ones of today are faced with many responsibilities. According to Boyd & Bee (2006), they need extra time to develop their technical and specialized skills and have more educational experiences and professional training since they face the multi-faceted and complex world of work and highly specialized tasks. Meanwhile, the teenager's responsibilities of adulthood are burdensome; being in young adulthood is when experimentation and exploration of life possibilities begin.

Young people will have difficulty adjusting to the changes that will happen to them from high school to college due to some physical and psychological changes from childhood to adolescence. These changes were often misunderstood and misjudged as they struggled to leave behind their childhood and become adults. This phenomenon contributes to how well they are going to adjust to college.

The single most important thing among adolescents is social acceptance. If you do not have a circle of friends, in the teenage world, you are nothing, and you cannot easily adjust to your new environment. This may be one of the reasons why peers play a significant role in the development of the individual. Adolescents become closer to their peers as they grow up. They want to spend more time with their friends than with family.

Research from the 2011 National Center of Education Statistics states that most dropouts leave college before entering their second year because of one or more factors that affect their college adjustment, and only three out of every five four-year college students graduate within six years.

"Such criteria have typically defined a successful adaptation to college as remaining in college, enjoying psychological well-being, and performing well academically. It is well-adjusted graduates believed to drive a strong internationally competitive economy compared with their poorly adjusted counterparts" (Mutambara et al., 2012; Lapsley & Edgerton, 2000).

The University of Cebu is one of the fastest growing if not the most dynamic, universities in the City of Cebu today. As an institution of higher education, the University of Cebu recognizes the vital role that education plays in addressing both individual and societal needs. This recognition is deeply rooted in an appreciation for diverse interests and a commitment to fostering an environment conducive to security, peace, and progress. In pursuing this mission, the University is further committed to preparing individuals to improve their quality of life.

One of the courses that the University offers is the College of Business and Accountancy, for they have the most increasing growth in popularity in the industry, and it has the largest population on the campus.

The College Guidance Services Center is one of the support systems of the University, which aims to help the students by giving a different service to address the needs of the students. One of the services offered by the Guidance Center is the Counseling Service, the heart of the Guidance, and under the said service is the Freshmen Interaction to the students, shifters, and transferees.

The factors affecting adjustment to college life of freshmen students in the College of Business and Accountancy were seen in observational behavior. Hence, this study was conducted.

## **2. Theoretical-Conceptual Framework**

This study was anchored on the theory of self-determination theory or SDT. The theory of motivation presented here serves as a comprehensive framework for the examination of human motivation and personality. It was originally formulated by Edward L. Deci and Richard M. Ryan. The theory states that human experience is natural to development and psychological growth. Integrating the person's experience is a cohesive form of a sense of self and a person's instinctive experience, a drive to master challenges (Jennifer et al., 2014). Self-determination articulates a meta-theory. This theory delineates the functions of both intrinsic and extrinsic motivation within the realms of cognitive and social development, as well as individual variations. It stands as a structured framework that elucidates the intrinsic and extrinsic origins of motivation (Ryan and Deci, 2000).

According to Wilson et al. (2008), the self-determination theory approach provides factors endorsed by more adaptive significant flexible for understanding patterns of exercise behavior, well-being outcomes with exercise participation, and intrapersonal (e.g., basic psychological needs) and interpersonal (e.g., supportive autonomy contexts) factors which promote more adaptive (or self-determined) motives for exercise.

Gagne and Deci (2005) mentioned that the difference between autonomous and controlled motivation is central to self-determination theory (SDT). Hence, autonomy means endorsing one's action at the highest level of reflection, and it involves acting with a sense of volition and having the experience of choice. Intrinsic motivation exemplifies a form of autonomous motivation. When individuals engage in an activity because they inherently find it interesting or compelling, they do so entirely out of their own volition and genuine interest. In contrast, being controlled involves acting with a sense of pressure, a thought of having to engage in the actions. The early experiments found that using extrinsic rewards persuades controlled motivation (Gagne & Deci, 2005). To summarize, it is autonomous when it is intrinsically motivated or regulated by identification. It is controlled behavior when regulated and restricted by external contingencies or introjected demands (Black & Deci, 2000).

Furthermore, according to self-determination theory, external regulations and their underlying values can undergo varying degrees of internalization through processes such as introjection, identification, and integration. Introjection involves taking in a contingency or regulation without accepting it as one's own, such that the introjected regulation essentially controls the person (e.g., planning to attend college to avoid feelings of guilt). The concept of identification within this framework pertains to recognizing the personal significance or value of an activity. This recognition enables individuals to regulate their behavior more willingly or autonomously. For instance, someone might plan to attend college because they genuinely perceive its relevance to their own goals or values. Finally, integration involves connecting that identification with other aspects of the self (e.g., planning to attend college because doing so resonates with different personal values and goals). Depending on the type of internalization, the resulting regulation will be relatively autonomous versus controlled, with integration being the basis for the most autonomous extrinsic motivation, followed by identification and introjection. The more thoroughly a regulation or value is fully internalized, the more advantageous it is expected to be for the person's well-being. Because full integration is relatively rare among adolescents, the current studies focus on external, introjected, and identified forms of extrinsic motivation (Niemic et al., 2006).

Parents are the foremost striking socializers for student teenagers, and they change impressively within the degree to which their styles tend to encourage versus frustrate their offspring, which require fulfillment. SDT recommends that parents who back their children for relatedness and independence will be more beneficial to the improvement than parents who tend to disappoint their needs (Ryan & Deci, 2002). In this way, the degree to which teenagers require fulfillment from socializers will impact the degree to which they have internalized critical surrounding values and controls, such as going to college (Niemic et al., 2006).

Niemiec (2006) also found that parents' perceived need for support was a solid connection to their teenager's autonomous self-regulation and psychological well-being. These come about to emphasize the effect of socializers, especially parents, providing social situations that permit teenagers to fulfill their psychological needs for independence and relatedness. When a parent fails to provide for the needs of their children, teenagers' self-regulation is likely to be more controlled, and their prosperity is expected to suffer. Thus, the crucial part of parents as the provider of their needs, support, and facilitators of their teenager's independent self-regulation and psychological well-being appears very clear.

Moreover, self-determination theory comprises four micro theories: cognitive evaluation, organismic integration, causality orientations, and basic needs. Cognitive evaluation theory clarifies the impacts of the environment and social setting encouraging or undermining inherent inspiration. Organismic integration theory centers on the internalization handle of completing behavior. In other words, individuals can move along the inspiration range, becoming more self-determined in locks-in behavior as they internalize possession of the movement. Causality orientation theory addresses the person's differences in the predisposition toward a more self-determined behavior. In conclusion, basic needs theory portrays basic psychological needs that are universal human and imperative for well-being. These needs are autonomy, relatedness, and competence.

As mentioned in the study of Luyckx et al. (2009), the need for autonomy refers to an individual's use to encounter choice within the start, upkeep, and control of behavior. When this need is fulfilled, the person feels a sense of psychological opportunity in his or her activities. The need for competence alludes to an individual's need to succeed at ideally challenging errands and able to achieve desired outcomes. Fulfilling this need leads to recognition of authority, individual victory, and control of outcomes. Finally, the need for relatedness alludes to an individual's need to build a sense of common regard and connectedness with others. Fulfilling this need results in a feeling of being sustained by a social arrangement (Luyckx et al., 2009). SDT argues that these three essential psychological needs decide human behavior over diverse circumstances and contexts because they propel and affect a wide variety of human behavior (Deci & Ryan, 2000). The fulfillment of these three essential psychological needs advances ideal working, everyday well-being, and the realization of one's development propensities. To the extent that needs are hindered, people relapse to a state of lack of involvement, ill-being, and estranged working (Deci & Ryan, 2000).

## Schematic Diagram

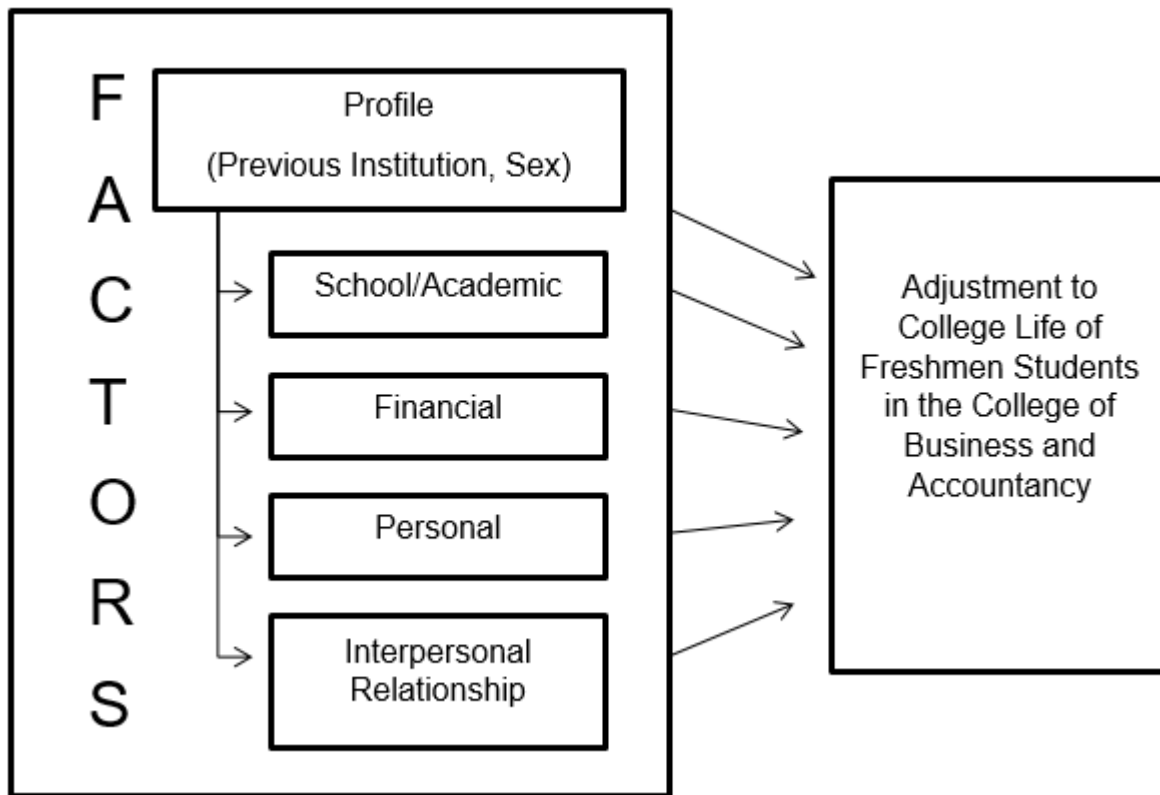


Figure. 1 Schematic Diagram for Conceptual Framework

Astin's proposed Retention Theory in 1984 underscores the significance of student engagement and involvement within the college context. It emphasizes how the outcomes achieved by higher academic institutions are closely tied to the ways in which students evolve and develop, particularly in relation to their participation in co-curricular activities. It emphasizes the fundamental concept of the theory based on the three elements; the first one is the student's inputs, such as their socioeconomic, foundation, and any past encounters. The second element is the student's environment, which the students will fundamentally be experiencing in college. The last element is the student's outcomes after graduation, precisely their characteristics, knowledge, attitudes, beliefs, and values that would exist (Student et al., 2007).

"The Retention Theories put forth by Tinto (1982) and Astin (1984), which place significant emphasis on student experiences as predictive of their commitment to college, jointly recognize that students' success is shaped not only by their background or personal characteristics but also by the experiences they encounter within the university environment" (Aleksandra Stoklosa, 2015). The Theory of Departure by Tinto accepts that students must detach from the group they were once elated in, experience a transition, and incorporate and adopt the normative behaviors of the new group (Kuh et al., 2006).

Tinto recognizes three significant sources of the student in his study: academic challenges, the failure of people to resolve their instructive and word-related objectives, and their disappointment over getting to be or staying within the mental and social life of the institution (Kuh et al., 2006).

Thus, the researcher wants to conduct this study for the benefit of the University in improving the services of their Guidance Center and for the students to identify the factors that affect their adjustments in college life and in improving their performance with the findings established in this study.

### **3. Review of Related Literature**

This chapter discusses the literature and related studies used in the study initiated. It also includes the studies and literature of various researchers and authors that may have relevance in studying the factors affecting freshmen students' adjustment to college life.

Adjustment is the process of adapting or becoming used to a new situation. (<http://vocabulary.reference.com/browse/adjustment>). It demonstrates a person's battle to survive in their social and physical environment. Also, as specified within the study of Malhotra and Sihotra (2013), the adjustment could be a tireless highlight of human identity. A man adjusting to nature can lead to a happy and wholesome life. The biological concept of adjustment has been borrowed and changed to some degree by analysts and renamed "adjustment," the individual's battle to acquire or survive in his/her social and physical environment. The term "adjustment" is frequently employed interchangeably with "accommodation" and "adaptation."

The method of adjusting to college can be complicated. The adjustment process is how the individual struggles, such as dealing with stress, tensions, conflict, and meeting the needs (Robinson, 2009).

During this process, the individual also exerts efforts to foster and uphold harmonious relationships with their environment. In adjustment, the two crucial factors are the individual and the environment" (Matumbara & Zimbabwe, 2012). The term signifies balance, which may be influenced by either of these forms (Malhotra & Sihotra, 2013).

The move to college has numerous challenges and troubles throughout the adjustment process. The moving process contains a lot of adjustment and life-changing choice-making. These incorporate being away from family, sadness, separation, expanding freedom, setting up modern social systems, and adapting to distinctive levels of academic stress (Arnett, 2000; DiconRayley& Chung, 2007; Lamborn & Grosh, 2009; Skowron et al., 2004).

Meanwhile, the move process could be a critical factor in student success, as recommended by most students who stop college (Rausch & Hamilton, 2006). Social adjustment to a college environment highlights student adjustment and serves as one of the first essential works rising grown-ups grasp that predicts victory in college and beyond (Baker & Siryk, 1989; McEwan, 2011).

According to Arnett (2000), "emerging adulthood" lies between the ages of 18-25, the basic formative arranges once a person transitions from youth to adulthood. Within this age, people decide what people they are in regarding their concerns, for example, individual ethics and points of view, cherish, and vocation. This liminal development stage is imperative since people can explore their character inside a setting that is regularly free from the limitations of parental oversight that characterize adolescence or the obligations related to adulthood. Moving away to college can play a crucial role in the process. It commonly leads to increases in emerging adults' autonomy, prompted by changes in residence, places of work, and the development of a new circle of friends (Arnett, 2000). College students adjust to an adjustment arrangement to oversee their superior approaches to life; these adjustments form academic digestion to the individual, passionate, and social adjustment (Hiester et al., 2009).

In their work, Crede and Niehorster (2011) conducted a review and classification of college students' adjustment, categorizing it into four overarching domains: academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment. Academic adjustment reveals the degree to which students have adjusted to their academic demands as reflected in their states of mind towards their course of thinking, their engagement with the material, and the adequacy of their considering and academic efforts. Social adjustment reveals the degree to which students have adjusted to the social structures of college residencies and the more comprehensive college, taking part in campus exercises, meeting new people, and making friends instead of encountering challenges with loneliness or missing family. The personal-emotional adjustment reflects the degree to which students face stress, anxiety, and physical reactions (e.g., sleeplessness) to the request of the college environment. Finally, institutional attachment refers to the degree to which students identify with and become emotionally attached to the university community (Crede & Niehorster, 2011).

College adjustments are multifaceted and can be approached from various perspectives, often classified in terms of academic, personal, social, and attachment to the institution. An early definition of college adjustment, as suggested by Arkoff (2009), pertains to a student's interaction with their environment. His definition referenced students' academic achievement and personal growth as adjustment measures. College adjustments are multifaceted and can be approached from various perspectives, often classified in terms of academic, personal, social, and attachment to the institution. An early definition of college adjustment, as suggested by Arkoff (2009), pertains to a student's interaction with their environment.

Therefore, it is important to recognize that students' college experiences can vary significantly as a result of the differential influence of these various adjustment levels (College Student Adjustment; Examination of Personal and Environmental Characteristics, 2015).

Moreover, Malaklolunthu & Selan (2011) figured out that six categories affect students' adjustment in a university. Academic adjustments rank number one, followed by religion adjustments, personal adjustments, social adjustments, financial adjustments, and language adjustments.

Hannum & Dvorak (2004) said in their study that secure connections give the individual a sense of having a place, support, and a means to assess and adapt to the anxiety inherent in new and strange environments. The more securely attached an individual is, the surer he or she is to investigate and ace a new environment. Secure attachment is additionally thought to advance a passionate direction, such that a person can oversee anxiety, depression, and anger during periods of stress and when others are briefly inaccessible. One recent research shows that first-year students' interest in peer-led back bunches is driven by diminished discouragement and higher recognition of social provision during the college transition (Mattanah et al., 2010). These bunches served as a social back mediation, which affected the sharing of students' levels of social adjustment. Holding social capital talks to individuals' seen get to social support intervention their social networks (Putnam, 2000), and get to social back influential positions students to moves successfully amid there to start with year of college. Hence, those with higher acknowledgments of holding social capital within their college organize to report the higher social adjustment to the college.

Factors affecting the adjustment to college life

The adjustment to college life consists of four factors identified by the Guidance Counselors from the University of Cebu: School, Financial, Personal, and Interpersonal Relationships.

School or Academic Factor is how well the students cope with the demands of education, which include the fact that the classwork is too torturous, the classroom environment is not conducive, and difficulty managing time and teachers (behavior & competence). Most college students require an adjustment from the classroom setting to high academic expectations. Freshmen students frequently need to study hard to develop their study habits. When college students must adapt and juggle their priorities, they often encounter more comprehensive class instructors with varying teaching methods, deal with lengthier assignments, and confront higher expectations (Mutambara & Zimbabwe, 2012).

According to Malaklolunthu & Selan (2011), academic adjustment is primarily around organizing courses and facilities in the college. It is additionally the respondents' view on the general quality of education given in Malaysia. Most students need help adjusting to the new learning environment and expectations.

Furthermore, Mudhovozi (2012) revealed in his study that fear of disappointment was the most academic issue of concern among first-year students. They were anxious about passing all their semester courses. A few female respondents cited the need for strength to inquire questions in lessons, educating strategies that were distinctive from those utilized at high school, and using a few scenes by a lesson as issues of concern. It also emerged from the study that needing reference books and constrained education space influenced the students' performance. Also, the effect of different teaching styles at the University was found to be an academic stressor. The first-year students needed help adjusting to the different styles of teaching compared to school.

Financial factor includes the lack/delay of allowance for the student, self-supporting student, and working student. As a college student, there will be much financial stress that they will experience. One of the reasons is due to the cost of attending college. According to Long & Riley (2007), "In 2003, about 45 percent of dependent students had unmet need, the gap between the net cost of college (after including all sources of aid) and the expected family contribution."

In college, students find it more challenging to support their finances in school. College students decide to drop out of school and decide not to purchase required academic materials due to costs. In simpler terms, these students have faced immense challenges in securing the funds required to cover both their college tuition and living expenses. These financial struggles have become so overwhelming that some have contemplated discontinuing their college education despite the significant economic benefits associated with obtaining a college degree (Becker, 1993).

Davies (2000) and Martinez (2001) have challenged the view that outside components, especially issues related to students' financial hardship and the nature of the student's admissions, impact college withdrawal rates to a more prominent degree than issues related to viewpoints of the educational experience that institutions can help themselves control. A significant contention against the suggestion that financial hardship is the crucial determinant of decisions to drop out is that retention rates frequently

contrast massively between courses containing students of the same socio-economic foundation, both inside and over particular institutions.

Personal Factor involves students prone to emotional problems, including adjustment difficulty, poor study habits, low motivation, vices, poor health, not liking the course, outside interest/s, and poor communication skills.

According to Malaklolunthu & Selan (2011), personal adjustment trouble was based on a personal view, health problems, and feelings. The respondents have specific issues managing their health and views on the relationship among local students. Comparative issues were supported by the study of Thomas and Althen (1989) that states how international students can endure an assortment of personal adjustment issues such as depression, helplessness, hostility toward the host country, anxiety, and over-identification with the home country, withdrawal, homesickness, and loneliness (Malaklolunthu & Selan, 2011).

Chemers et al. (2001) found out in their study that the psychological orientations that students bring to the transition to college life are fundamental to their success in the setting. Confident and optimistic students view their worlds in means that are more likely to result in an effective adjustment. Such students hold stronger desires for themselves since they believe in their capabilities and that they see the world and their capacity to respond to it as less threatening. Since they are energized by the challenges of life instead of startled and immobilized by the dangers, they are calmer, less pushed, more beneficial, joyful, and better adjusted.

Wang et al. (2006) discussed in their study that first-year college students are fair within the vital organization from the youth to the adult. Their psychological improvements tend to mature, but not in the natural mature stage. In individuals' self-adjustment to environmental adaptation, their psychological status and behavior were affected by many factors. The current study shows that individual coping strategy and social support were important in his or her adjustment to the new college environment and proposes a model linking behavior adaptation to college, psychological health, individual coping strategy, social support, and demographic variables.

Interpersonal factors are how well the students interact with their families, classmates, or significant others to deal with homesickness. The family member is ill, lacks parental support/concern, is preoccupied with family responsibilities, has family conflict, has terrible peer influence, and has a disagreement with their significant other.

Students who are emotionally stable, socially assertive, and less theoretically detailed way better adjust to college because of their increased recognition of accessible social support. Students who see higher levels of social support may appreciate more prominent academic adjustment since they accept that teachers, classmates, and other peers are accessible to help them complete academic tasks. Perceptions of social support may have anticipated social adjustment because of exceedingly supported individuals' certainty that others are accessible to meet their social needs amid the transition to college. Perceiving social support is likely driven by increased institutional attachment because of the satisfactory social networks that have developed since arriving on campus (Lidy & Kahn, 2006).

Beyond personal characteristics, students' capacity to create significant associations influences their effective adjustment to college. It was noted that creating and keeping an adjacent back organized is one of the indicators of student adjustment. The back can take various forms, including passion, financial, and instrumental support. Creating a nearby bolster in expansion for aptitudes, for instance, learning to oversee modern social flexibilities and absorbing social life, is fundamental to social integration at college (Hannum & Dvorak, 2004).

Since connection to parents is an imperative indicator of college adjustment, one can sensibly expect that certain occasions may change young adults' attachment and influence their psychological and social adjustment. Personality and other dispositional components of children and parents positively influence the strength of the connection that is shaped. However, interpersonal occasions such as intrafamilial struggle and modification of the family structure through separation or partition may also influence attachment (Hannum & Dvorak, 2004).

Mattanah et al. (2011) cited in their study that the college student's quality of attachment to his or her parents influences the modern student's adjustment amid the transition to college. Finding family-linked indicators to college adjustment would direct student affairs experts in concocting educational and mediation programs to assist families in giving more grounded support for their children as they leave home. Attachment-based interventions reduce the chance of students dropping out, creating passionate and social issues while at college.

It was hypothesized by Schnuck & Handal (2011) that child-rearing fashion would be related to the level of adjustment, more particularly that a definitive child-rearing fashion would be related to the most excellent general adjustment to college. It was

anticipated that identity would also be related to adjustment to college, with Extraversion and Openness to Experience emphatically related to social adjustment, Honesty emphatically related to academic adjustment, and Neuroticism related to destitute social and personal-emotional adjustment (Schnuck & Handal, 2011).

In any case, Haussmann et al. (2007) portrayed the student's "sense of belonging" as one of the factors that added to retention. They are characterized as having a social place and more essential than a statistic or scholastic contemplations. In this manner, the expended chance that students go back to college the taking after year would have been top to the higher rate of tirelessness in case they have socially adjusted to the college.

Ellison & Lampe (2011) expressed that a few of the reasons why students leave college are fundamental (e.g., "lack of financial resources"), reasonably unmanageable, and improbable to be moderated by social intercessions. The degree to which students feel generally coordinated with one another inside the college and related to other people of the community, particularly other students, may be calculating that can conceivably be made strides by utilizing unused communication advancement stages. Social media instruments appear to be well-suited for tending to these social components since they are arranged to protect connections and act as social lubricants (Elison et al., 2011), empowering students to find common ground and learn more roughly others on campus (Ellison & Lampre, 2011).

Mudhovozi (2012) talks about how the first year of study in a university is stressful. The respondents detailed that they experienced both social and academic adjustment issues. Generally, females described higher social and academic adjustment challenges than males, showing financial problems.

Consolvo (2002) cited the significance of living environment, social support, and making significant relationships connections to students' overall adjustment to the college environment. Educating by giving openings for academic support and social and personal support increases their maintenance rates (Consolvo, 2002). Furthermore, multiple regression models illustrated that an authoritative parenting style positively affected student academic adjustment. Also, self-esteem was altogether prescient of social, personal, emotional, goal commitment-institutional, academic, and general adjustment of conventional college freshmen. Implications are drawn for guardians and educational institutions (Hickman et al., 2000).

#### **4. Objective of the Study**

The research examined the factors that influence the adaptation of first-year students in the College of Business and Accountancy to college life. It also investigated the relationship between these factors and the students' profiles, if any. The primary objective of this study was to pinpoint the factors that influence the adjustment of college freshmen to their new academic environment and understand how these factors subsequently affect their overall adaptation to college life.

#### **5. Methodology**

The methods and techniques used in the study are in this part. The chapter specifically covered the research design, environment, instrument, procedures, data gathering, and analysis.

##### **5.1 Research Design**

This study utilized a descriptive-correlational research method using the Freshmen Interaction Form of the guidance office for the past ten years. Figure 2 presents the research flow.



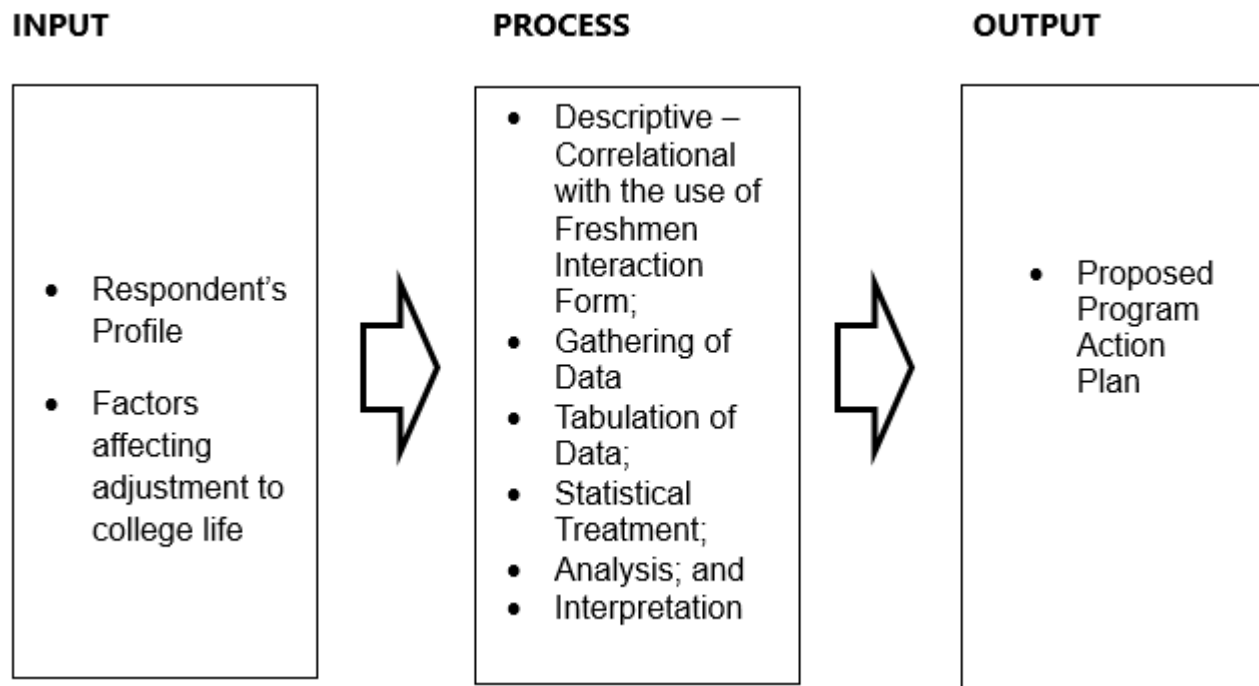


Figure 2. Flow of the Study

### 5.2 Research Environment

This study was conducted at the University of Cebu – Main Campus. The study is located along Sanciangko St., Cebu City. The campus offers a quality education that produces an efficient delivery of educational services that train students to become highly competitive in the industry. The campus is a learning ground that pursues excellence in social and economic development and environmental sustainability and utilizes appropriate teaching skills that nurture students to become highly competitive individuals.

### 5.3 Research Respondents

The research respondents of this study were freshmen students at the College of Business and Accountancy, for they have an increasing growth in popularity in the industry. It is the largest population on the campus. For the past three years, it has been composed of 8,000 students and 2,192 classified as freshmen students.

#### Research Instrument

The researcher used the freshmen interaction form of the College Guidance Office since they have been using this form for the past ten years. The questionnaire was made by the Guidance Counselors in 2010 and evaluated and validated by the Registered Guidance Counselors of the University of Cebu Main, College Guidance Services Center. They based it on the common factors presented by the students during their freshmen interviews and interactions. It is well explained how the students adjusted well in their college life, and the factors affecting adjustment to college life are already indicated in the form. Part 1 of the form deals with the respondent's profile, and the next part is the factors affecting adjustment to college life. The students must put checkmarks as perceived by the respondents.

### 5.4 Research Procedures

The freshmen students were given the Freshmen Interaction form during their three weeks of being a student at the University. The respondents' answers will be tallied, and the data gathered will be interpreted. After the gathering, the following statistical tools were used to analyze the data: Frequency Count and Proportion were used to summarize, analyze, and interpret the profile of the respondents; Weighted Mean and Ranking were used to summarize and analyze the factors affecting adjustment to college life; and Chi-square is used to determine the significance of the relationship between the factors affecting the adjustment to college life and the respondents' profile.

## 6. Results and Discussion

This chapter presents the data gathered from two thousand hundred ninety-two (2192) freshmen students at the College of Business and Accountancy for the past three years.

**Table 1**  
**Sex of the Respondents**

SEX	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	Total	Percentage
	(2015-2016)	(2015-2016)	(2016-2017)	(2016-2017)	(2017-2018)	(2017-2018)		
<b>Male</b>	436	82	82	42	74	63	779	<b>35.54</b>
<b>Female</b>	821	113	134	59	182	104	1413	<b>64.46</b>
<b>Total</b>	<b>1257</b>	<b>195</b>	<b>216</b>	<b>101</b>	<b>256</b>	<b>167</b>	<b>2192</b>	<b>100</b>

Table 1 displays the gender distribution of respondents within the University of Cebu - Main Campus, specifically focusing on freshmen enrolled in the College of Business and Accountancy Program. As stated, female respondents dominate with a total of 1,413, which is 64.46% of the total population, which is 2,192 of the said programs, while the male has 779 with 35.54%. This would indicate that more female respondents could interact with counselors and peer facilitators during the second week of their freshmen life in the institutions. With these, the result of the study may favor more the female gender. The data gathered covered the past three (3) school years since the instrument was used in the College Guidance Services Center.

**Table 2**  
**Factors Affecting the College Life Adjustment of Freshmen Students**

	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	Total
	(2015-2016)	(2015-2016)	(2016-2017)	(2016-2017)	(2017-2018)	(2017-2018)	
<b>School Related</b>							
Classwork is too hard	87	11	8	3	13	2	<b>124</b>
The classroom is not conducive to learning	72	4	10	2	5	1	<b>94</b>
Difficulty managing time	95	42	23	9	16	12	<b>197</b>
Teachers (behavior & competence)	21	13	12	4	10	4	<b>64</b>
<b>Financial</b>							
Lack/Delay of allowance	32	6	7	4	8	12	<b>69</b>
Working student	52	8	11	2	11	17	<b>101</b>
Self-supporting students	61	12	9	3	9	7	<b>101</b>
<b>Personal</b>							
Adjustment Difficulty	247	32	52	25	42	32	<b>430</b>
Do not like the course	82	9	12	8	13	12	<b>136</b>
Poor communication skills	116	19	16	7	10	6	<b>174</b>
Vices	21	0	2	1	2	4	<b>30</b>
Outside interest	12	0	1	0	3	2	<b>18</b>
Low motivation	26	2	5	4	12	5	<b>54</b>
Poor study habits	81	16	14	6	15	4	<b>136</b>
Poor health	12	2	2	2	2	1	<b>21</b>

<b>Interpersonal Relationship</b>							
Lack of parental support/concern	13	2	3	4	8	4	<b>34</b>
Homesickness	27	4	2	2	4	2	<b>41</b>
Family members are ill	21	1	1	3	3	3	<b>32</b>
Preoccupied with family responsibilities	19	1	4	2	9	1	<b>36</b>
Conflict in the family	53	4	4	1	11	2	<b>75</b>
Disagreement w/ significant other	61	2	2	4	24	12	<b>105</b>
Bad influence by peers	34	3	12	3	23	10	<b>85</b>
Preoccupied with family responsibilities	12	2	4	2	3	12	<b>35</b>
<b>Total</b>							<b>2,192</b>

Table 2 shows the four factors with its specific statement. The first factor is school-related; students had difficulty managing their time, their classwork was too challenging, and the classroom was not conducive to learning and their teachers (behavior and competence). The second is financial; students were looking for a scholarship, which is working students, lack/delay allowance, and some are self-supporting. The third is personal, where students need help adjusting to college life, followed by poor communication skills. Some do not like the courses they have taken, some have poor study habits, some have low motivation, and some have vices. Lastly, with interpersonal relationships, students disagreed with their significant others because they followed the bad influence of their peers. Some students showed conflict existing within their families, and some expressed homesickness. With these, the respondents have chosen more personal factors, like the ones that affected their adjustment to college life.

**Table 3**  
**Summary of the Factors Affecting the College Life Adjustment of Freshmen Students**

<b>Factors</b>	<b>1<sup>st</sup> sem (2015- 2016)</b>	<b>2<sup>nd</sup> sem (2015- 2016)</b>	<b>1<sup>st</sup> sem (2016- 2017)</b>	<b>2<sup>nd</sup> sem (2016- 2017)</b>	<b>1<sup>st</sup> sem (2017- 2018)</b>	<b>2<sup>nd</sup> sem (2017- 2018)</b>	<b>Total</b>	<b>Percentage</b>
<b>School Related</b>	275	70	53	18	44	19	<b>479</b>	<b>21.85</b>
<b>Financial</b>	145	26	27	9	28	36	<b>271</b>	<b>12.36</b>
<b>Personal</b>	597	80	104	53	99	66	<b>999</b>	<b>45.58</b>
<b>Interpersonal Relationship</b>	240	19	32	21	85	46	<b>443</b>	<b>20.21</b>
<b>Total</b>							<b>2192</b>	<b>100</b>

Table 3 shows that in the three years, the respondents chose more on their factors, with 999, which is 45.58% of the total population, followed by their school-related with 479 (21.58%, interpersonal relationship with 443, 20.21% and the least is financial with 271 that is 12.36%. In this data, the respondents' factor indicates difficulties in adjusting to their college life as freshmen. The researcher needs to provide an action plan on how the incoming freshmen will fully adapt to the environment and other aspects that would enhance and improve their capabilities.

**Table 4**  
**Relationship of Sex to the Factors Affecting the Adjustment to College Life of Freshmen Students**

<b>Factors</b>	<b>Observed</b>	<b>Expected</b>	<b>O – E</b>	<b>(O – E)2</b>	<b>(O – E)2/E</b>
<b>School Related</b>	196	170.23	25.77	644.09	3.78
<b>Financial</b>	124	96.31	27.69	776.74	8.05
<b>Personal</b>	337	355.03	-18.03	325.08	0.92

<b>Interpersonal Relationship</b>	122	157.43	-35.43	1255.28	7.97
<b>School Related</b>	283	308.77	308.77	-25.77	664.09
<b>Financial</b>	147	174.69	174.69	-27.69	766.74
<b>Personal</b>	662	643.97	643.97	18.03	325.08
<b>Interpersonal Relationship</b>	321	285.57	285.57	35.43	1255.28
					$\sum$ 32.15

Table 4 shows the three-year backward data with the Chi-square test results. This was used for evaluation to test the relationships between the factors affecting their adjustment to college life and their sex. Based on the result, the result is 32.15 with degrees of freedom = 3, and using the probability level (alpha) = 7.815, it stated that it would reject the null hypothesis because 32.15 is more significant than 7.815 (for alpha = 0.05). Thus, it will reject the null hypothesis = there is no significant relationship between factors affecting their adjustment to college life and their profile (sex). This would mean that there is a relationship between these variables. It was also shown that female dominates each factor, from personal, which has 662, and school-related, 283. Interpersonal relationships with 321, and financial with 147, while males had 337 in personal factor; school-related had 196, financial had 124, and interpersonal relationships had 122. This data clearly shows that female respondents are more on their personal factors than other factors.

## 7. Conclusion

The study determined the factors affecting how well first-year students in the College of Business and Accountancy adapt to college life. It also investigated whether there was any link between these factors and the student's profile. The main goal was to uncover which factors influence freshmen's adjustment to college life and understand how these factors shape their overall adaptation experience.

The investigation unveiled a noticeable predominance of female respondents within the participant pool compared to their male counterparts. Factors influencing students' adjustment to college life were identified as school-related, financial, personal, and interpersonal factors. Significantly, these factors exhibited correlations with the biological sexual orientation of the respondents.

This study focused exclusively on first-year students in the College of Business and Accountancy, limiting its generalizability to the broader population of freshmen students. Additionally, it was conducted within the college in the University, characterized by a predominantly female student body, which may not necessarily represent colleges with a more balanced or male-dominated student population.

For future research endeavors, it is recommended to delve into the contextual influences surrounding the factors identified by the respondents. A broader investigation could explore the underlying reasons behind the success of freshman students in their chosen degree programs. Furthermore, assessing whether these factors correlate with potential causes leading freshmen to discontinue their studies would be valuable.

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