

DRAWING PREDICTIVE DETERMINANTS OF COLLEGE ADJUSTMENT: PERSPECTIVES FROM TWO PRIVATE SECTARIAN COLLEGIATE INSTITUTIONS

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ABSTRACT

The paper describes the relationship among Big five personality factors, paternal parenting style and career preference to college adjustment of selected Filipino college freshmen. Two hundred college students ($n=200$) who were part of the larger population of individuals aged from 15 to 23 at two sectarian private institutions in Metro Manila were selected and asked to answer Big Five Inventory (BFI), Parental Authority Questionnaire (PAQ) and College Adjustment Test (CAT). The study employed a descriptive-predictive research design to measure the degree of correlation among such variables and to identify if what among these independent variables can predict adjustment of the respondents to collegiate life. After subjecting data into statistical analyses via SPSS 17.0 software, it was revealed that college adjustment is significantly associated with *gender* ($\eta^2=.14, p<.05$), *extraversion* ($r=.18, p<.05$), *conscientiousness* ($r=.18, p<.05$), *neuroticism* ($r=-.40, p<.05$), *career preference* ($\eta^2=.34, p<.05$) and *permissive paternal parenting style* ($r=.23, p<.05$). *Neuroticism* ($\beta=-7.98, t=-4.99, p<.05$) and *permissive paternal parenting style* ($\beta=.33, t=2.48, p<.05$) were found out to be predictive determinants of college adjustment. College of adjustment significantly differs when clustered according to gender and paternal parenting style, $F(5, 194) = 2.50, p<.05$. The researcher also looked into the possible implications of this finding to the population at hand.

Keywords: Big five personality factors, career preference, paternal parenting style, college adjustment.

INTRODUCTION:

Adjustment to college is a dynamic process of systematically employing one's innate resources in responding to the academic, social and psychological challenges. It comprises meeting new people and acquiring significant experiences. Academically speaking, first year in college presents wonderful opportunities to know different academic disciplines (Hartman & Stewart, 2006). Although the chance of getting a clearer picture of the intended fields of endeavor appeared to be very promising (Abdullah et al., 2009; Nuthanap, 2007), the difference between high school and collegiate niche might predispose college freshmen to experience a lot of changes that can lead to problems. Consequently, there are many students who are unable to complete their studies. In relation to this, a study conducted by Wintre and Bowers (2007) on the persistence to graduate amongst 944 undergraduate students in a Canadian university reported that within six years, 57.9% of the students had graduated, 9% remained enrolled, and 33.1% were neither enrolled nor graduated which can be attributed to variety of factors that are suggestive of one's coping capabilities. Additionally, Smith and Renk (2007) have found out that the combination of many stressors of university life, such as planning for the future, struggling with exams and assignments, coping with demands and challenging professors, deciding on a major, and transitioning into financial and emotional independence, can be an overwhelming experience for many students. Hence, almost all new students go through an adjustment phase upon entry to a university with each student varied in his or her own pace of development (Blimling & Miltenberger, cited in Dyson & Renk, 2006). As part of the university administrators' pursuit to ensure that the students' retention rate is adequate to sustain the vital academic and extracurricular functions of their respective institutions without compromising its commitment to quality education, determination of the factors that are imperative in predicting how well enrolled students can cope with the demands of academic community and implementation of career guidance programs that would address how students will be able to effectively cope with diverse academic requirements were enunciated to be common interventions that are employed by such institutions to diminish the number of students who are withdrawing from their classes (Toews & Yazedjian, 2007). In fact, previous research has found that non-cognitive variables are better predictors of college adjustment than cognitive variables (Martin, Swartz-Kulstad, & Madson, 1999), particularly for ethnic minorities (Dennis, Phinney, & Chuateco, 2005). Given that, personal and familial factors like Big five personality factors, career preference and paternal parenting style were examined as predictors of college adjustment.

Personality is believed to be significant in how well students meet the demand of their transition to college during their first year. Due to its proven cross cultural validity, big five personality factor appeared to be the one of the most widely used and reliable models in describing principal personality traits of individuals (McCrae & Allik, 2002; Bardi & Ryff, 2007). Its applicability even to non-dominant cultures like Philippines makes it sensitive to the contextual and environmental factors that depict one's personality structure (Church & Katigbak, 1989). The model assumed promise for realizing the role of personality in the first-year transition (Feldt et al., 2011; Roberts et al, 2007). Particularly, *Openness to Experience*, *Conscientiousness*, *Extraversion*, *Agreeableness* and *Neuroticism* are the personality domains that were stipulated in Costa and McCrae's most recent personality model. Coping with the demands of the academic community entails the application of problem-solving skills which is a known facet in the five factor model. Elevations in *conscientiousness* are linked with the use of active, problem-focused coping, planning and suppression of competing activities (Watson & Hubbard, 1996). On the other hand, increases in the levels of *neuroticism* are associated with passive, ineffective coping such as venting emotion, behavioral and mental disengagement and denial (Wintre & Sugar, 2000). Furthermore, Extraversion has been consistently linked to adjustment and well-being (Bardi & Ryff, 2007). Given such findings, it is discernable that *extraversion*, *neuroticism* and *conscientiousness* are salient predictors of college adjustment.

The Philippines is one of the countries in the global community where acknowledgement of the fathers' familial role is pretty much discernible (Harper, 2006; Du-Lagrosa, 1986; Tan, 1989). It is common as well for fathers to make final verdicts on situations where critical judgments are called for in a family like choosing the educational plan of children, selecting the school where the children will study and the likes which are commonly seen as well among Chinese families (Chen, Dong & Zhou, 1997). As such, it can be noticed how influential fathers are in the capabilities of their children to manifest wide array of behavioral patterns, even in decisions that would involve the children's occupational path or career. In view of the fact that the students interaction with their fathers might be regarded as fundamental dimension in predicting behavioral patterns of children, it is of essence to examine how the strategies they utilize in rearing their children, that is, their *parenting styles*, can influence not just the ability of their children to choose a course in college but also to adjust with the evolving demands of their new academic arena. In line with this, Chen and colleagues (1997) conducted a research with 304 second-grade Chinese students and 512 parents in Beijing to examine the association between parenting styles and students' adjustment. They discovered authoritarian parenting had

positive relationship with students' aggressive behaviors and negative relationships with students' social competency and academic achievement. Years later, Ang (2006) conducted a study with 548 Asian adolescents and found authoritative father encourage adolescents' self-reliance in coping, problem-solving and perseverance in academic challenges. This seemed to be a noteworthy consideration since counseling psychologists have long recognized the potential linkages between students' relation with their parents and their level of adjustment during college years (Hoffman & Weiss, 1987; Kenny & Donaldson, 1991; Chen et al, 1997; Ang, 2006) but not to paternal parenting style per se.

With the dearth of literature that talks about the significant link among such constructs in the context of the Philippine culture, the current study was conceptualized as an attempt to look into the possible relationship that can be deduced from college freshmen's personality, career preference and paternal parenting style to college adjustment. Since entry into a collegiate facility is a very crucial process in the successful acquisition of one's career, it is necessary to delineate factors that are salient in adjusting desirably to college life despite the ever-present hurdles as influenced by evolving demands of the academic community. This study would serve as a springboard towards developing counseling programs that are tailor-fit to the typical profiles of Filipino college freshmen. Specifically, the researcher sought to answer the following questions: (1) what are the significant correlates of college adjustment; (2) what are the significant predictors of college adjustment; and (3) is there a significant difference on the respondents' level of college adjustment when clustered according to gender and paternal parenting style.

METHOD:

RESEARCH DESIGN:

The study utilized a descriptive-predictive research design. Predictive designs are a form of correlational research that use calculated information about the relationships between variables to forecast future outcomes (Sheperis, Young & Daniels, 2010). In the present study, the Big five personality factors, career preference and paternal parenting style served as the predictor variables while college adjustment was the criterion variable.

PARTICIPANTS:

Two hundred college students (67 males, 133 females) aged 15-23 years ($M = 17.25$, $SD = 1.10$) from two private collegiate institutions in Metro Manila were randomly selected as partakers of the study. Majority of the respondents were taking up a dual degree course (21.5%) followed by International Studies (18%), Psychology (16%), Business Management (11%), Accountancy (6%), Organizational Communication (5.5%), Communication Arts (5%), Sports Management (4.5%), Political Science (4%), Literature (3.5%), Advertising (3%), Biology (1%), Engineering (.5%) and Nutrition (.5%).

RESEARCH INSTRUMENT:

The researchers used Big Five Inventory (BFI) Personality Test (John, Donahue, and Kentle, 1991). The 44-item BFI was developed to represent the prototype definitions developed through expert ratings and subsequent factor analytic verification in observer personality ratings. The BFI does not use single adjectives as items because such items are answered less consistently than when they are accompanied by definitions or elaborations (Goldberg & Kilkowski, 1985). The current reliability of the instrument based on the analyses done in the data set is $\alpha=.66$.

The second instrument that was utilized in the study is College adjustment test from Pennebaker, J.W., Colder, M., & Sharp, L.K. (1990). This 19-item survey taps the degree to which students have experienced a variety of thoughts and feelings about being in college. Three stable factors have emerged that tap general negative affect, positive affect or optimism, and home sickness. Present analysis has revealed that it is internally consistent ($\alpha=.76$).

The third psychometric tool that was employed by the researcher is the Parental Authority Questionnaire (PAQ) which measures the students' perceptions of the parenting styles used by both their mothers and fathers. The PAQ consists of 30 items per parent, and yields measures of authoritarian, authoritative, and permissive parenting styles. According to the developer of the PAQ (Buri, 1991), the test-retest reliability for the 3 different parenting style prototypes for both mothers and fathers ranges from .77 to .92. With its Cronbach's alpha value of .82 as divulged in the current study, it can be regarded as a highly reliable instrument.

Lastly, the researcher formulated a self-report questionnaire about the demographic profile of the respondents which identified their age, sex and collegiate course. In the current study, career preference is equated with the course the respondents have selected prior to their entry in college.

RESULTS:

As the descriptive statistics suggests (Table 1), it can be observed that the respondents garnered the highest score on *Agreeableness* which means that most of them tend to value social adaptability, likability, friendly compliance, modesty and love (John & Srivastiva, 1999). Likewise, they have exhibited an elevated score in *Openness to Experience* which implies breadth, depth, originality, and complexity of an individual’s mental and experiential life (Pervin & John, 1999). On the other hand, they got the least score in *Neuroticism* which talks about the respondents’ vulnerability to experience negative emotions.

TABLE 1: DESCRIPTIVE STATISTICS FOR BIG FIVE INVENTORY (BFI) AMONG THE RESPONDENTS

	N	Mean	SD
Extraversion	200	3.22	.59
Agreeableness	200	3.63	.48
Conscientiousness	200	3.12	.55
Neuroticism	200	3.01	.54
Openness	200	3.56	.42

As can be discerned in Table 2, *Authoritative* or *Flexible parenting style* appeared to be the most dominant manner by which respondents’ fathers relate to them ($M=35.69, SD=6.60$). In contrary, a rigid and controlling parenting style was the least preferred paternal approach in relating with the respondents ($M=35.69, SD=6.60$). Thus, it can be discerned that most of the respondents perceived that their fathers utilize *flexible parenting style* which is characterized by a balance between the fathers’ sense of strictness or stiffness and lenience and accommodation in terms of making decisions about the respondents.

TABLE 2: DESCRIPTIVE STATISTICS FOR PATERNAL PARENTING AUTHORITY QUESTIONNAIRE (PAQ) AMONG THE RESPONDENTS

	N	Mean	SD
Permissive	200	31.34	6.19
Authoritarian	200	30.86	7.19
Authoritative/Flexible	200	35.69	6.60

Based on the following table, the respondents seemed to elicit an average capability to deal with the demands of their respective academic communities ($M=76.62, SD=12.55$). Their high score in *negative affect* ($M=39.84, SD=6.15$) which means that their tendency to experience negative emotion is an essential dimension of their adjustment. *Homesickness* appeared to be least important in their college adjustment ($M=35.69, SD=6.60$).

TABLE 3: DESCRIPTIVE STATISTICS FOR COLLEGE ADJUSTMENT TEST (CAT)AMONG THE RESPONDENTS

	N	Mean	SD
Positive Affect	200	30.57	5.54
Negative Affect	200	39.84	9.19
Homesickness	200	26.39	6.15
Overall Adjustment	200	76.62	12.55

SIGNIFICANT CORRELATES OF COLLEGE ADJUSTMENT:

a. GENDER

The respondents’ gender or social sexual orientation is significantly associated with their levels of college adjustment ($\eta^2 = .14, p < .05$). The negative correlational value signifies direct relationship, which implies that respondents from opposite gender would most likely experience similar direction with regard to the changes in the levels of college adjustment. For instance, as male respondents score higher, female respondents will score higher as well. However, only two percent of the variance in college adjustment can be attributed to gender as evidenced by a low coefficient of determination.

b. BIG FIVE PERSONALITY FACTORS:

Based on Table 6, there are three Big five personality factors that are significantly correlated with college adjustment namely Extraversion, Conscientiousness and Neuroticism. With respect to Extraversion, there is a low significant correlation ($r=.18, p<.05$) which signifies that there is a direct relationship between the two variables. On the other hand, Conscientiousness was positively associated with adaptability to college life ($r=.19, p<.05$). Conversely, Neuroticism was negatively correlated to college adjustment ($r=-.40, p<.05$). However, only 3% ($r^2=.03, p<.05$), 3% ($r^2=.03, p<.05$). and 16% ($r^2=.16, p<.05$), respectively were the proportion of the variances that can be accounted for the changes in the college adjustment when Extraversion, Conscientiousness and Neuroticism.

c. CAREER PREFERENCE:

The respondents’ collegiate courses or career preference is significantly related to their college adjustment ($\eta =.34, p<.05$). The positive correlation would suggest that the change in career preference will lead to changes in the levels of college adjustment. Two point six percent ($r^2=.12, p<.05$) of the variance in their abilities to adapt to varying circumstances in collegiate life can be attributed to the difference of their courses.

d. PATERNAL PARENTING STYLE

Permissive paternal parenting style is significantly correlated with the respondents’ level of college adjustment ($r=.23, p<.05$). Consequently, an increase or a decrease on the level of the father’s permissiveness in dealing with the respondents would make them more adaptable to college life. However, only five percent of the change in the variance of their college adjustment can be accounted for the variation of their perception toward the permissiveness of their fathers in dealing with them ($r^2=.05, p<.05$). Therefore, it is imperative to rely on other predictor variables that enunciate higher coefficient of determination values. See Table 6.

BIG FIVE INVENTORY, CAREER PREFERENCE, PATERNAL PARENTING STYLE AND COLLEGE ADJUSTMENT:

Based on Table 7, there is a significant relationship among the respondents’ big five personality factors, career preference, paternal parenting style and college adjustment ($R=.45, p<.05$). Twenty percent of the variance in the model can be accounted on the variables being evaluated such as big five personality factors, career preference and paternal parenting style ($R^2=.20, p<.05$). Hence, 80 percent of the variance in the respondents’ level of college adjustment can be accounted for other factors that are not included in the study like intellectual capabilities, maternal parenting style, study habits and the likes.

TABLE 4: CORRELATION BETWEEN BIG FIVE FACTORS, CAREER PREFERENCE AND PATERNAL PARENTING STYLE TO OVERALL ADJUSTMENT IN THE FULL SAMPLE (N=200)

Variable	Mean	Overall Adjustment	r	r ²
Gender		76.62	-.14	.02*
Extraversion	3.22	76.62	.18*	.03
Agreeableness	3.63	76.62	-.01	.0001
Conscientiousness	3.12	76.62	.19*	.03
Neuroticism	3.01	76.62	-.40*	.16
Openness	3.56	76.62	.06	.003
Career Preference	5.37	76.62	.16*	.026
Permissive	31.34	76.62	.23**	.05
Authoritarian	30.86	76.62	-.04	.001
Authoritative	35.69	76.62	.09	.008

Note: * $p<.05$, ** $p<.01$

TABLE 5: SUMMARY OF THE MULTIPLE REGRESSION MODEL

Model	R	R Square	Adjusted R Square	SEE
1	.45	.20	.18	11.34

Note: SEE=Standard Error of Estimate

a. Predictors (Constant), Permissive, Neuroticism, Course, Extraversion and Conscientiousness

PREDICTIVE DETERMINANTS OF COLLEGE ADJUSTMENT:

Based on the over-all regression model, there are two variables that will significantly predict college adjustment. First of which is *Neuroticism* ($\beta=-7.98, t=-4.99, p<.05$) which would imply that the respondents’ inclination to experience negative emotions can foresee the probability by which they can adapt to the varying demands of the academic community they are affiliated with. It can be figured out as well that *neuroticism* is the strongest significant predictor of college adjustment with its relatively high beta coefficient value. The second significant predictor is *permissive paternal parenting style* ($\beta=.33, t=2.48, p<.05$) which signifies that a father’s lenient and accommodating approach in dealing with his child can be regarded as a crucial determinant of one’s ability to adjust in new environmental situations like college life. Other independent variables that were significantly correlated with college adjustment such as *conscientiousness, extraversion, career preference and gender* were found out to be non-significant predictive determinants of the respondents’ capability to deal with the changing demands of the academic communities they are dwelling with. Possibly, the low correlational values of the previously-mentioned variables can be accounted for its failure to significantly predict the respondents’ level of college adjustment.

TABLE 6: REGRESSION COEFFICIENTS FOR THE PREDICTOR AND CRITERION VARIABLES IN THE FULL SAMPLE (N=200)

Model	Unstandardized B Coefficients	Standardized Error	Standardized B Coefficient	T
1 (Constant)	82.71	9.37		8.83*
Career Preference	.271	.220	.08	1.24
Extraversion	1.25	1.51	0.6	.83
Conscientiousness	.626	1.62	.03	.39
Neuroticism	-7.98	.16	-.34	-4.99*
Permissive	.33	.13	.16	2.48*

* $p<.05$

IS THERE A SIGNIFICANT DIFFERENCE ON THE RESPONDENTS’ LEVEL OF COLLEGE ADJUSTMENT WHEN THEY WERE CLUSTERED ACCORDING TO GENDER AND PATERNAL PARENTING STYLE?

Based on Table 9, the respondents’ level of college adjustment significantly varies when classified according to gender and paternal parenting style, $F(5, 194) = 2.50, p<.05$. Similarly, the respondents’ level of adaptability to college significantly differs when clustered based on paternal parenting style, $F(2, 194) = 4.04, p<.05$. As such, it is possible to account paternal parenting style for explaining the variance in the level of college adjustment being elicited by the sample. However, there is no interaction effect that can be discerned between gender and paternal parenting style, $F(2, 194) = .949, p=.389$. Difference in the respondents’ gender and paternal parenting style cannot be considered as salient factors in predicting the changes in the levels of college adaptability. Therefore, other categorical variables should be accounted for in explaining the variance in the respondents’ level of college adjustment.

TABLE 7: DIFFERENCE OF OVERALL COLLEGE ADJUSTMENT AMONG THE PARTICIPANTS WHEN CLUSTERED BASED ON GENDER AND PATERNAL PARENTING STYLE

Source	Type III Sum of Squares	df	Mean Square	F
Corrected Model	1900.002 ^a	5	380.000	2.503*
Intercept	923806.208	1	923806.21	6085.697
Gender	335.576	1	335.576	2.211
PPS	1225.365	2	612.683	4.04*
Gender * PPS	288.143	2	144.072	.949
Error	29449.118	194	151.800	
Total	1205474.000	200		

Note: PPS=Paternal Parenting Style

* $p<.05$

DISCUSSION:

The purpose of this study was to determine the predictive utilities of big five personality factors, career preference and paternal parenting style in delineating college adjustment among selected Filipino college freshmen. To achieve this, correlational analyses were executed to identify significant correlates of adaptability to college life. Multiple regression analysis was also executed to enumerate significant predictors of college adjustment. Significant difference in level of college adjustment was evaluated when clustered according to gender and paternal parenting style. In summarizing the findings of this study, the researcher would like to highlight five points.

First, adjustment to college by the sample at hand can be appreciably associated with culturally-sensitive personality features. Correlational analyses revealed that *extraversion*, *conscientiousness* and *neuroticism* were significant correlates of the respondents' ability to adapt to the changing demands of their respective academic communities. Nevertheless, the associations among such variables in relation to college adjustment were small in magnitude. The link between personality traits and respondents' adaptability to collegiate academic requirements appeared to reflect consistency with real-life evidences since predispositions to behave in predictive ways can be associated with various outcome like adjustment and happiness, a finding which was supported by previous literature (Caspi, Roberts, & Shiner, 2005; Roberts, et al., 2007). For instance, *Extraversion* and *Neuroticism* have been consistently linked to adjustment and well-being (Bardi & Ryff, 2007), with *Extraversion* related to positive affect and *Neuroticism* linked to negative affect (Costa & McCrae, 1980). The present study also confirmed previous findings, such that *Neuroticism* is linked to poorer adjustment and *Extraversion* is related to positive adjustment (Bardi & Ryff, 2007). As such, designing programs that are aimed at engaging students in social interactive activities, endeavors that will necessitate use of self-control and stress coping strategies are of great significance in alleviating degree of susceptibility to experience maladjustment in college life.

Second, the respondents' social sexual orientation or gender is statistically relevant to college adjustment. Past studies also have indicated that gender is a significant predictor of students' adjustment in university (Martin Jr. et al., 1999) and male students are found to be better adjusted compared to the female students (Enochs & Roland, 2006; Ruhani, 1998; Wintre & Yaffe, 2000). Female students are found to demonstrate more adjustment problems such as establishing social relationships in campus compared to the male students (Cook, 1995). They are less involved in campus activities and have fewer opportunities to be appointed as leaders in clubs and societies in campus (McWhiter, 1997). In addition, the significant correlation between career preference and college adjustment appeared to pose an interesting point of consideration given that it implies an intrinsic connection between one's collegiate educational preference and ability to adapt to with varying circumstances that they might encounter in their quest to finish their bachelors' degree. Hence, integrating occupational orientation and gender can be discerned as important elements that could account for differences in college freshmen's to adjust which calls for the need to formulate counseling programs that will cater to these clientele despite their recognized variations.

Third, the significant relationship that existed between *permissive paternal parenting style* and college adjustment as revealed by the current study continued to support that paternal parenting has been shown to be positively associated with children cognitive and behavioral outcomes for different age groups (Bronte-Tinkew, Carrano, Horowitz, & Kinukawa, 2008; Fagan & Iglesias, 1999; Ong, 2000; Lin & Lian, 2011; Ellis & Tan, 2009). Possibly, this would imply that it is highly desirable for fathers to less rigid and authoritarian strategy in dealing with their children as it can foster a greater chance of optimally adjusting to college. As such, it can be hypothesized that the magnitude of leniency and accommodation that can be elicited by Filipino fathers as perceived by the participants were suggestive of the degree to which they held a mastery orientation toward the demands of their respective academic niche which was consistently seen among American college students (Strage & Brandt, 1999; Juang & Silbereisen, 1999).

Fourth, *Neuroticism* and *permissive paternal parenting style* were found out to be significant predictors of college adjustment of selected Filipino college freshmen. Vulnerability to experience negative emotions is a predictive determinant of capabilities to adjust to college life since it has been implicated with undesirable college adjustment (Bardi & Ryff, 2007; Caspi et al., 2005; Smith & Renk 2007). Possibly, the higher degree of autonomy and self-direction that can be achieved with a *permissive paternal parenting style* makes it a paternal parental approach that is salient in attaining desirable adaptability in college life, a notion that is sustained by past researches done across different countries like Mexico, China, Philippines and United States of America (Dornbusch, et al., 1987; Fuligni, 1998; Stage & Brandt, 1999).

Fifth, gender and paternal parenting style can predict the changes in the ability of the respondents to adjust in ever-changing demands of their respective academic environments. However, there is no significant interaction that can be drawn from the two categorical variables to account for the variance in college adjustment level. Probably, the non-significant difference in their levels of college adjustment when clustered according to gender and paternal parenting style can be accounted for other variables that are not included in the current research.

CONCLUSION:

As can be drawn from the findings of the study, *gender, extraversion, neuroticism, conscientiousness, career preference* and *permissive paternal parenting style* were significant correlates of selected Filipino college freshmen's overall adjustment in college. *Neuroticism* and *permissive paternal parenting style* were also found out to be predictive determinants of adaptability to college life. By employing a descriptive-predictive research design, the researcher was able to portray how one's innate capability to meet the demands of academic niche can be predicted by various factors like personality, career preference and paternal parenting style. It demonstrated how useful correlational and regression studies are in exploring psychological dimensions that have not been thoroughly studied. The present research accentuates the applicability Krumboltz' theory on the attainment of *task approach skills* in elucidating outcome variable like college adjustment since it enunciates some dimensions of *genetic endowment and special abilities* in the form of personality traits, *environmental conditions* in the form of paternal parenting style and *learning experiences* in the form of career preference, facets that are salient in defining how well Filipino college freshmen can possibly adjust in the academic niche they are enrolled in.

The findings will be of great essence to counseling psychologists in integrally understanding various factors which could possibly contribute to amelioration of adaptability to ever changing demands of collegiate life and not just look on the immediate psychological constructs that are associated with it. For instance, given that it was found out in the study that *Neuroticism* was a significant predictor of college adjustment, it is recommended for counseling psychologists and school counselors to evaluate how well freshmen can manage their emotions in order to know if how they will most likely respond to the stressors that are being perpetrated by academic institutions. Additionally, since *permissive parenting style* was identified to be a salient a predictor of adaptability to college life, assessing the strategies or methodologies being employed by clients' fathers in raising their children might be an essential dimension of ruling out etiologies in psychological concerns that typifies maladjustment to collegiate life. This will also be purposeful in the practice of career and educational counselors as it will allow them to optimize opportunities for the populace of college freshmen who are experiencing difficulties in adjusting to the academic requirements of their respective universities through the formulation of counseling programs that would address the college freshmen's concerns. Personality assessment and identification of paternal parenting style can be employed as possible measures in exploring the dynamics of the freshmen's inclination to optimally adjust to the demands of the academic community. Likewise, collegiate institutions can also design programs that will advocate the involvement of fathers in the lives of their children to assist them in their transition from high school to college. In that sense, the probability of increasing the number of college freshmen who will experience an enduring sense of personal happiness and academic satisfaction can be accomplished despite ever-present scholastic impediments.

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