

**COLLEGE ADJUSTMENT OF FIRST YEAR NURSING
STUDENTS IN CAVITE STATE UNIVERSITY .
MAIN CAMPUS**

THESIS

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ABSTRACT

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The study aimed to determine the college adjustment of first year nursing students; to measure the person-emotional adjustment, social adjustment and attachment to college of first year nursing students; to determine if there is a significant relationship between demographic profile and the social adjustment of first year nursing students.

The quantitative descriptive research design and purposive sampling were utilized in the study. This study was conducted to 292 first year nursing student ages seventeen to twenty four years old in the College of Nursing, Cavite State University, Indang, Cavite, Philippines. The Student Adaptation to College Questionnaire (SACQ) were used to measure the college adjustments of the participants. The statistical treatments used in the study were frequency, percentage, mean, standard deviation, and Chi-square to determine its correlations.

Results revealed that the participants have moderate level of college adjustments in terms of person-emotional, social and attachment to college respectively. Likewise, the study showed a significant positive correlation between the demographic and the college adjustment indicators.

Based on the moderate level score of the participants, it was concluded that both the participants, professors (instructors) and the college should design intervention and workshops especially utilize orientation programs as potent avenues to build first year student awareness and knowledge on issues that may boost their college adjustment capabilities.

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COLLEGE ADJUSTMENT OF FIRST YEAR NURSING STUDENTS IN CAVITE STATE UNIVERSITY – MAIN CAMPUS

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INTRODUCTION

The transition to university is a very stressful developmental period for students and is associated with several academic, personal, social, and emotional difficulties. Understanding the adjustment challenges faced by first year nursing students would enable propose ways of handling the transition phase from high school to college based on students' own perspectives and create an optimal environment for facilitating a smooth transition process that may benefit the students, college of nursing, and the university at large. This approach would possibly lead to a successful journey in higher education.

According to Adams, Meyers, and Beidas (2016) and other researchers (Ramlar, Tennison, Lynch, & Murphy, 2016), major contributors to this stress include greater academic demands, separation from family and friends, new living arrangements, unfamiliar social settings, new responsibilities, financial strain, and lack of former academic preparation (Crede' & Niehorster, 2012).