

# Personal, Social and Academic Challenges: Basis for Developing an Intervention Program

**Ron Sedrick E. Reyes<sup>1</sup>, Faye Sharon N. Almendral<sup>2</sup>, Ronnie B. Rubi<sup>3</sup>**  
Bicol State College of Applied Sciences and Technology, Philippines  
*rsereyes@astean.biscast.edu.ph<sup>1</sup>, fayenapay@gmail.com<sup>2</sup>,  
ronbrubz@gmail.com<sup>3</sup>*

**Asia Pacific Journal of  
Multidisciplinary Research**  
Vol. 7 No.4, 132-142  
November 2019 Part III  
P-ISSN 2350-7756  
E-ISSN 2350-8442  
www.apjmr.com  
CHED Recognized Journal  
ASEAN Citation Index

*Date Received: September 6, 2019; Date Revised: November 22, 2019*

**Abstract**—Schools ensure that students get maximum results as they are given access to education. This study explored the challenges encountered by 163 first year college students of a state college in the Philippines for academic year 2019-2020, in order to formulate appropriate intervention program to address students' needs that impede self-development and well-being. This descriptive qualitative study used phenomenological and content analysis models to describe the commonality of experience of student challenges. Analyzed data through thematic analysis captured the possible personal, social and academic challenges experienced by college students. The revealed challenges were: Financial Difficulties, to be the most prevalent, followed by excessive use of social media and online gaming, difficulty coping with course subjects, alcohol and drug use, communication problem, difficulty making friends, gender identity expression and bullying. Based on these findings, intervention programs were identified: Family-focused activities, Special Focused Group for Self-Expressions, Self-Help Behavior Modification Modules, Strengthening of Consultation Hours, and Support Group for Working Students to be able to facilitate maximum development of students towards their full potential. The findings would serve as guide for Educators and Guidance Counselors in the practice of their professions. Under the Sustainable Development Goals of the Country the recommendations would encourage student well-being as well as promote reduction of inequalities.

**Keywords**—separated parents, social media usage, online gaming, student challenges, intervention, routine interview

## INTRODUCTION

Opportunity for the advancement of students is an important concern by the Philippine government. Schools are trusted with the responsibility of ensuring that students get the maximum results as they are given access to education. In Pawilen and Manuel even emphasized the importance of identifying existing programs and the challenges in implementing them [1].

Student development is one challenging aspect for educational institutions. No matter how they are described to be highly knowledgeable in terms of having easy access to information and being socially confident, students, nowadays, could be seen as vulnerable to low esteem, as evidenced by the data from the World Health Organization that Suicide is the 3<sup>rd</sup> leading cause of death in young people ages 15-19, a considerable number of ages 11-19 were reported for having been cyber bullied, LGBT youth from schools report that they do not feel accepted, adolescents report feelings of loneliness at some time, and depression as most common illness many [2]. These data would mean that schools have important functions to do, that is, to find out what leads the present generation of individuals to submit to suicide, loneliness,

feelings of unacceptance, unmotivated, and all other maladjustments. Identifying the probable causes entails understanding individuality, which will give sufficient information for schools to develop programs to help ease out these difficulties being experienced by young people.

This research is guided by theories and model toward designing programs for student development. The Ecological Systems Theory, as authored by Bronfenbrenner, refers to the environmental systems with which a person interacts and be influenced upon. The Microsystem refers to the interconnection between the immediate individual's development which includes the family, neighbor and school. With these influences, an individual's development is affected both positively and negatively. The school plays a vital role in influencing students over-all well-being. [3] With this, an Intervention program will be essential in dealing with personal issues and facilitating growth of students. Another theory is the Social Learning Theory by Albert Bandura, in this theory, reinforcing a positive thought, feeling or behavior would more likely be repeated, In designing an Intervention Program, positivity and empowerment by means of programs

which display openness, confidentiality and affirmation would make the students and parents be open about new learning's and suggestions and be able to apply them in real life [4].

This study also patterns with the Villar model in developing guidance and counseling programs using the personal, social, and educational data as important individual inventory data about individuals in schools. With a well-rounded picture of client available for references, programs can be more responsive to specific needs [5].

In designing intervention programs for students, specific needs are important variables that need to be ascertained in order to ensure appropriateness of such programs. Villar advocates on understanding the needs of students before providing an effective program for them [5]. The study conducted by Erbil et al gave importance in investigating the relationship between emotional intelligence and burnout levels of students. Emotional intelligence and burnout levels are necessary variables that indicate needs or challenges of students [6]. In particular, this study looked into the personal, social and academic challenges experienced by students which were made bases for creating interventions.

In Villar model, personal challenges refer to those being experienced by an individual involving family and home environment, interests, goals and strengths. Social Challenges refer those being experienced by an individual involving support systems and social influences which may hinder social development. Academic challenges refer to those being experienced by an individual involving problems that may obstruct academic progress and socialization. [5] These data can give indications for individual's mental ability and aptitude.

This research aimed to identify the personal, social and academic challenges encountered by the students. After which, the gathered information will be utilized to make the most appropriate guidance and counseling intervention program.

## **MATERIALS AND METHODS**

### **Design**

The research made use of a mixed model qualitative design of phenomenology and Routine Interview content analysis.

Interest on describing the experience of the challenges of the current generation led the researchers to use Phenomenological method. This way, researchers found ways to understand the constructs that people encountered in everyday life in order to make sense of

their world, as well as, in order to describe the commonality of experience of student challenges.

### **Participants**

One hundred sixty-three (163) first year students enrolled in the various programs under the College of Arts and Sciences in the 1<sup>st</sup> semester, A/Y 2019-2020, were gathered through cluster sampling, as the respondents in this research.

College of Arts and Sciences (CAS) is one of the four flag-ship colleges in the subject state college. The researchers have chosen to inquire on the challenges encountered by students from the College of Arts and Sciences. CAS programs are varied in nature to include these arts and sciences curriculums: Food Technology, Exercise and Sports Sciences, Entrepreneurship, Electronics Multimedia and Computing. On the other hand, the rest of the colleges concentrate on single or related programs like Architecture and Engineering, Trades and Technology, and Education. For this reason, the researchers deemed wise to consider CAS to capture general information of student challenges for all other colleges.

### **Materials and Procedure**

Data were collected through routine interview performed by the registered guidance counselors through purposive sampling. A brief qualitative routine interview questionnaire was used to collect the participants' socio-economic characteristics and the challenges they experience. Frequency distribution was used to profile the College of Arts and Sciences students in terms of their socio-economic status and the challenges they encounter as freshmen students.

The routine interview protocol was validated by a registered psychometrician and by a registered guidance counselor. A routine interview is a one-on-one session with the counselor that made use of a semi-structured interview made use of interview guide or the interview protocol composed of 3 main questions with 2-3 sub-questions which are open-ended.

The interview process started with the validation of the Routine Interview questions by 3 guidance office professionals. The validated interview protocol was used as interview guide.

In going through the interview, the researchers thanked the interviewees for their willingness to become participants in the research. Interview and data gathering purposes as well as the commitment for confidentiality were presented to participants. After which, participants were asked to sign the consent form. The interview was

conducted at guidance office for a duration of 30-40 minutes in average. The participants were informed that they are free to withhold or decline continuance of their participation at any time of the interview.

The transcripts of the interviews were analyzed using content analysis. The analyzed themes gathered from the contents of the routine interview responses gave a general characterization of the personal, social and academic challenges being experienced by the first-year students under the College of Arts and Sciences. Information such as family background, home environment, social development, academic progress and emotional concerns have also been inquired.

## RESULTS AND DISCUSSION

### Challenges

The analyzed data through content / thematic analysis captured the personal, social and academic / career challenges experienced by the first-year college students. The challenges that were revealed to be prevalent are: *communication problem, difficulty making friends, gender identity expression and bullying, excessive use of social media and online gaming, alcohol and drug use, difficulty coping with course subjects, and financial challenges.*

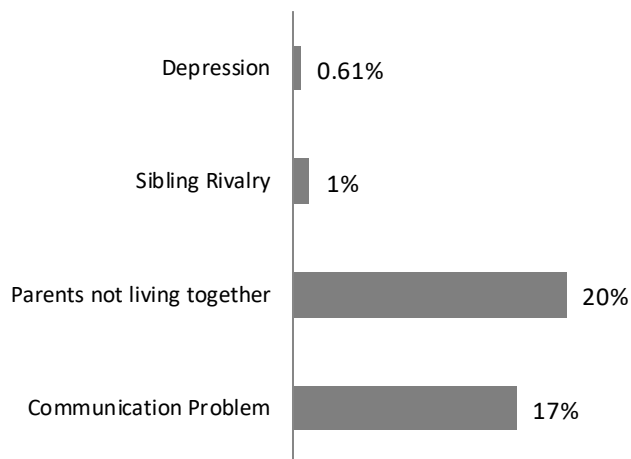


Figure 1. Bar Graph for Personal Challenges

**Communication Problem.** Students reported that they have difficulty sharing their problems at home. Pressures from family expectations have also been reported as source for communication problem. Students would often just abide with what the family expects of them even if they are against it. For those with step-parents, though they maintain civil relationships, students struggle with situations regarding

difficulty in expressing their thoughts and feelings toward them. This is related to a study by Vuchinich wherein parent-child communication is important in child development because of its associations with child outcomes. Positive parent-child communication is essential in the development of attachment, social competence, emotional regulation, cognitive ability, and morality [7], while negative family communication is linked to cognitive, emotional, and behavioral problems [8]. Due to their key role in the development of and how they demonstrated links to child and adult behavior problems, it would be beneficial if a program would be developed to address this concern from the students.

*It is hard for me to talk to my parents because they are always shouting at each other [student]*

*My parents do not hug me or talk to me whenever I am feeling stressed [student]*

*I'm not open to them, hindi ako nagoopensakanila, nandoonakosabahay para magpahinga at tumulongnarin. Hindi kami close ng parents ko, may mga instances na may hindi kami pagkakaunawaan. (I'm not open to them. I don't open up to them. I go home to rest and help out. My parents and I are not close. There are instances that we don't understand each other.) [student]*

*Nag absent akosa midterm dahilnanganak ang baboynamin, hindi ko dawpwdepabayaang bakamamatay ang mgaanak said my parents. (I was absent last Midterm because our pig gave birth. My parents told me to look after the piglets so that they wouldn't die.) [student]*

*My problem with my parents is sometimes they can't support me with other occasions in school. [student]*

**Parents not living together.** Students considered living together of parents as important in their development because they wanted that parents would help each other support the family.

*They are separated. My relationship with my father is not okay, cause I can't see nor touch him [student]*

*We don't have a contact number or news to our father because they are separated when we were young, it affected the financial and relationship aspect of my family [student]*

*My parents are 9 years separated, mahirap lang makipag communicate because my father*

does not have a cell phone.(My parents are separated. It's difficult to communicate with my father because he doesn't have cellphone.) [student]

Wala binibigay ang papa ko dahil walaysilani mama, it is very hard for us financially and for me to finish my course.(My father does not contribute because my parents are separated. Financially, it's very hard for us and for me to finish my course. ) [student]

Ang problema ko is ang akingama, sanamagampanan ang tungkulinniyana financial para saakin at saakingkapatid. (My problem is about my father. I hope we does his duty for financial provision for me and my siblings.) [student]

**Sibling Rivalry.** Students report that competitions at home with siblings affect them negatively.

Mas kinakampihan ng magulang ko ang kapatid ko kaysasaakin.(My parents take the side of my sibling over mine).[student]

I have many household chores compared to my brother, unfair on my part because I am in college already. [student]

my brother is spoiled by my mother, sometimes she favors my brother [student]

**Depression.** Students report that too much tasks bring them to burn out.

Maramingproblema, minsan di ko naalam kung anogagawin ko, natutulog nalangako, I think I'm depressed. (There are so many problems. Sometimes, I would rather sleep. I think I am depressed.) [student]

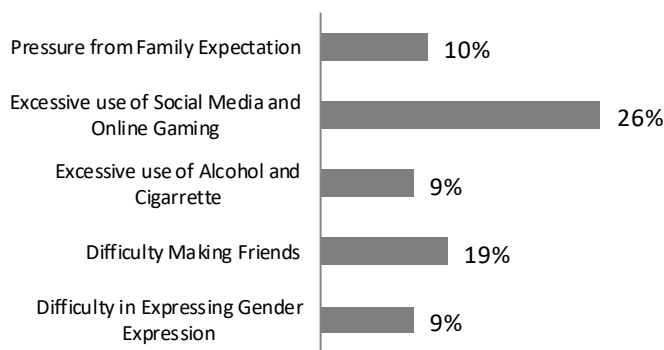


Figure 2. Bar Graph for Social Challenges

**Difficulty in Making Friends.** There were also students who shared having difficulty in making friends. Sources of this difficulty include being too shy because of their inherent personalities, lack of self-confidence due to not being able to express themselves freely towards others and difficulty with trusting peers due to fear of rejection. Situations like these may have a negative impact towards the students. One effect can be related to the study of Lodder wherein he stated that one consequence of having no friends includes being lonely and that this type of loneliness can be severe and can lead to both physical and mental health problems such as social anxiety, depression, and cardiovascular problems. Although most studies on the effects of loneliness have been conducted among adults, loneliness also affects health outcomes in adolescence. Loneliness can have direct consequences for the daily lives of adolescents because it is related to lower school, [9]. Loneliness can be experienced throughout the lifespan but seems to peak during early adolescence. This may be because the most important developmental tasks in early adolescence include gaining acceptance within a peer group and initiating and maintaining friendships, which make social relationships especially important in this period [10]. In addition, in this period, adolescents experience the transition to a new school, which is also related to an increase in loneliness.

Its hard for me to make friends because Im afraid they will not like me. [student]

Napapakita ko ang aking tunayna ugali kapagnandyansila. Yes it is hard for me to make friends because sometimes ayaw ko kasing maattach saibangtaotaposiiwan ka nalangbigla. (I reveal my true personality when they are around. Yes it's hard for me to make friends. I do not want to be attached with people because they suddenly leave you.) [student]

I find it hard to make friends because I'm boring.[student]

I am not really friendly, when I have problems I always keep it to myself.[student]

**Gender Identity Expression and Bullying.** Students reported their gender preferences but they would prefer not to reveal the said category because they fear of not being accepted by the society. Students also reported that they have past experiences being bullied and they see this as a challenge to go through college. This is a common scenario in schools according to Pawlak & UNESCO school related violence and

bullying is a problem in all countries. UNESCO is committed to ensuring that all children and young people have access to safe, inclusive, health-promoting learning environments as part of its strategy on education for health and well-being. School related reports on violence and bullying are bases for Sexual Orientation and Gender Identity or Expression (SOGIE) awareness in some countries in Asia, while also identifying best practices and policies. To broaden awareness, the advocacy extends to mobilize educators, research institutions, policy makers and activists at national and regional levels. [11]

*It is difficult for me to show my true colors because I don't want people to judge me negatively [student]*

*Natatakot lang kasi akong maging judge ng iba, but at the same time ginagawa ko naman ang tamasaiba, sana 'yganunrin ang ibasa akin, kaya nilangrumespeto at umintindi. (I fear that I will be judged. But I'm doing things in the right way. I hope they too. [student])*

*Whenever I am in front and being the center of attention, I find it too hard to express myself because I felt pressured and nervous. [student]*

*Sometimes, because I'm afraid to hurt other people [student]*

*Maraming judgmental natao, akokasi friendly samgababae at gusto ko makausapsilamin sannapagkakamalan akong bakla, peroganting talaga ang aking personality. (There are so many judgmental people. I'm fond of talking to females. They misinterpret that I'm gay. But this is just my personality.) [student]*

*Isa akong bisexual, eventhough alam ko namang walang masasapagmamahal, ay dahil di ko kayang magmahal ng babae as girlfriend at ayaw ko namansalalaki dahil bawaliyon according sa bible, kaya im proud to be single. (I am bisexual. I know that there is nothing wrong with loving. Since it's difficult for me to be in love with a girl and I understand that the bible does not permit male to male relationship, I am proud to be single) [student]*

#### **Substance/ Game and Social Media Addiction.**

One major concern of students is game and social media addiction, because of this, some students have difficulty in managing their time towards studies, while some engage in drinking alcoholic beverages to pass time and sometimes even drugs to temporarily forget their problems. Strong impulse to use smartphones seem to be related to said addictions which show symptoms of

compulsive behavior, withdrawal, tolerance, and functional impairment. However, smartphone addiction is not included in the Diagnostic and Statistical Manual for Mental Disorders (DSM-5), while Internet Gaming Disorder (IGD) has been incorporated into the DSM-5 appendix (Section 3) as requiring additional research. In addition, studies have associated psychological symptoms such as depression and anxiety with smartphone addiction. [12]

*It makes me happy when I am lonely.*

*I consume a lot of time in computer games because it relieves our stress [student]*

*I play all day long kaya minsannapagalitan, madalalakong online at chinecheck ang bagong update samgakaibigan, medyo addict talaga akosa social media. (I play all day long that's why I get scolded. I am most of the time online. I would check updates about friends. I admit that I have social media addiction.) [student]*

*I think..watching too much movies or dramas almost everyday, I feel like I shouldn't end the day without watching dramas or movies. [student]*

*I play mobile legends 8 hours a day, I miss doing my assignments because of this. [student]*

*May problema akodati sapagsigarilyo, medyomahirapalisinsasistemahanggang ngayon. (I used to have problem with smoking. Until now, I find it difficult to remove it from my system) [student]*

*Almost every week I drink because of my friends and some problems at home. [student]*

*I have been addicted to alcohol. When I was broke and no one understands the pain I have, I gave all my time drinking just to relieve the pain. [student]*

**Pressure from family Expectation.** Students report that they experience stress in the family when they are expected to

*Pressure from household chores, I cannot focus on my studies at home*

*Ang pagtatrabahosapalayannamim, kailangankong mag focus sa study, kinukumparanila akosaibang binatanalalakena ang lakilaki ko daw perolampaako. (Working in the farm and the need to focus on studies. They compare me with other young males. They say that I am weak despite my big built). [student]*

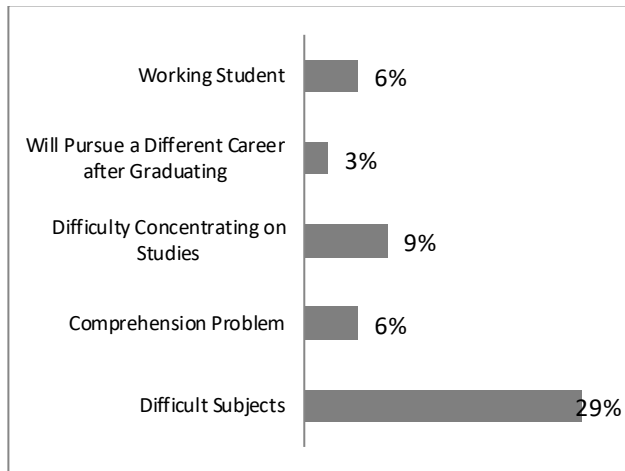


Figure 3. Bar Graph for Academic/Educational/Career Challenges

**Financial Problem.** Majority of the students' concern falls under financial difficulties. Students answered having no fare or extra finances for projects and other academic expenses. Many of them were also working while studying just to make ends meet. Having no option but to work in order to continue their studies are common stories told by the respondents.

*We have a lot of distractions, I cannot focus because I am also working at the same time [student]*

*Medyomahirap ang pag-aaralkasimahirap lamang kami. (Studying is difficult because we are poor.) [student]*

*Time management, I am a working student and its hard for me to handle things specially for the projects deadline*

*Mahirappagsabayin ang pagaaral at pagtatarbaho, I work in a coffee shop at night I am naakoumuwi then I have my class at 8am. Kinakaya ko na lang. (It's difficult to juggle time for study and work. I go home late night from my job in a coffee shop and have to be in my 8am class.) [student]*

**Subject Comprehension and Concentration.** Difficult subject comprehension and concentration problems were also prevailing concerns of students during the routine interview. Problems with specific subjects related to lack of basic knowledge, skills and understanding towards certain topics were expressed by some students. Some confessed that they were having problems understanding and being able to pay attention especially after the end of the lesson proper. Some reported that subjects were difficult they

lack background especially in Programming, Marth, Marketing, Anatomy, drawing, and use of Google Classroom. Others report that difficulty is due to having lack of sleep because of work, errands at home and merely due to lack of interest and knowledge regarding the subject.

*"Minsankailangankong mag double time sapagaanalyze ng mga aralin para masabayan ang mga subjects." (Sometimes I need to make extra efforts in analyzing my lessons so that I can cope up in my subjects.) [student]*

*Minsansa google classroom, sunodsunod ang pinapagawa, medyomahirap (Sometimes, I have difficulty over successive tasks in Google Classroom.) [student]*

*kasi di ko kayanggawin ang Gawain sabahay at school kasisa boarding house ako nag-stay. (I can't do tasks at home and school. I stay in a boarding house.) [student]*

*I always procrastinate*

*I have difficulty when it is time to present in front, I'm not really good in front.*

*Masyadong mabilismagturo ang teacher, hindi pa namin masyadong alam ang basic ng programming. (Teacher is very fast. We still have little knowledge on Basic Programming.) [student]*

*Slow learner po ako, kailangan ko pa ng review para makasabaysa lesson. (I am slow learner. I still need to review to cope with the lesson.) [student]*

**Career Uncertainty.** There were students who will also take another course after graduating, because they think that it is not the right fit for them, some will be taking another bachelor's degree because of their personal choice while some are still undecided with their course, which might put them at risk of dropping out and transferring to another course.

*Ang gusto ko sana ay BS Education. Kasohindipwede. (I wanted to take course on Education but I was not qualified.) [student]*

*I don't know yet what will I become. [student]*

### Proposed Intervention Program: SAGIP CAS

As an output of this study, the researchers recommend a program that will address the identified student challenges. SAGIP CAS (Student- Approach Guidance Intervention Program of the College of Arts and

Sciences) is a series of activities initiated by the combined efforts of the Guidance Office and College of Arts and Sciences. This is designed to address the identified student challenges, the following programs are named: *Family-focused activities, Special Focused Group for Self-Expressions, Self-Help Behavior Modification Modules, Strengthening of Consultation Hours, and Support Group for Working Students.*

### **1. Family-Focused Approach Activities**

The finding on difficulties in communication, gender and self-expressions, would most of the time boil down to family issues. Schools should note the pressing need to establish healthy communication lines between parents and children and even among siblings. Strengthened family communication could bring about better coping mechanisms and adjustments of every family member as families hurdle together to understand the demands and issues of the human developmental ladder.

Family communication issues are relevant research topics, as in the study of Hadley, et. al, which said that families, the parents, in particular, have vital role to play in shaping teenagers' sexual attitudes, behavior, and contraceptive use through communication. The study proved that a relatively brief family-based intervention was successful at addressing parent-adolescent sexual communication among a group of mental health sample [13]. Hence, this recommendation the school provide activities intended for families of students. While in Acuña& Kataoka, it said that exposure to stressful life events and poor family communication were associated with increased risk for posttraumatic stress disorder (PTSD) symptoms. Findings in the said study supported family-focused approaches to treating adolescents with trauma histories and it even highlighted the importance of PTSD screening in school-based counseling [14].

Family involvement is important to address student maladjustments. In another study, MacPherson, et. al, it concluded that familial dysfunction is common in childhood-onset Bipolar Disorder and endures into adulthood. Early identification and treatment of both individual and family impairments is crucial. Further investigation into multi-level, family-based mechanisms underlying childhood-onset BD may clarify the role family factors play in the disorder, and offer avenues for the development of novel, family-focused therapeutic strategies. Using the Family Assessment Device (FAD) to examine family functioning in participants with childhood-onset BD vs. healthy controls (HCs), ages 7-30 years, applying multivariate analysis of covariance

and multiple linear regression, the study compared developmental differences in family functioning in youths with BD vs. adults with prospectively verified childhood-onset BD and found that participants with BD had significantly worse family functioning in all domains (problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, general functioning) compared to HCs, regardless of age, IQ, and socioeconomic status. Post-hoc analyses suggested no influence for mood state, global functioning, comorbidity, and most medications, despite youths with BD presenting with greater severity in these areas than adults. Post-hoc tests eliminating participants taking lithium showed a significant diagnosis-by-age interaction: youths with BD had worse family problem solving and communication relative to HCs [15].

Another study worked on to find ways to help improve family communication. In Fonseca, et. al., it was anchored within-family stress theories, which proposed that the way in which families would communicate about their hardships and issues were crucial for the family's stress management and functioning, it validated and examined the psychometric properties of the Family Problem Solving Communication (FPSC) Index, a ten-item self-report measure that would assess the family communication patterns that were likely to play a role in the family's coping with hardships and difficulties, an instrument developed within the context of the resiliency model of family stress, adjustment and adaptation. The study validated the Family Problem Solving Communication (FPSC) Index and examined its psychometric properties. The study was interested and found validity and reliability in the Portuguese version of the FPSC to support the development of future empirical studies focused on family problem solving communication, especially with regard to family adaptation in different contexts of adversity [16].

Hence, this research recommends that family involvement be integrated in the curriculum and non-curriculum activities of schools. Focus of studies have moved toward the direction of putting importance to family-focused approach activities, that alongside developing abilities of students, school ought to provide avenues to promote open communication lines within students and their family.

### **2. Special Focused Group for Self-Expressions**

As found in the present study, difficulty making friends, crises in gender identity expression, or being subject to bullying are problems common to

students. To address these, developing positive self-concepts of students are crucial and should be addressed through providing an environment where support system may be found for students with specific concerns. Underlying causes of addictive, violent, or other negative behavioral manifestations of students include low self-esteem. In Kim, Lee, & Oh which draw on the cognitive information-processing model of aggression and the general aggression model, they explored why adolescents become addicted to online games and how their immersion in online games affects school violence perpetration (SVP). The results validated the proposed structural equation model and confirmed the statistical significance of the structural paths from the variables: the paths from child abuse and self-esteem to SVP were significant. The levels of self-esteem and child abuse victimization affected SVP, and this effect was mediated by online game addiction (OGA). Furthermore, a multigroup path analysis showed significant gender differences in the path coefficients of the proposed model, indicating that gender exerted differential effects on adolescents' OGA and SVP [17]. Based on these results, prevention and intervention methods to curb violence in schools have been proposed. Another study on self-esteem is that of Yubo Hou, Dan Xiong, Tonglin Jiang, Lily Song, & Qi Wang, which examined the relations of social media addiction to college students' mental health and academic performance, investigated the role of self-esteem as a mediator for the relations, and further tested the effectiveness of an intervention in reducing social media addiction and its potential adverse outcomes. They found that social media addiction was negatively associated with the students' mental health and academic performance and that the relation between social media addiction and mental health was mediated by self-esteem [18].

Another study that supports group therapy through immersing in clientele culture is that of Glick [14] which recognized that all children and adolescents are complex human beings, of many forms of diversity, including diversity of sexual orientation (SO) and gender identity (GI). It is said that incumbent upon residential treatment centers was to ensure that these diversity issues would be treated with linguistic and cultural competence in all aspects of these client's treatment from admission through discharge planning. Crucial to delivering high-quality care would require focusing on the intentional creation of safe space, staff training, affirming policies and procedures, and increasing family acceptance [19].

### **3. Self-Help Behavior Modification Modules**

Students being extremely hooked to activities other than studies and personal development became a major concern to schools. Besides encroaching student time management, it also brings about escalating personal problems affecting focus of students.

To address addiction to social media, online gaming, alcohol and drug use, schools have to provide venues to encourage active involvement of students with concerns toward behavior modification. Active involvement would mean that students would perform self-help processes to force cognitive diversion toward non-addiction. One form of self-help active involvement is doing mindfulness activities. In Li, Garland, Tronnier, McGovern., Anthony & Howard evaluated that mindfulness treatment is effective for substance use disorders and behavioral addictions, and may be a promising intervention for video game addiction. In their study, theoretical supports were highlighted for mindfulness as treatment of video game addiction. One mindfulness treatment, as evaluated in their study, is the Mindfulness-Oriented Recovery Enhancement (MORE) which presented the preliminary effects of MORE in reducing video game addiction and increasing positive coping. The study highlighted the determination of important methodological issues including conceptualization of the treatment model, feasibility of treatment manual adaptation, and promising therapeutic benefits of the MORE intervention which may be useful for clinicians. Video game addiction was declared in this study to be increasingly prevalent in emerging adults and associated with physical and psychosocial impairments [20].

Another scheme to address addiction is through separate modules for students and another for parents to discuss addiction perspectives. Approaches to understanding the two perspectives on parents and children or students vary according to audience. It was found in one study of Özgür found that parenting styles, which are known to have a significant impact on the development of adolescents, play an important role in the use of the child's internet and accompanying technologies. One of these effects is the actions and behaviors of the adolescent in the technology-rich environments. The research was conducted to determine the effect of internet parenting style on online game addiction of adolescents. The study revealed that parents' internet styles were mostly considered as being laissez-faire and followed by authoritative, authoritarian and permissive parental styles respectively, and that 14.22% of adolescents had high levels of disruptions due



to their online game habits and that the difference in gender context was in favor of men. It also found that adolescents living in households with a high parental warmth, authoritative and authoritarian internet parenting style had lower levels of online game dependency than in other households with parents in other styles. While the differences between age of adolescents and education level of father and online game addiction were not found significant in the study, the differences between maternal education level, socio-economic level and playing time turned up as significant [21].

'Modules on acceptance of virtuality will also address addiction in such that students may be trained to integrate virtuality in their everyday activities and teach them to become sensitized and reduce fondness or being too overwhelmed with the virtuality phenomenon. In Bekir&Selikit aimed to examine the level of online game addiction among adolescents in terms of basic psychological needs, sensation seeking and some variables. Data from the study were collected using the Online Game Addiction Scale, the Basic Psychological Needs Scale, and the Sensation Seeking Scale. The dependent variable of the research was the online game addiction, while the independent variables were the search for excitement and basic psychological needs[22]. Multiple regression analysis was used to determine whether the independent variables predicted the dependent variable. According to the result of correlation analysis, it was found that there was a positive and significant relationship between online gaming addiction and the sensation seeking and basic psychological needs. Further, integration of online to real-world was upheld in the study of Sakamoto, et. al. which said that some games' concepts could be adopted in order to augment the real world. According to the study, the future social interaction would incorporate virtuality based on a variety of game-like features to make interaction more playful [23].

#### **4. Strengthening of Consultation Hours**

Difficulty coping with course subjects is one major concern of the respondents in this research. Hence, this recommendation of individualized time for students in order to provide special attention to more specific individual academic concerns. Teacher factor as deterrent to improvement in studies may also be eliminated through personal interaction of teachers and students. Further, establishing policies and procedures may strengthen student personal development and ultimately produce positive academic effect. One study

found that teachers are one source of student difficulties affecting their appreciation toward their academic ordeals. Baysal, Tanrikulu, &Cimsirwhich revealed the problems perceived by fourth grade students in their own lives and found that the students who participated in the study perceived the problem of violence, family relations and communication in relation to their own family life. Concerning the school, the participating students mostly perceive problem with their friends, teachers and least with school management. It was concluded that participant students mostly have difficulty in solving and perceiving problems related to course achievement/mathematics/exams, violence, communication, less about personality traits, and at least education and death problems [24].

Coaching is one way to address academic difficulty. As in the study of Lavecchia, Oreopolous, Brown & NBER., they estimated long-run impacts to the Pathways to Education program, which was a comprehensive set of coaching, tutoring, group activities and financial incentives offered to disadvantaged students beginning in Grade 9. High school administrative records were matched to income tax records to follow individuals up to the age of 28, even when they leave the household or province. They found significant positive effects on persistence in postsecondary education institutions, earnings and employment. Program eligibility increased adult annual earnings by 19 percent, employment by 14 percent and reduced social assistance (welfare) receipt by more than a third [25].

#### **5. Support Group for Working Students**

The state understands that one deterring factor to education is financial challenges experienced by students, which was evident in the result of the present research. Despite being in a state college, respondents reported financial difficulty which affect their motivation towards career development through education. Declarations like lack of necessary tools for learning (i.e., personal computers) are indicators for financial difficulty in studies. Students also declared that because they needed to earn to sustain for everyday needs both in school and in life, they would accept part-time jobs or even night job posts, which affect their school adjustments.

To address this inevitable challenge, this research supports to develop accommodation programs for working students. It may be providing modular instructions, flexible class schedule options, income-generating projects, and others. A policy to this effect

may be established in schools. This way, access to education will be encouraging to students from low-income sectors, which is the concern of every government. In Duke-Benfield, Garcia, Walizer, Welton & CLASP., it even laid out an action framework in a 2018 roundtable agreement that higher education leaders, nonprofit advocates, state policymakers, and postsecondary students that support the educational success of low-income working students, particularly students of color. It also examines how states must expand their policies beyond the traditional postsecondary landscape to acknowledge the complexity of these students' lives [26].

### CONCLUSION AND RECOMMENDATION

Based from the descriptive and phenomenological findings of the study, with most of the CAS first year students enrolled for A/Y 2019-2020, the study captured the personal, social and academic / career challenges experienced by college students. The challenges that were revealed to be prevalent are: *communication problem, difficulty making friends, gender identity expression and bullying, excessive use of social media and online gaming, alcohol and drug use, difficulty coping with course subjects, and financial challenges*. These challenges hinder well-being and full self-development of students, which schools ought to address.

The study recommended different intervention programs to address the said challenges. The said programs were: *Family-focused activities, Special Focused Group for Self-Expressions, Self-Help Behavior Modification Modules, Strengthening of Consultation Hours, and Support Group for Working Students*.

The study is limited for the use of the students of College of Arts and Sciences and is recommended to be applicable for the rest of the colleges.

### REFERENCES

[1] Pawilen, G. & Manuel, S. (2018). A proposed model and framework for developing a curriculum for the gifted in the Philippines. *International Journal of Curriculum and Instruction* 118-149.

[2] Suicide Key Facts. (2019, September 2) Retrieved from [https://www.who.int/mental\\_health/prevention/suicide/suicideprevent/en/?fbclid=IwAR3GmWYqtU3R6r8i9LwWC\\_FXyocbfRQ\\_Q9jq2W2AlfFjA4KEb2iuyXByKY](https://www.who.int/mental_health/prevention/suicide/suicideprevent/en/?fbclid=IwAR3GmWYqtU3R6r8i9LwWC_FXyocbfRQ_Q9jq2W2AlfFjA4KEb2iuyXByKY)

[3] Bronfenbrenner, U. (1986). Ecology of the Family as Context for Human Development: Research Perspectives. *Developmental Psychology*, 22(6), 723-742.

[4] Bandura, A., & Walters, R.H. (1977). *Social Learning Theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

[5] Villar, I. (2009). *Implementing a Comprehensive Guidance and Counseling Program in the Philippines*. Aligned Transformations Publications. ISBN 978-971-940-1-4.

[6] Erbil, Y., et. al. (2016). The relationship between Emotional Intelligence and Burnout levels Among Architecture Student. *megaron*, 491-501.

[7] Vuchinich, S., Ozretich, R. A., Pratt, C. C., & Kneedler, B. (2002). Problem-Solving Communication in Foster Families and Birthfamilies. *Child Welfare*, 81(4), 571–594. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=6907249&site=ehost-live>

[8] Dishion, T. J., & Patterson, G. R. (1992). Age effects in parent training outcome. *Behavior Therapy*, 23(4), 719-729.

[9] Lodder, G. M. A., Scholte, R. H. J., Goossens, L., & Verhagen, M. (2017). Loneliness in Early Adolescence: Friendship Quantity, Friendship Quality, and Dyadic Processes. *Journal of Clinical Child & Adolescent Psychology*, 46(5), 709–720. Retrieved from: <https://doi.org/10.1080/15374416.2015.1070352>

[10] Aikins, Bierman, & Parker (2005). The Influence of Pre-Transition Friendship and Self-System Characteristics. 14(1), 42-60. Retrieved from: <http://dx.doi.org/10.1111/j.14679507.2005.00290>

[11] Pawlak, P., & United Nations Educational, S. and C. O. (UNESCO). (Thailand). (2018). *School-Related Violence and Bullying on the Basis of Sexual Orientation and Gender Identity or Expression (SOGIE): Synthesis Report on China, the Philippines, Thailand and Viet Nam*. UNESCO Bangkok. UNESCO Bangkok. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED596115&site=ehost-live>

[12] Petry, N. & O'Brien (2013, May 13). Internet Gaming Disorder and the DSM-5. *Wiley Online Library* 108 (7). <https://doi.org/10.1111/add.12162>

[13] Hadley, W., Lansing, A., Barker, D. H., Brown, L.K., Hunter, H., Donenberg, G., & DiClemente, R.J. (2018). The Longitudinal Impact of a Family-Based Communication Intervention on Observational and Self-Reports of Sexual Communication. *Journal of Child & Family Studies*, 27(4), 1098–1109.

[14] Acuña, M. A., & Kataoka, S. (2017). Family Communication Styles and Resilience among Adolescents. *Social Work*, 62(3), 261–269. Retrieved from: <https://doi.org/10.1093/sw/swx017>

[15] MacPherson, H. A., Ruggieri, A. L., Christensen, R. E., Schettini, E., Kim, K. L., Thomas, S. A., & Dickstein, D. P. (2018). Developmental evaluation of family functioning deficits in youths and young adults with childhood-onset bipolar disorder. *Journal of Affective Disorders*, 235, 574–582. Retrieved from: <https://doi.org/10.1016/j.jad.2018.04.078>

- [16] Fonseca, G., Crespo, C., McCubbin, L. D., & Relvas, A. P. (2018). Validation Study of the Portuguese Version of the Family Problem Solving Communication (FPSC) Index. *Journal of Child & Family Studies*, 27(4), 1088–1097. Retrieved from: <https://doi.org/10.1007/s10826-017-0974-3>
- [17] Kim, J. Y., Lee, J. S., & Oh, S. (2017). A Path Model of School Violence Perpetration: Introducing Online Game Addiction as a New Risk Factor. *Journal of Interpersonal Violence*, 32(21), 3205–3225. Retrieved from: <https://doi.org/10.1177/0886260515597435>
- [18] Yubo Hou, Dan Xiong, Tonglin Jiang, Lily Song, & Qi Wang. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology*, 13(1), 1–17. <https://doi.org/10.5817/CP2019-1-4>
- [19] Glick, D. A., Krishnan, M. C., Fisher, S. K., Lieberman, R. E., & Sisson, K. (2016). Redefining Residential: Ensuring Competent Residential Interventions for Youth with Diverse Gender and Sexual Identities and Expressions. *Residential Treatment for Children & Youth*, 33(2), 107–117. <https://doi.org/10.1080/0886571X.2016.1205316>
- [20] Li, W., Garland, E. L., O, B. J. E., Tronnier, C., McGovern, P., Anthony, B., & Howard, M. O. (2018). Mindfulness-Oriented Recovery Enhancement for Video Game Addiction in Emerging Adults: Preliminary Findings from Case Reports. *International Journal of Mental Health & Addiction*, 16(4), 928–945. <https://doi.org/10.1007/s11469-017-9765-8>
- [21] Özgür, H. (2019). Online Game Addiction among Turkish Adolescents: The Effect of Internet Parenting Style. *Malaysian Online Journal of Educational Technology*, 7(1), 47–68. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1201641&site=ehost-live>
- [22] Bekir, S., & Çelik, E. (2019). Examining the Factors Contributing to Adolescents' Online Game Addiction. *Anales de Psicología*, 35(3), 444–452. <https://doi.org/10.6018/analesps.35.3.323681>
- [23] Sakamoto, M., Alexandrova, T., & Nakajima, T. (2016). Analyzing the influence of virtuality on playful social interaction. *Multimedia Tools & Applications*, 75(14), 8289–8317. Retrieved From: <https://doi.org/10.1007/s11042-015-2751-x>
- [24] Baysal, Z. N., Tanrikulu, D. D., & Cimsir, S. (2019). Perceived Problems of 4th Grade Primary School Students Related to Their Families and Schools. *Educational Research and Reviews*, 14(4), 121–129.
- [25] Lavecchia, A. M., Oreopoulos, P., Brown, R. S., & National Bureau of Economic Research. (2019). Long-Run Effects from Comprehensive Student Support: Evidence from Pathways to Education. NBER Working Paper No. 25630. National Bureau of Economic Research. National Bureau of Economic Research. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED594400&site=ehost-live>
- [26] Duke-Benfield, A. E., García, R., Walizer, L., Welton, C., & Center for Law and Social Policy (CLASP). (2018). Developing State Policy That Supports Low-Income, Working Students. Center for Law and Social Policy, Inc. (CLASP). Center for Law and Social Policy, Inc. (CLASP). Retrieved from: <https://www.clasp.org/publications/report/brief/developing-state-policy-supports-low-income-working-students>