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Rationale Belief, Self-worth and Subjective Well-being among Digital Natives
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**RATIONAL BELIEF, SELF-WORTH AND SUBJECTIVE WELL-BEING
AMONG DIGITAL NATIVES**

A Thesis
Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the Requirements
for the Degree Master of Arts in Psychology and Counseling

AIRA JOYCE V. CALAYAG

April 2019

This thesis is dedicated to

my loving parents,

Narra and Efren

Also to

my supportive siblings,

Nharen Rose and Narissa Kaye

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Table of Contents

Title Page _____	i
Dedication _____	ii
Acknowledgement _____	iii
Table of Contents _____	v
List of Tables & Figures _____	vi
List of Appendices _____	vii
Abstract _____	viii
Chapter I The Problem and Literature Review	
Background of the Study _____	1
Literature Review _____	7
Conceptual Framework _____	20
Research Problems and Hypothesis _____	23
Definition of Terms _____	23
Chapter II Methods	
Research Design _____	25
Sampling and Participants _____	26
Instruments _____	30
Data Gathering Procedure _____	35
Data Analysis _____	36
Ethical Considerations _____	37
Chapter III Results and Discussion	
Results and Discussion _____	39
Chapter IV Summary, Conclusion, and Recommendations	
Summary of the Study _____	60
Summary of Results _____	61
Limitations of the Study _____	62
Conclusion _____	62
Recommendations _____	63
References _____	64
Curriculum Vitae	

List of Tables

Tables

1. Profile of the respondents_____	27
2. Total Population of 1 st year Students per Section for Term 2, SY 2018 - 2019_____	29
3, Summary of Instruments_____	34
4. Descriptive statistics of gender and level of digital nativeness associated with rational beliefs_____	40
5. Descriptive statistics of rationality of beliefs_____	44
6. Descriptive statistics of self-worth_____	46
7. Descriptive statistics of subjective well-being_____	48
8. Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Academic Competence_____	50
9. Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Appearance_____	51
10. Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Approval from Others_____	52
11. Summary of Hierarchical Regression Analysis for Variables predicting Total Self-Worth _____	53
12. Summary of Hierarchical Regression Analysis for Variables predicting Satisfaction with Life_____	55
13. Summary of Hierarchical Regression Analysis for Variables predicting Life Success_____	56
14. Summary of Hierarchical Regression Analysis for Variables predicting Total Subjective well-being_____	57

List of Appendices

Appendices

A. Letter to use the survey_____	69
B. Letter to Registrar’s Office_____	70
C. Letter to Professors_____	71
D. Informed Consent Form_____	72
E. Permit to use the Digital Native Assessment Scale_____	74
F. Permit to use the Shortened General Attitude and Belief Scale_____	75
G. Digital Native Assessment Scale_____	76
H. Shortened General Attitude and Belief Scale_____	77
I. Contingencies of Self-Worth Scale_____	81
J. Subjective well-being Scales_____	83
K. Cronbach’s Alpha of the instruments_____	85
L. T-test Statistics_____	92
M. Descriptive Statistics_____	93
N. Hierarchical Regression Analysis_____	103
O. Bar Graphs and Histograms_____	115
P. The Guidance Counseling Program_____	118

ABSTRACT

Name: Aira Joyce V. Calayag

Title of the study: **RATIONAL BELIEF, SELF-WORTH AND SUBJECTIVE WELL-BEING AMONG DIGITAL NATIVES**

Key Concepts: rational beliefs, self-worth, subjective well-being, digital natives

Degree: Bachelor of Science – Master of Arts in Psychology

Specialization: Guidance and Counseling

Adviser: Armina B. Mangaoil, PhD, RPm

The study assessed the rationality of beliefs and its association to self-worth and subjective well-being. The researcher strived to accomplish the purposes raised in this research: (1) Determine if there is a significant difference on the rationality of beliefs of digital natives when grouped according to gender and level of digital nativeness; (2) Identify the rationality of beliefs, self-worth and subjective well-being of the digital natives; (3) Determine if rational belief has an effect on self-worth and subjective well-being. This is descriptive research which used surveys and included 100 female and 100 male respondents from the Teacher Education Institution. The results showed that female have a numerically little higher rationality of beliefs than male, while there is no significant difference in the level of digital nativeness. In general, it was found that the respondents have high rationality of beliefs and average irrationality of beliefs, average self-worth and high subjective well-being; and their rational belief is a weak predictor of self-worth and subjective well-being, yet, they have significant association.

CHAPTER I

The Problem and Literature Review

Background of the Study

Our society nowadays has become gradually dependent on advanced technology. As a result, different researches have suggested that the constant widespread of advanced technology has greatly influenced our youth of today. Today's generation has been recognized for its significant phenomenon known to be the "Digital Era" or the digital natives. Furthermore, individuals who are born and raised amid or after the development of digital technology have been considered Digital Natives. More than that, the digital natives have been referred to as "native speakers" of the digital language, who are comfortable and reliant on cell phones, computers, and the internet. Mark Prensky (2001), who coined the term "digital natives," argues that students have been changing radically because of their different milieu, surrounded by advanced technology. Consequently, the exposure of digital natives, especially students, to technology influences the way they think and process information (Prensky, 2001). In fact, there are some scenarios that evidently show the drastic change on students' behavior inside the classroom such as taking snapshots of the lectures on the whiteboard using cell phones instead of copying it on their notebooks; posting messages or updates on different social media sites instead of having a face-to-face conversation with classmates; and lastly, using internet and Google to search for information instead of going to the library (Gates & Yong, 2014). Since digital natives have had a different upbringing, this milieu plays a major role in shaping the rationality of their beliefs. According to Ellis' rational-emotive approach, people are born with potential for creating both rational and irrational beliefs

(Corey, 2013). Rational beliefs can be described as adaptable, reasonable, and flexible in adapting to distressing circumstances. Whereas, irrational beliefs can be described as beliefs that are illogical, do not have empirical support, and are non-pragmatic. It is noteworthy that the rationality of beliefs affects the digital native's decisions and actions in life. Moreover, these beliefs can influence their self-worth or the perception of his or her value, as well as the subjective well-being or the affective and cognitive evaluations of his or her life.

Digital natives have been encompassed by different environment that made them distinctive. The digital natives are growing up in the midst of high standard of living, rapidly evolving technology and social networks. However, technological innovation has been both favorable and impediment throughout everyday life. It makes life easier and convenient with the utilization of machines and digital technology, yet it additionally creates negative impacts. This sort of environment creates issues to the digital natives like their constant need of recognition from the social media sites, feeling of insecurity from what they see online, and so forth, which affect their self-worth and subjective well-being. In fact, business sectors have been swarmed with pictures, recordings and promotions of models and famous people with bodies so transformed that seem to be perfect (Doe, 2016). Significantly influenced by what they see on the social media sites, digital natives believe that what these sites say is true and what is needed to be achieved. Furthermore, digital natives have a tendency to obsess perfection that develops irrational beliefs. In this way, digital natives unconsciously hold attitudes, beliefs and values contrary to what is objectively true. As a result, they have been creating irrational beliefs of demanding, utilizing 'musts' or 'shoulds' throughout everyday life.

Moreover, some netizens use social media sites for public shaming or cyber-bullying which may impact victims negatively. In fact, cyber-bullying has been strongly correlated to low self-worth and subjective well-being (Waisglass, 2017). Additionally, in a critical literature review about social network sites and subjective well-being (Jonides, Kross, Resibois, Verduyn, & Ybarra, 2017), it has been shown that passive use of social media sites results to envy and social comparison to others, that can be a significant cause of distress. An individual with low subjective well-being have been found to possess more negative feelings and thoughts about life. Furthermore, they have more experiences of dysfunctional emotions such as anxiety, anger, and depression (Civitci, 2009). A combination of irrational beliefs and low self-worth and low subjective well-being can prompt serious problems. In fact, in a recent meta-analysis (Visla, 2016), where the relationships between dysfunctional emotions and irrational beliefs are examined, the results have revealed significant effects of anger, anxiety, depression, general distress, and guilt. Overall, the study evidently showed a relationship between irrational beliefs and psychological distress. Another study (Froh, Fives, Fuller, Jacofsky, Terjesen, & Yurkewicz, 2007) among undergraduate students showed that individuals with high level of irrational beliefs have higher tendency to experience difficulties, which has been associated with a lower life satisfaction. Therefore, it is really necessary to examine the belief system of the digital natives and how it affects their self-worth and subjective well-being to create an urgent means to help the millennials and succeeding generations.

The study is driven by the fact that digital technology has been part of everyday lives of most people; it is a sufficient reason to determine its effect on their personal perceptions. This study aims to explicitly look at how a digital native truly thinks, senses

his/her value or worth, and evaluates his/her own life at present. It also aims to examine, despite different life events of digital natives, whether having rational beliefs affects their level of self-worth and their level of subjective well-being. It was disappointing to see that there has been limited research about Filipino digital natives, and the scarcity of published research studies that addressed the issue among digital natives as learners in the 21st – century generation. The researcher wanted to find out whether these trends are true for the first batch of senior high school graduates, or 1st yr undergraduate students population. It cannot be denied the benefits of advanced technology to the youth. Yet, one primary problem in previous studies is the lack of thorough studies of advanced technology technologies, its diverse effects, and the difference in gender perspectives. This study explored the extent and effects of advanced technology on college students' rational belief, and its association to self-worth and subjective well-being. The purpose of the study was to examine whether rational belief could lead to a significant difference between male and female, with regards to certain psychological factors such as self-worth and subjective well-being. The rationale of the research is to know if having rational belief will result to high self-worth and high subjective well-being of a digital native. Aside from that, a study that determines how advanced technology affects a person's cognitive and affective evaluations of himself like his self-worth and subjective well-being has not been conducted yet in the Teacher Education Institution particularly on its freshmen students. Thus, this study will give abundant insights about the dispositions of the 1st year undergraduate students who are also considered as digital natives.

The interest of the researcher is to create a timely and relevant study that will

provide a baseline data in the area of psychology, and which will possibly be beneficial to the society. This study will make the respondents aware of their rationality of beliefs, if they are most likely having rational or irrational beliefs. It will also give enlightenment that belief is an important basis of their self-worth and subjective well-being, which is needed in the society today. This study will also provide greater insights about the effect of thinking rationally, logically, and consistently with the social reality. Moreover, this study will be helpful in developing, creating and implementing a guidance counseling program and a solution to sustain the needs and problems of digital natives that are related to rational thinking, self-worth and subjective well-being. Additionally, creating a healthy environment where digital natives, especially students, can express themselves freely, without discrimination and cruel judgement, consequently aiding them to value themselves and be contented with their own lives.

This research endeavors to provide insight into understanding of digital natives. This research has significant implications for individuals, such as digital natives, parents, teachers, counselors, and researchers who are interested in the enhancement of digital natives. This research aims to create an impact in the area of psychology, especially in Guidance and Counseling. According to Albert Ellis' rational-emotive approach, an individual is influenced by his/her beliefs or perceptions of the event, not by the event itself (Dewanto, 2016). It can be assumed that modifying the individual's belief is more essential, regardless of the event, to have a positive outcome. This study will provide evidence that rational belief plays a significant role in an individual's level of self-worth and subjective well-being. It additionally underpins the Rational Emotive Behavior Therapy, and one of main objectives of it is to show the client that whatever unpleasant

circumstances occur in individual's lives, they have a choice of making themselves feel better (Berger, 2005). Furthermore, the role of the counselor is to dispute the irrational belief and develop new rational beliefs to help the counselee develop higher sense of his or her value or worth, and higher affective and cognitive evaluations of his or her life. Moreover, it will educate the readers to have an insight to distinguish, assess, dispute, and act against his or her irrational self- defeating beliefs, consequently helping them to show signs of improvement.

Despite the large number of digital natives in the Philippines, there has been a limited research about them and most of the approaches used in making analysis were based from Western perspectives (Alcasid, Peralta, Pinlac, Ramirez, & Shimada, 2016). Thus, none of these local studies have examined how rational belief affects self-worth and subjective well-being.

Some studies published about Filipino digital natives include a survey on Filipino millennials that aimed to understand their dispositions (Natividad, 2016). Another study identified five words used to portray millennials: ambitious, confident, driven, passionate and self-centered (Garcia, 2016). Additionally, Rainer and Rainer (2011, as cited in Alcasid, 2016), study likewise have noticed that approximately 60 percent of the millennial respondents have strongly agreed with the statement “I believe I can do something great”. These researches point out that digital natives have rational beliefs and positive dispositions in life, which are very essential in an early age and important to be maintained and enhanced.

On the other hand, Natividad (2016) have asserted that digital natives are very active via web-based networking media, and they rely more on it than to people around

them. Twenty-two percent of Filipino youth have composed negative remarks about some individual they know, while sixty-one percent of Filipino youth are pressured to show themselves in the most ideal path conceivable via web-based networking media. Congruently, half of Filipino youth have said that they feel something is lacking/inadequate about themselves when they see their friends' posts (Natividad, 2016). This evidently illustrates that digital natives have been negatively affected by the technology, specifically by social media sites.

Aside from these studies, no study has been found on the first batch graduates of Senior High School, more so on 1st year undergraduate students of the Teacher Education Institution. Hence, this study is opportune to allow the general public to understand the digital natives and the circumstances that influence their behavior.

This research maintained ethical research practice and complied with all the ethical considerations. It ensured the respondents' welfare and guarantees that gathered data will be kept confidential and secured. Scale questionnaires were used to collect, analyze and interpret the rational belief, self-worth, and subjective well-being, under the supervision of a licensed Guidance Counselor. This research did not aim to diagnose any psychological status of the subjects.

Literature Review

This literature review presents foreign as well as local literature and studies to gain a clearer perspective of the topic under analysis. This also presents a synthesis of the studies used to fully understand the present research. It is very important to note the goal of the literature review; to describe the digital natives and how it will be used in the

study, to discuss the effect of rational belief to self-worth and subjective well-being, to differentiate rational beliefs of male and female. While there is limited research about the digital natives' rational belief, self-worth and subjective well-being, this review of the literature assesses the studies concerning youth of today's generation, not specifically identified as digital natives but as "tech-savvy", "advanced technology users" and "internet users of today", and the impact of advanced technology to them.

Ontology of Digital Natives

The term "digital natives" was coined by Mark Prensky in 2001. According to him, the term "digital nativity" referred to the actions and behaviors of 21st - century generation of digital learners as consumers of the advanced technology. He also coined the term "digital native" as he looked at the theory of digital nativity to promote understanding of the 21st - century generation students. The digital natives are also referred as "tech-savvy", "advanced technology users" and "internet users of today".

Prensky (2001) also depicted "digital natives" and "digital immigrants" as the two types of users within the digital world, which was based on the level of their comfort in using the advanced technology. He defined digital immigrants as people who were not born on the digital era, before 1980, but learn to use the advanced technology when they were already in the stage of adult lives. One identifying characteristic of Digital Immigrants is their accent or the level of their comfort with advanced technology (Prensky, 2001). Another difference between the digital natives and digital immigrants, aside from age, is their "intuitive acceptance of rapid digital change" (Woods, 2006, cited in Martin, 2011). Since the digital immigrants were not much exposed to technology compared to the digital natives, they had more difficult time with the constant and rapid

changes that frequently come with advanced technology. Whereas, digital natives as people who were born on the digital era, since 1980, living their life surrounded by cell phones, computers, digital music players, video games, video cams, and etc. Moreover, digital natives were habituated with quick access of data, processed a few things at once, inclined toward illustrations to content, work better when associated, bloom in a setting of instant satisfaction and choose play to genuine work. By using the emergence of advanced technology, digital natives received and processed information differently compare to digital immigrants. Prensky (2001) argued that the different milieu in which digital natives grew up changed their patterns of thinking, he added that our society filled with advanced technology, the abundance use of it, impacted the way they processed information comparable to digital immigrants.

Aside from Prensky's definition of digital nativity, Timothy Teo (2013) described digital natives as people who grow up with technology. Same with Prensky, the defining feature of digital native was the growing up years, and they were raised during the emergence of advanced technology, surrounded by technologies such as computer, internet, cell phones, and online games (Teo, 2013). Starting from their birth, they used advanced technology as their "native language", the form of language they used to communicate. Another description is they are comfortable with multitasking. It was suggested that their capability of multitasking was associated with their proficiency in using the advanced technology, with an ability to use it to satisfy one's needs, support personal, social and academical activities regularly (Cross, Healing, Jones, & Ramanau, 2010; Teo, 2013). Third description is they are reliant on graphics for communication. Same with Prensky, the defining feature of digital native was their literacy to visual

content on the digital technologies. Since digital natives were born with the existence of digital technologies and had more access to it at the young age, they preferred and they were more comfortable with graphics-rich than texts. It was also evident to students who prefer to use images, pdf, and words through their cell phones and computers, than texts from books. Thus, digital natives immersed in graphics-rich technology of games and the internet (Teo, 2013). Lastly, he described digital natives as people who thrive on instant gratifications and rewards. It was said that immediate response to their gratification and the need to quick access to information was brought by advanced technology. Prensky (2001) asserted that digital natives, who lend much of their attention and time on videogames and internet, were training their brains to the speed afforded by advanced technology.

In Southeast Asia, the Philippines is regarded as the 3rd largest smartphone market, and the fastest growing application market. Moreover, the Philippines topped the list of internet users with the most amount of time spent where 63% of Filipinos used the internet (Galvez, 2018). In the study “Patterns of Internet usage in the Philippines” by Labucay (2014), the summary of the results from 2006 to 2014 showed that youth ages 18 – 24 years old, and college students from urban areas in Metro Manila, were the highest internet users. Additionally, it stated that one of the strong predictors of internet users was age, such that internet usage is highest among youth ages 18 – 24 years old. It also showed that younger individuals used the internet more than adults. In addition, internet usage was higher on the unmarried people, three times more than the percentage of internet use to the married people. For this reason, this study purposively chose the 1st year college students from the Teacher Education Institution, whose age ranges from 18 –

24 years old and single as respondents.

Characteristics of Digital Natives

There are other researches about the dispositions of digital natives today. They were also called “tech-savvy” since they grew up with technology and rely on their daily living (Martin, 2011). The digital natives used advanced technology to discover their situation and identity in this society (Peter & Valkenburg, 2008; Vodanovich, 2014). A recent study on comparing college internet users and non-users in relation to self-esteem and subjective well-being (Rathore & Shekhawat, 2014) stated that college students used the advanced technology in a variety of purposes on their daily basis. Thus, both gender, male and female, used it on their everyday routine. It was found out that males used the internet for communication purposes while females used the internet most for information purposes. The study revealed a significant difference on the college internet users and non-users in relation to self-esteem. Moreover, the results revealed that college students who used internet services experience a higher level of self-esteem as compared to those college students who do not use internet services. Furthermore, the study revealed a significant difference on the college internet users and non-users in relation to subjective well-being. The results revealed that college students who used of internet services experience a higher level of satisfaction with life as compared to those students who do not use of internet services. A recent study (Greyling, 2018) showed that digital natives have high subjective well-being driven by their consumption of internet. Another study (Kavetsos & Koutroumpis, 2011) reported that digital natives, who have personal computers, music players, cell phones, and internet access, are associated with having higher level of subjective well-being, compared to those who don’t have. In terms of

gender differences of digital natives, a latest study (Lilly & Owens, 2017) among graduate-level students revealed that those male respondents have higher web-use skills than female and, additionally, they rate themselves as more competent Internet users than female. Whereas, in a study (Shekhawat & Rathore, 2014) revealed there was no significant difference on self-esteem and subjective well-being when grouped according to gender. The findings of these researches supported the notion that Internet also had positive effect on self-esteem and subjective well-being. Despite the fact that the internet brings positive psychological effects to college students, existing research stated that the psychological effect of internet use vary depending on some factors like time spent of using it, type of activity used on the internet (e.g. violent gaming), purpose of using it, etc. (Shekhawat & Rathore, 2014). As the emergence of advanced technology and the use of social media sites, there were also studies stating digital natives were described as generation with low self-worth (Doe, 2016), because of their dependency on what they often see and learn online. They were adept making social media accounts, uploading videos at youtube, and communicating via messenger (Vodanovich, 2014). Therefore, digital natives are not just consumers of digital technology, but they are also active creators and participants of it. Digital natives placed technology as a part of their personal matters, used it as an extension of their minds and physical selves (Prensky, 2001). It can be concluded that the advanced technology brought not only positive, but also negative effects to digital natives.

Digital natives do have contrasting characteristics compared to the past generations. Given the advancement in technology and access to the internet, the dynamics and rapid changes in the international community, and exposure to significant

societal changes globally, such as the start and peak of globalism, terrorism attacks and internet age, they tend to be more socially aware and involved in their surrounding and to the community that they belong to. Other traits attributed to digital natives nowadays include being civic-minded, able to value and balance their respective works and lives, able to conduct multitasking and being team oriented which drew differences with the other generations (Alcasid, Peralta, Pinlac, Ramirez, & Shamida, 2016)

McCann Truth Central (2016, as cited in Natividad, 2016), in their global research study called “The Truth About the Youth,” conducted a survey of 18 countries including the Philippines and came up with some unique statistics about the Filipino digital natives. As the surveys of this study revealed, Filipino digital natives differ from other countries’ digital natives in terms of: (1) closeness to family; (2) activeness on social media; and, (3) perception on social responsibilities. According to this study, 83% of Filipino digital natives relied on their parents for advice, in contrast to 73% globally. When it comes to social media, 61% of Filipino digital natives felt pressured to portray the best versions of themselves in social media, compared to the global average of 53%. In addition, 96% of Filipino digital natives believed that they are socially responsible to make positive contributions to the community, which was higher than the 89% global average. Considering this data, it can be presumed that Filipino digital natives, in general, possess a different culture from digital natives in other countries. This culture is shaped by the unique history and current economic, social, and political conditions of the Philippines.

In Social Psychology theory, environment and experience truly play important roles in changing patterns of thought process of individuals. The changes come from the social environment, in addition to characteristics of their background. Difference of

cultural background as an effect on how one perceive different circumstances and might influence what and why individuals think the way they do. It can be concluded that digital natives who were born amidst the advanced technology don't simply consider diverse things, however in reality think in a different way. Furthermore, digital natives that is exposed to and utilized advanced technology regularly will most likely process technology information differently than digital immigrants who were not raised in the culture of technology and had limited experiences using digital technology.

Digital Natives as students

Today's K-12 students characterize the generation to live with advanced technology. Prensky (2001) asserted that digital natives learned differently, both in K-12 classrooms and higher education institutions. Back then, it was controversial because of Prensky's argument that students, who are considered as first generation of digital natives, changed radically. Researchers agreed that students who were familiar with advanced technology have been influenced the way they think and perceive information. Compared to digital immigrants, the digital natives are described as people who are not reflective learners, they do not like process of logical and linear discovery. They are more engaged in rapid trial and error actions and experimentations. Moreover, they prefer receiving information fast and simultaneously through the use of advanced technology and social medias (Zur & Zur, 2011). In addition, they have low patience for lecture-discussion style of learning, and expect that the means used for learning is the advanced technology (Barnes, Ferris, & Marateo, 2007; Oblinger & Oblinger, 2005; Philip, 2007; Turner, 2015). It was supported by the study of Edmonds (2009, cited in Spangler, 2015) stating that students have high expectations about the needs of technology in classrooms.

In this thesis, the term digital native is used to refer to youth of today. Youth is defined by Merriam-Webster Dictionary as, “the time of life when one is young, especially the period between childhood and maturity”. Aside from that, digital native is distinguished between ages 18-24 years old, since Prensky (2001) stated that the digital nativity can also be defined based on age component. In utilizing Prensky’s term of digital natives, Dr. Levine (2010, cited in Martin, 2011), stated that today’s traditional undergraduates, aged 18 to 25 years old, are considered digital natives. Thus, locale research (Labucay, 2014) showed that youth ages 18 – 24 years old, and college students from urban areas in Metro Manila, were the highest internet users.

Rational beliefs and its effect on individual’s life

Individuals’ beliefs are sufficiently strong to influence actions and decisions. Most of the time, irrationality creates problems and prompt to wrong decisions. Rational beliefs are essential at times of challenges to make better numerous solutions (Dryden, 2006; Kufakunesu, 2015; Najafi et. al., 2012). These beliefs are adaptable, flexible, logical and have a high level of consistency with reality (Turner, 2016). People who were guided by these beliefs ordinarily had productive and healthier life styles (Ellis & Dryden, 2003; Kufakunesu, 2015; Rosner, 2011). The studies evidently showed that healthy way of thoughts and rational beliefs result to more positive and healthier feelings, more useful practices and more noteworthy acknowledgment of oneself as well as other people. Rational thinking produces appropriate emotional responses and behavior (Ellis, David, & Lynn, 2010) and promotes a greater acceptance of oneself and life satisfaction. It is important to note that beliefs can influence feelings and how people respond to specific circumstances.

The fact that digital natives are now facing a more competitive society with such expectations and pressures, it is important for them to have a healthier and stronger mind set. Rational thinking may help them handle such situations and cope up with the challenges. According to Judge and Locke (1992), unhappiness is a result of the way an individual thinks. They claimed that depressed people tend to have automatized and repetitive thoughts that are considered as dysfunctional/irrational. There are different irrational thoughts or procedures shown in such psychological inclinations as overgeneralization, perfectionism, reliance on others, and want for social endorsement. Moreover, people drown from sadness due to low self-worth generated by dysfunctional thoughts (Kuiper, Olinger, & Swallow, 1987; Kuiper & Olinger, 1986). For example, when an individual trusted others, one ensured no disappointment. Then, the individual strive for the approval of others, which results to forfeiting one's own judgment and qualities as one wanted to be acknowledged. Subsequently, discouragement or despair arrives because of these reasoning styles which influenced the way an individual feels. The results of the study about the relationship of self-esteem and irrational belief of McLennan (1987) confirmed that six irrational beliefs such as anxious overconcern, demand for approval, frustration reactivity, helplessness, high self expectations, and problem avoidance are related to low self-worth. In order to avoid such situations, rational thinking may take place. Instead of thinking dysfunctional thoughts, individuals may change these into more positive and healthier thoughts.

In the same vein, the study of Lakani and Akbari on the relationship between irrational beliefs and quality of life of students (2016) found that rational beliefs and goals are correlated. In order to achieve one's important goals, rational beliefs must be

present. In contrast, irrational beliefs prevented one from achieving their personal goals. Results of the data show that there is a relationship between irrational beliefs and quality of life of students.

According to Albert Ellis' Rational Emotive Behavior Therapy (REBT), individuals' irrational beliefs about certain situations contribute to their own psychological problems. In addition, beliefs are the roots of one's emotions, which influence the evaluations and interpretations they make in their life situations. However, people are born with the potential for two kinds of evaluative cognitions: reasonable (rational) and unreasonable (irrational). Rationality can be characterized as self-improving while irrationality can be distinguished as self-defeating. Interestingly, Rogers and Maslow discussed that people are portrayed by a natural self-defeating tendency, one that they can figure out how to control. If one can learn to control these irrational thoughts and turn those into rational thoughts, it may lead to a more satisfying and substantial way of living. It was proven by the study of Dewanto (2016) on the utilization of rational-emotive approach to increase the subjective well-being of adolescent students in Indonesia, where students learned to evaluate their school life, changed their irrational beliefs to rational beliefs and had positive approach of the events at school.

Gender Differences in rational beliefs

The rationality of beliefs is linked with the tenets of logic and objectivity of thoughts in psychology. It is likewise associated with other factors like gender. It is important to study if there is a gender difference on the following components to see the diversity (e.g. strengths and weaknesses) between males and females and to support the idea of gender segregation, and create different guidance counseling program to diverse

gender. Moreover, gender stereotypes portray male and female as essentially different. Even though this stereotype is pervasive, results from prior studies showed difference on gender effect on the rational beliefs. The study of Bojman, Duggan, and Mezo (2011) about the relationship of gender differences and irrationality of beliefs claimed that irrational beliefs are related with anxiety and depression. The study hypothesized that females show more irrational beliefs than males since studies suggested that female have higher symptoms of depression and anxiety. Furthermore, through the use of 'Irrational Beliefs Scale' and 'Depression Anxiety Stress Scale,' results revealed that female students were more likely to have increased levels of irrational beliefs than males. It predisposed that females have an increased risk for experiencing depressive and anxious symptoms.

A similar study on the connection between gender differences and irrational beliefs with association to depression and anxiety (Stanciu, 2014), it was found that there are significant differences between male and female in terms of both anxiety and stress. Results concluded that female have higher predisposition for worrying and developing psycho-somatic symptoms associated with stressful life events.

Lastly, the study of Bond, Phillips and Sladek (2010) on gender differences in thinking dispositions was consistent with the earlier results where male showed a higher inclination for rational process than female, and female favored more on experiential process than male.

Synthesis

The researches portrayed the characteristics of digital natives and how advanced technology plays a critical role in their generation, and how it affects them both positively and negatively. According to researches, the advanced technology has a significant impact on how digital natives think, and perceive information, compared to non-digital natives. Eventually, their way of thinking; can be categorized as rational or irrational thinking, have significant effect on the dispositions of digital natives such as their self-worth and subjective well-being. Despite having limited studies about rational belief in relation to self-worth and subjective well-being among Filipino digital natives, the researcher believe that the studies reviewed are helpful in the overall conduct of this study.

Different researches show that irrational and rational beliefs are related to vast array of outcomes which are relevant to psychology. According to REBT, cognitions, emotions and behaviors are highly interconnected. Moreover, the studies proved that irrational and rational beliefs affect how individual think, feel and behave. Since human beings encounter everyday life circumstances, rationality of beliefs is the core of all, and can be the determinant of the possible outcome. Irrational beliefs have been correlated to emotional distress and disturbance and turning irrational beliefs into rational beliefs may lead into a healthier lifestyle, better acceptance of oneself and happiness. Through this, rational beliefs can be used as a solution to several problems encountered by people. Rational beliefs are also helpful in better valuing and better functioning of oneself. Rational thinking is considered to be important in developing a healthy life style and for resiliency.

Various researches have also shown that gender differences have association with rationality of beliefs, e.g. male are more rational than female; while female tend to create more irrational beliefs that result to have higher risks for depression and anxiety. Existing literature on the digital natives in the Philippines are still very limited. In fact, there hasn't been any extensive research conducted to study and come up with a general cultural description of the Filipino digital natives. Nonetheless, there had been some articles and studies published which were intended to provide a general description of the characteristics of the Filipino digital natives.

Conceptual Framework

In Rational Emotive Behavior Therapy (REBT), the two types of cognitions are identified as rational and irrational. There is a basic assumption that individuals are born with a potential for both rational and irrational thinking. Rational belief can be described as adaptable, reasonable, and flexible in adapting to distressing circumstances; whereas irrational beliefs can be described as beliefs that are illogical, do not have empirical support, and non-pragmatic. It is necessary to meet at least one from all criteria to be considered as rational or irrational belief.

Many people don't know that a significant number of their considerations about themselves were irrational and negatively affect the way they carry on in circumstances. As indicated by Ellis (as cited in Corey, 2013), these thoughts lead individuals to endure negative feelings and take part in meaningless practices as well as to be capable of assessing and shifting irrational thoughts in certain circumstances. Despite the fact that particular life occasions may add to psychological wellness issues, REBT personnel

believed that it is a person's own irrationality of beliefs that causes the most issues. By disputing negative thoughts and replacing them with positive ones, an individual is better equipped to acknowledge one's self as well as other people and thus, carry on with a more pleasant life.

REBT is inclined with the framework called the A-B-C model of emotional episodes to illustrate the association between Activating agents, Beliefs about the certain occasion, and the behavioral and emotional Consequences that take place as a result of the Beliefs. This model shows that the A, also known as activating agent, can be a circumstance, human being, or event that an individual experiences, and B refers to the belief that the individual creates in light of their experience with the actuating occasion. This belief will result to C, or consequence or the reaction. This model can demonstrate that beliefs, regardless of the actual event, can affect the possible consequence or effect of that event. Therefore, human beings are responsible for their own state, thus, they can change their beliefs to directly change the possible negative effect.

The development of the concept of self-worth, which includes the beliefs used to judge the value of one self, has been interrelated to the concept of self-esteem. Although, self-worth is regularly used as an equivalent word for “self-esteem,” Dr. Lisa Firestone stated that self-esteem ought to be less about estimating yourself in view of outside activities and more about esteeming your inborn worth as a human being (as stated in Haley, 2017). The components of self-worth are identified as academic competence, approval from others, and physical appearance. These domains are considered very essential to digital natives, especially college students (Bouvrette, Cooper, Crocker, & Luhtanen, 2003). Self-worth is derived from these components as it evidently measures in

various studies the overall self-worth of an individual. The higher contingencies of self-worth on those external sources include appearance, approval from others, academic performance, anger, academic problems, stress, relationship conflicts, high level consumption of alcohol, drug use, and eating disorders (Dittmann, 2002).

The subjective well-being (SWB) simply portrays how an individual evaluates his or her life. People can evaluate their lives in many ways; however, Ed Diener (1985) illustrates how people experience the quality of their lives through self-perceived success and life satisfaction. Self-perceived success incorporates how one assesses his or her life's achievements and accomplishments. Life satisfaction can be referred to as a cognitive judgment of an individual's life. In addition, it may vary from one's life fulfillment and contentment. According to Diener, the evaluation of subjective well-being of digital natives is based on their life at home and at school.

Figure 1 shows the conceptual framework of this study, specifically the major variables: rational belief, self-worth and subjective well-being among digital natives. It shows that digital natives will be assessed to determine if there is a significant difference on their rationality of beliefs when grouped according to gender and level of digital nativeness. Furthermore, the general rationality of beliefs, self-worth and subjective well-being of the digital natives will be identified. Lastly, digital natives will be assessed to determine their rationality of beliefs and its association to self-worth and subjective well-being.

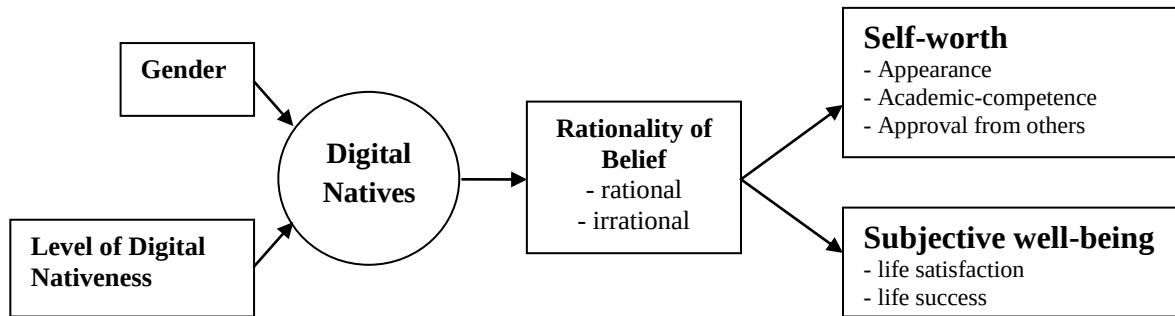


Figure 1. The conceptual framework of rational belief, self-worth and subjective well-being among digital natives.

Research Problems

Generally, this research aimed to assess the rationality of beliefs of digital natives and its association, its self-worth and subjective well-being.

Specifically, the researcher sought to:

1. Determine if there is a significant difference on the rationality and irrationality of beliefs of digital natives when grouped according to:
 - a. Gender
 - b. Level of digital nativeness
2. Identify the rationality of beliefs, self-worth and subjective well-being of the digital natives.
3. Determine if rational belief has an effect on self-worth and subjective well-being of the digital natives.

Definition of Terms

The following major terms are herein defined conceptually for clarity and easy understanding of the research:

Digital natives: Adapting the definition of Prensky (2001) and Teo (2013), digital natives refer to youth ages 18 – 24 years old. Moreover,

they grew up with access to advanced technology at their young age, and use it as part of their daily lives.

Irrational belief: is a maladaptive thinking that refers to beliefs that are false and unsupported rationally. In this research, irrational belief is based on seven irrationality scopes such as self-downing, need for achievement, need for approval, need for comfort, demand for fairness, other downing, and a total irrationality.

Rational belief : is a belief that is consistent, helpful, and logical with the social reality. In this research, the rational belief is based on one rationality scope.

Self-worth: refers to an individual's sense of his or her value, or the level of approval or appreciation to oneself. In this research, self-worth encompasses different components of self-worth such as academic competence, approval from others, and physical appearance.

Subjective well-being: is defined as a person's affective and cognitive evaluations of his or her life. In this research, subjective well-being is composed of two major domains in the student's life such as (1) life satisfaction in terms of the student's satisfaction on the major areas of life like personal development, family, friends, school and leisure; and, (2) life success or the student's self-perceived success on important areas such as optimism, purpose, relationships, and self-esteem.

Chapter II

Methods

This chapter contains the research design used, the research locale, the sampling and respondents of the study, the instrumentation, the data gathering procedure, the data analysis, and the ethical considerations of the present study. Essentially, it discusses the systematic process that the researcher performed to accomplish the research.

Research Design

This research utilized a descriptive quantitative research design that involved survey as a data gathering technique. The approach was chosen in light of the fact that it is generally used to portray events and studies aimed for finding inferences or causal relationships (Saya, 2013). A lot of scientific disciplines, especially psychology and social science, used descriptive quantitative research design to gain a general overview of the research subject. It involved observation and description of the subjects' behavior (Shuttleworth, 2008). This design was used to describe and analyze part of the digital natives specifically by identifying their belief system, self-worth and subjective well-being. This descriptive research incorporated multiple variables for analysis, and it employed methods of analyzing correlations between numerous variables by using statistical application such as T test for Independent Mean Samples and Hierarchical Regression Analysis to estimate the relationship of variables and to identify the variable that has a significant impact (Gallo, 2015). On the other hand, survey method, as a data gathering technique, provided an opportunity for the researcher to collect data from a population in order to determine the current status of that population with respect to one or more variables (Abdullah, 2000). Survey is commonly used as a research tool in

psychology research to obtain information and self-reported data from the study's respondents. Moreover, standardized surveys are used to ensure that the results can generalize a sample to the large population (Cherry, 2018). This study utilized different scales to collect, analyze and interpret the rational belief, self-worth, and subjective well-being of digital natives in the Teacher Education Institution.

Sampling and Participants

In this thesis, the term digital native is used to refer to youth of today. Youth is defined by Merriam-Webster Dictionary as, “the time of life when one is young, especially the period between childhood and maturity”. Aside from that, digital native is distinguished between ages 18-24 years old, since Prensky (2001) stated that the digital nativity can also be defined based on age component. Furthermore, locale research (Labucay, 2014) showed that youth ages 18 – 24 years old, and college students from urban areas in Metro Manila, were the highest internet users. The researcher chose 1st year college students from the Teacher Education Institution as respondents for this study. The gathered respondents were between the ages of 18 – 24 years old and single. Students who are under the age of 18 years old, or married already, were excluded as respondents for the reason that they were still minors and civil status might affect the variables being measured and the results of the study. Moreover, they grew up with access to advanced technology at their young age, and use it as part of their daily lives.

The researcher utilized a stratified sampling procedure. From the total population of 1013 first year students in the Teacher Education Institution, a sample size of 200 respondents was grouped according to their class sections (See table 2).

Profiling

Table 1

Profile of the Respondents

Gender	Frequency	Percent
Female	100	50
Male	100	50
Total	200	100

Level of Digital		
Nativeness	Frequency	Percent
High	153	76.5
Average	47	23.5
Total	200	100

As can be seen in Table 1, the total number of respondents was 200, with the equal number of female ($n = 100$) and male ($n = 100$). In terms of level of digital nativeness, the respondents with high level of digital nativeness were 153 (76.5%) while the respondents with average level of digital nativeness were 47 (23.5%). The research had more respondents with high level of digital nativeness than the average.

Research Locale

This research was conducted in a Teacher Education Institution. An educational institution is a place that provides learning environment and experiences where people gain knowledge and skills. The chosen teacher education institution is a public, and higher learning institution which caters elementary to graduate students. It offers

education programs that prepare students in becoming a teacher, so the nation's future generation is secured. Teacher education is a program that is identified with the advancement of teachers' capabilities and skills that would empower and engage the teacher to meet the fundamentals of the profession and face the difficulties within. Teacher education needs to stay informed of current advancements and developments with the purpose of preparing teachers, who are able to confront the difficulties of the dynamic society. A teacher is important key personnel that brings light to every student, and is for the most part responsible to implement educational processes.

The ethical research practice of the Teacher Education Institution was considered in conducting the research. The respondents were identified by coordinating with the Office of the University Registrar to verify and secure all the information needed. The Teacher Education Institution was chosen since the characteristics of the respondents needed in this research are being seen in an educational setting. Moreover, the result of this research is intended to be essential to educational institutions, especially among school guidance counselors.

Table 2. Total Population of 1st year Students per Section for Term 2, SY 2018 – 2019

Section	Number of Students	Sample Size
I – 1	39	8
I – 2	41	8
I – 3	38	7
I – 4	41	8
1 – 5	42	8
1 – 6	40	8
1 – 7	37	7
1 – 8	40	8
1 – 9	41	8
1 – 10	40	8
1 – 11	42	8
1 – 12	40	8
1 – 13	37	7
1 – 14	40	8
1 – 15	39	8
1 – 16	39	8
1 – 17	38	7
1 – 18	38	7
1 – 19	39	8
1 – 20	39	8
1 – 21	39	8
1 – 22	38	8
1 – 23	38	8
1 – 24	40	8
1 – 25	32	6
1 – 26	36	7
Total	1013	200

Instruments

For this research, the researcher utilized different scales to gather data about the rationality of belief, level of self-worth, and level subjective well-being of digital natives in the Teacher Education Institution.

Digital Native Scale

The “Digital Native Assessment Scale (DNAS)” by Timothy Teo (2013) is used to assess the degree of being a digital native of the respondents. The DNAS is a 21 – item scale that purposely measures the students’ perception on the degree of being a digital native. It is recently developed yet has simple and easy instructions, and is proven to be statistically valid and reliable (Gates & Yong, 2014). The computed cronbach’s alpha coefficient based on the responses of the respondents on each item is $\alpha = 0.819$, which indicates that the scale has a good internal consistency on all items in the scale.

The DNAS contains a seven point likert-type scale from strongly disagree (1) to strongly agree (7) encompassing four subscales: comfortable with multitasking [MUL], grow up with technology [TEC], reliant on graphics for communication [GRA] and thrive on instant gratifications and rewards [INS].

The scoring of this scale was based on the sum of four subscales. It ranged from 21 to 147 scores, and the higher the score the closer is the level of being a digital native. The range of scores was interpreted by the researcher as follows: 21-63 scores indicate Low Digital Nativeness; 64-105 indicate Average Digital Nativeness; and 106-147 indicate High Digital Nativeness.

Rationality of belief scale

The second instrument used is the “Shortened General Attitude and Belief Scale

(SGABS)” by Lindner, Kirkby, Wertheim, and Birch (1999). The SGABS is a 26 – item scale that measures the rationality of beliefs. There is no particular age and time limit indicated in this scale. The computed cronbach’s alpha coefficient based on the responses of the respondents on each item is $\alpha = 0.837$, which indicates that the scale has a good internal consistency on all items in the scale.

The SGABS’ set of statements requires respondents to reflect and assess their beliefs to carefully decide to what extent they agree or disagree with each statement. There are no considered right or wrong answers and respondents just have to encircle the scale of numbers from number 5 which confirms that they strongly agreed with the statement, to number 1 if they strongly disagreed.

The scoring of this scale is based on one rationality scope and 7 scopes of irrationality partitioned into 6 subscales (need for achievement, approval, comfort, and demand for fairness, self and other downing), plus a total irrationality score comprising the all of the items from the six subscales. The range of mean scores both for rationality and irrationality scores was interpreted by the researcher as follows: 1.00-1.80 mean scores indicate Low; 1.81-2.60 mean scores indicate Below Average; 2.61-3.40 mean scores indicate Average; 3.41-4.20 mean scores indicate High; and, 4.21-5.00 mean scores indicate Very High.

Self-worth scale

The third instrument used is the “Contingencies of Self-Worth” (CSW) Scale developed by Bouvrette, Cooper, Crocker, and Luhtanen (2003). It is a 35 – item scale that measures the general self-worth of an individual. There is no particular age and time limit indicated in this scale. This scale is proven reliable and a valid instrument to assess

college students' self-worth (Bentea, 2015). The computed cronbach's alpha coefficient based on the responses of the respondents on each item is $\alpha = 0.759$, which indicates that the scale has a good internal consistency on all items in the scale.

The set of statements in this instrument includes self-assessment of the respondents' personal beliefs about their worth as an individual. The respondents have to answer by encircling the number scales from 1 (strongly disagree) to 7 (strongly agree). Their answers should be derived from their choice that best describe themselves. If they have not experienced yet the statement being illustrated, the respondents have to ponder how they will do or feel on that situation if it happened.

The CSW scale scores are based on the components of self-worth such as academic competence, approval from others, and physical appearance. In order to get the mean score, the scores on items 4, 6, 10, 13, 15, 23, and 30, were reverse-scored such that (1 = 7), (2 = 6), (3 = 5), (4 = 4), (5 = 3), (6 = 2), (7 = 1). Then, sum the answers to the items for each respective subscale score, and divided each by the total number of items per subscale. The range of mean scores both for self-worth scores was interpreted by the researcher as follows: 1.00-2.20 mean scores indicate Low; 2.21-3.41 mean scores indicate Below Average; 3.42-4.62 mean scores indicate Average; 4.63-5.83 mean scores indicate High; and, 5.84-7.00 mean scores indicate Very High.

Subjective well-being scale

The last two instruments used are the subjective well-being scales "Satisfaction with Life Scale (SWLS)" by Diener, Emmons, Larsen and Griffin (1985); and the "Flourishing Scale" by Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, and Biswas-Diener, (2009).

The SWLS is a 5-item scale purposively made to assess universal psychological judgments of individual's life satisfaction. It can be completed in just a minute. It is proven appropriate, valid and reliable for any age range (Colvin, Diener, Pavot & Sandvik, 1991). The computed cronbach's alpha coefficient based on the responses of the respondents on each item is $\alpha = 0.837$, which indicates that the scale has a good internal consistency on all items in the scale.

The SWLS is a short scale yet it requires careful evaluation of one's satisfaction of life in general. The respondents will specify how much agreement/disagreement they have with each of the statement using a 7-point scale that ranges from 7 (strongly agree) to 1 (strongly disagree). Answer will be written in the space provided before the number. This scale do not measure life satisfaction in terms of wealth, however, respondents might base their answers on external factors.

The following scores range point out the satisfaction level of the respondents, or how satisfied the respondents are in their lives: 31 - 35 indicates extremely satisfied; 26 – 30 satisfied; 20 - 25 slightly satisfied; 15 - 19 slightly dissatisfied; 10 - 14 dissatisfied; and, 5 - 9 extremely dissatisfied. . The range of mean scores for life satisfaction scores was interpreted by the researcher as follows: 1.00-2.20 mean scores indicate Low; 2.21-3.41 mean scores indicate Below Average; 3.42-4.62 mean scores indicate Average; 4.63-5.83 mean scores indicate High; and, 5.84-7.00 mean scores indicate Very High.

On the other hand, the Flourishing Scale is composed of 8 – items scale describing the life success regarding the important aspects of human functioning such as positive relationships, competence, and having meaning and purpose in life. This scale is short and can be completed in just a minute. It is proven as a valid instrument to measure

subjective well-being among college students. The computed cronbach's alpha coefficient based on the responses of the respondents on each item is $\alpha = 0.883$, which indicates that the scale has a good internal consistency on all items in the scale.

This scale includes 8 statements, each of which respondents must decide how much they agree or disagree with. Using the 1 (strongly disagree) – 7 (strongly agree) scale, the respondents will indicate their answers by writing the number that best describes their choice.

To get the results, the responses should be all added, the sum of the responses will indicate the level of psychological well-being (PWB) of the respondents. The scores may range from 8, or the lowest PWB, to 56, or the highest PWB. The high PWB scores signify that the respondent have psychological strengths and resources. The range of mean scores for life success scores was interpreted by the researcher as follows: 1.00-2.20 mean scores indicate Low; 2.21-3.41 mean scores indicate Below Average; 3.42-4.62 mean scores indicate Average; 4.63-5.83 mean scores indicate High; and, 5.84-7.00 mean scores indicate Very High.

Table 3
Summary of Instruments

Instrument	Cronbach's Alpha	Minimum Score	Maximum Score
1. Digital Native Assessment Scale	0.819	21	147
2. Shortened General Attitude and Belief Scale	0.837	1.00	5.00
3. Contingencies of Self-Worth	0.759	1.00	7.00
4. Satisfaction with Life Scale	0.837	1.00	7.00
5. Flourishing Scale	0.883	1.00	7.00

Data Gathering Procedure

The data gathering procedure started with the identification and selection of the respondents. The population was identified by coordinating with the Office of the University Registrar to verify the different sections of first year students. The official list of the classes of the respondents identified was secured from the Office of the University Registrar. The sample size of 200 respondents was selected using stratified sampling according to the class section. To ensure the suitability of the venue, and the safety and protection of the respondents and researcher, the data gathering procedure took place inside the classroom, during school hours, and in the presence and with approval of the professor. All first year students inside the class was informed about the purpose of the study, description of the study procedures, confidentiality, and their rights as respondents. The qualifications of respondents were stated and 4 males and 4 females were selected from each class. The participation in this study was voluntary, and there were no biases in selecting the respondents. The respondents were informed that there no incentives or compensation will be given in return for their participation. After their approval to be part of the study, the respondents were given informed consent form and some fundamental insights about the conduct and nature of the research that was led by the researcher. They were encouraged to ask questions and make choices with respect to their participation in the study. In addition, they were guaranteed that their information will be kept confidential and that their participation will be secured. After the day that informed consent was given, the data were collected using different scales to gather the rational belief, self-worth, and subjective well-being of the respondents. All scales were guaranteed free from any biases and did not cause any psychological or physical harm to

the respondents. The respondents were informed that they have to answer all of the scales completely and truthfully. All respondents were required to fill up information accordingly, as required by the researcher. The data gathering procedure took one hour to finish. Lastly, the data obtained was kept confidential and secured, it was kept in a locked file and all electronic information was coded and secured using a password protected file. The data was analyzed using a t-test for independent means to determine if there is a significant difference, and hierarchical regression analysis to identify which of the variables will have a significant impact. All data were computed using SPSS statistics software, and re-checked by a professional statistician.

Data Analysis

The first analysis was to test the reliability of the scales. Although all scales used in this research were standardized scales and were used in studies published in different journal articles, it was still necessary to examine the reliability of all scales based on the responses of the respondents on each item. The Cronbach's Alpha Coefficient (α) was used to indicate the internal consistency of items. All scales examined got Cronbach's Alpha Coefficient of above 0.7 scale, which is the ideal as it indicates good internal consistency of all items. Second, to determine if there was a significant difference on the rationality of beliefs of digital natives when grouped according to gender and level of digital nativeness, t-test for independent mean samples was used. Third, to identify the rationality of beliefs, self-worth and subjective well-being of the digital natives, the descriptive statistics were computed to present the minimum mean, maximum mean, overall mean, and standard deviation to indicate the interpretation of the scores. Lastly, to

determine if rational belief has an effect on self-worth and subjective well-being of the digital natives, hierarchical regression analysis was used. All data were computed using the SPSS statistics software and were re-checked by a professional statistician.

Ethical Considerations

This research observed appropriate ethical considerations all throughout the data gathering procedures. It was in accordance to the Philippine Normal University Code of Research Ethics and Guidelines for Review.

Since it made use of human as subjects, where it required the collection of data from human respondents, the consideration of issues was vital to ensure the welfare and security of the respondents, the research locale and the researcher. This research did not deal with sensitive topics and did not include vulnerable populations. The issues were perceived ahead of time to anticipate future issues during the research process. This research maintained ethical research practice and complied with the following ethical considerations:

The researcher respected the respondents and did not subject them to anything that will affect their life, dignity and reputation. Participation in this research was voluntary where respondents had a choice whether to participate or not in the study. When the respondents voluntarily participated, the respondents were given informed consent discussing the nature, objective and procedure of the study. The respondents were free to ask questions before, during, and after the data gathering procedures. They also had the freedom to withdraw from their participation in the study anytime. Moreover, the researcher made sure that the data gathering procedures did not cause any

psychological and physical harm to the respondents, as a consequence of their participation to the study. Lastly, the data obtained was kept confidential and secured. All respondents were kept anonymous, and the researcher did not collect or retain any information about the respondent's identity. The records of this study were kept strictly confidential where research records were kept in a locked file and all electronic information was coded and secured using a password protected file. The researcher did not include any information in any report she published that would make it possible to identify the respondent.

The goal of this research is to present benefit to all concerned. This research was not compromised in return for financial or non-financial benefit of the researcher, and it was not funded by any organization. This research aimed to significantly contribute to the respondents, parents, guidance counselors, schools, etc. Eventually, this research study informed the respondents about the benefits that they may receive in the conduct of the research. The results obtained in this research provided information that was essential and helpful in schools, especially in Guidance and Counseling department.

The researcher made sure to treat respondents well and fairly. The research process and the selection of the respondents were free from any biases such as class, gender, ethnic and cultural biases. Moreover, the data gathering procedure was done under the supervision of the students' professor and the university's guidance counselor.

Chapter III

Results and Discussion

This chapter presents the statistical analysis of the data collected from the respondents. All data will be presented in accordance to the three research questions. Moreover, the data were presented in tables and figures.

Problem #1: Determine if there is a significant difference on the rationality of beliefs of digital natives when grouped according to gender and level of digital nativeness.

To determine if there is a significant difference on the rationality of beliefs of male and female and the level of digital nativeness, the Shortened General Attitude and Belief Scale (SGABS) was used to measure the rationality of beliefs of the respondents. Then, the level of digital nativeness of the respondents was assessed through the Digital Native Assessment Scale (DNAS). The statistical analysis performed was t-test for independent samples to determine if there is statistical evidence that male and female and the level of digital nativeness are significantly different on their rationality of beliefs. As can be seen in Table 3, the difference on the rationality of beliefs of digital natives was grouped according to gender and level of digital nativeness.

Table 4

Descriptive statistics of gender and level of digital nativeness associated with rational beliefs

	n	Mean	SD	t	p-value
Gender				2.951	0.004*
Female	100	4.12	.58		
Male	100	3.86	.67		
Level of Digital nativeness				0.872	0.384
High	153	4.01	0.62		
Average	47	3.91	0.72		

*Note. N = 200; *p < .05*

When the rationality of beliefs of digital natives was grouped according to gender, it shows that the female respondents (N = 100) are associated with high rationality of beliefs, M = 4.12. In comparison, the male respondents (N = 100) are associated with numerically smaller rationality of beliefs, M = 3.86. Next, the standard deviation showed the spread of the data, or on average how far are the rational belief scores deviating from the mean, and the standard deviation is very similar for females (SD = .58) and males (SD = .67). To determine whether gender is associated statistically with rationality of beliefs, an independent samples t-test was performed. The assumption of homogeneity of variances was tested and satisfied via Levene's F-test, $F(198) = 1.28$, $p = 0.259$. The independent samples t-test was associated with a statistically significant effect, $t(198) = 2.95$, $p = 0.004$. It was found that the female were associated with a statistically

significantly larger mean rationality of beliefs than male. A graphical representation of the means and the 95% confidence intervals is presented in Appendix O.

The finding that female respondents displayed a little higher rationality of beliefs than the male respondents implies that the female respondents are more adaptable, reasonable and flexible in adapting to distressing circumstances than male respondents. Moreover, the female respondents have more beliefs that are consistent, helpful, and logical with the social reality. Interestingly, the gender difference on the rationality of beliefs challenge the gender stereotype and different literatures stating that male are more rational than female. This result contradicts the prevalence of findings in previous studies that male are more rational than female (Bojman, Duggan, & Mezo, 2011) and male showed a higher inclination for rational process than female, for the reason that female favored more on experiential process than male (Bond, Phillips, & Sladek, 2010). The results are therefore a bit controversial and require further investigation. Rechecking the responses of male and female respondents, it can be seen that the scores of females on rationality scales items are all higher than males. The rationality items are all characterized by rational cognitive processes which encompassed the different content domains of achievement, approval, fairness and comfort. There are several possible reasons for the abovementioned result; (1) that all female respondents have high scores on the following domains because our women of today is different from our older generation brought about by women's revolution or feminist movement concerning their rights, approval, and fairness from the society. (2) Considering also the educational institution of the respondents, the ratio of female and male student is very uneven; there are more female students than male. There might be a possibility that female respondents

feel more empowered, and they have more friends from the same gender than male. (3) Male respondents have lower rationality belief than female possibly because they more likely use the advanced technology (e.g. for video gaming) than female.

A recent study on gender difference in decision making-style profiles (Delaney, 2014) revealed the same results that males were more likely to be in the decision making-style profiles that were more reliant on intuitive and affective responses right away. It shows that males might also be intuitive and interpersonally oriented like the gender stereotype to females. Study of Chraif and Dumitru (2014) which explain why female have higher rational belief than male, revealed that taking into consideration the variable of personal growth, it was observed that female respondents have a higher level of desire of perfecting their life style, have a higher significant number of positive relationships, and have a statistically significant higher level of self-acceptance than male. The following variables are aligned to the rationality items which encompassed the different content domains of achievement, approval, fairness and comfort. Lastly, Male respondents have lower rationality belief than female possibly because a latest study (Lilly & Owens, 2017) among graduate-level students revealed that that male respondents have higher web-use skills than female and, additionally, they rate themselves as more competent Internet users than female. Moreover, a study (Shekhawat & Rathore, 2014) revealed that males used the internet for communication purposes while females used the internet most for information purposes. It evidently showed that males are more exposed to advanced technology for socialization, which might affect the rationality of their beliefs. Those are the possible reasons why females have high rationality beliefs than male.

As can be seen in table 3, the difference on the rationality of beliefs of digital natives was also grouped according to the level of digital nativeness. The respondents with high level of digital nativeness ($N = 153$) was associated with high rationality of beliefs $M = 4.01$. By comparison, the respondents with average level of digital nativeness ($N = 47$) was associated with numerically smaller rationality of beliefs $M = 3.91$. Next, the standard deviation showed the spread of the data, or on average how far are the rational belief scores deviating from the mean, and the standard deviation is very similar for high level of digital nativeness ($SD = 0.62$) and average level of digital nativeness ($SD = 0.72$). To determine whether the level of digital nativeness is associated with rationality of beliefs, an independent samples t-test was performed. The assumption of homogeneity of variances was tested and satisfied via Levene's F-test, $F(198) = 0.14$, $p = 0.71$. The independent samples t-test was associated with a statistically no significant effect, $t(198) = 0.872$, $p = 0.384$. Thus, the high level of digital nativeness was associated with a statistically no significantly larger mean rationality of beliefs than the average level of digital nativeness. A graphical representation of the means and the 95% confidence intervals is presented in Appendix O.

Data showed that the rationality of beliefs of high and average level of digital nativeness had no significant difference. It is probably because the difference between the means of high and average levels of digital nativeness is very small. It implies that all respondents, regardless of the level of digital nativeness, are still considered digital natives. Therefore, it does not have significant difference on their rationality of beliefs.

A study on Filipino digital natives by Rainer and Rainer (2011, as cited in Alcasid, 2016), revealed that approximately 60% of the Filipino digital natives strongly

agreed with the statement “I believe I can do something great”. Moreover, the digital natives have rational beliefs, regardless of the level of digital nativeness.

Problem #2: Identify the rationality of beliefs, self-worth and subjective well-being of the Digital Natives.

To measure the general self-worth of the respondents, the Contingencies of Self-Worth Scale was used. Then, to identify the subjective well-being of the respondents, the combination of the Satisfaction with Life Scale that assess universal psychological judgments of individual's life satisfaction, and the Flourishing Scale that describes the life success, was used. The descriptive analysis including the mean, standard deviation, and the interpretation were used to illustrate the rational belief, self-worth and subjective well-being of the digital natives.

Table 5

Descriptive statistics of rationality of beliefs

	Minimum	Maximum	Mean Score	SD	Interpretation
Rationality	1.25	5.00	3.99	.64	High
Irrationality	1.36	4.82	3.16	.60	Average

Table 5 shows the descriptive statistics of rationality of beliefs of the respondents. From the collected data (N = 200), the rationality of their beliefs had a minimum mean score of 1.25 indicating low rationality, and a maximum mean score of 5.00 indicating very high rationality, the mean of all scores (M = 3.99, SD = 0.64) signifies high

rationality of beliefs of the respondents. While the irrationality of their beliefs had a minimum mean score of 1.36 indicating low irrationality, and a maximum mean score of 4.82 indicating very high irrationality, the mean of all scores ($M = 3.16$, $SD = 0.60$) signifies average irrationality of beliefs of the respondents. A graphical representation of the distribution of the mean scores of the rationality of beliefs of the respondents – approximately symmetric (-0.45) and kurtosis (0.521), and a graphical representation of the distribution of the mean scores of the irrationality of beliefs of the respondents – approximately symmetric ($.197$) and kurtosis (0.078) – are presented in Appendix O.

The results imply that all respondents have high rationality of beliefs and average irrationality of beliefs when facing different circumstances. This result contradicts the prevalence of findings in a previous study that digital natives were not reflective thinkers, thus, they did not prefer receiving logical, linear and sequential information (Zur & Zur, 2011). The sample respondents showed high rationality of beliefs which implies that they are adaptable, reasonable, and flexible in adapting to distressing circumstances. Moreover, they are consistent, helpful and logical with the social reality. The possible reason for the abovementioned result is that the culture of Filipino being positive and happy on all circumstances, even on unfortunate events.

It is supported by the study on Filipino digital natives by Rainer and Rainer (2011, as cited in Alcasid, 2016), have noticed that approximately 60% of the Filipino digital natives have strongly agreed with the statement “I believe I can do something great”. These researches point out that digital native have rational beliefs and positive dispositions in life, which are very essential in an early age and important to be maintained and enhanced.

Table 6*Descriptive statistics of self-worth*

	Minimum	Maximum	Mean Score	SD	Interpretation
Academic Competence	1.40	7.00	5.27	.88	High
Approval from Others	1.00	6.60	3.32	1.23	Below Average
Appearance	1.20	7.00	4.41	1.10	Average
Total Self-Worth	2.40	6.60	4.33	.79	Average

Table 6 shows the descriptive statistics of self-worth of the respondents. From the collected data (N = 200), the first sub-variable *self-worth*, where the academic competence scores have a minimum mean score of 1.40 indicating low contingency, and a maximum mean score of 7.00 indicating very high contingency, the mean of all scores on academic competence (M = 5.27, SD = 0.88) signifies high contingency of self-worth on academic competence. Second, for the variable *approval from others* where scores have a minimum mean score of 1.00 indicating low contingency, and a maximum mean score of 6.60 indicating very high contingency, the mean of all scores on approval from others (M = 3.32, SD = 1.23) signifies below average contingency of self-worth on approval from others. Third, variable *appearance* where scores have a minimum mean score of 1.20 indicating low contingency, and a maximum mean score of 7.00 indicating very high contingency, the mean of all scores on appearance (M = 4.41, SD = 1.10)

signifies average contingency of self-worth on appearance. Combining the three sub-variables of self worth (academic competence, approval from others, and appearance) where the minimum mean score of 2.40 indicating below average contingency, and a maximum mean score of 6.60 indicating very high contingency, the mean of all scores on self-worth ($M = 4.33$, $SD = .79$) signifies average contingency of self-worth. A graphical representation of the distribution of the mean scores of the self-worth of the respondents – approximately symmetric (.151) and kurtosis (0.096) – are presented in Appendix O.

The results imply that all respondents have average level of total self-worth. Moreover, the respondents have average sense of value, approval or appreciation to oneself. Looking at the table above, it can be seen that the respondents have high self-worth when contingent to internal source of self-worth (e.g. academic competence) and they have low self worth when contingent to external source of self-worth (e.g. approval from others), resulting to average level of self-worth.

This result supported by the prevalence of findings in a previous study that today's generation has low self-worth brought about by their dependency on advanced technology and social media (Doe, 2016). Moreover, their self-worth was depended on the approval from others such as the “likes” reactions and comments they can get, and on their constant need of recognition from the social media sites. But still, the respondents revealed an average total of self-worth. There is a study (Shekhawat and Rathore, 2014) stating that there was a significant difference on the college internet users and non-users in relation to self-worth. Moreover, the results also revealed that college students who used internet services experience a higher level of self-esteem as compared to those college students who do not use internet services. For the reason that, their prowness of

expertise in using the advanced technology was the basis of their individual achievement and pride resulting to positive self-worth (Turkle, 2001).

Table 7

Descriptive statistics of subjective well-being

	Minimum	Maximum	Mean Score	SD	Interpretation
Life Satisfaction	1.00	7.00	4.68	1.29	High
Life Success	1.88	7.00	5.35	1.08	High
Subjective Well-Being	1.44	7.00	5.01	1.10	High

Table 7 shows the descriptive statistics of subjective well-being of the respondents. From the collected data (N = 200), the first sub-variable of subjective well-being, *life satisfaction* scores have a minimum mean score of 1.00 indicating low life satisfaction, and a maximum mean score of 7.00 indicating very high life satisfaction, the mean of all scores on life satisfaction (M = 4.68, SD = 1.29) signifies high life satisfaction. The second sub-variable *life success* scores have a minimum mean score of 1.88 indicating low life success, and a maximum mean score of 7.00 indicating very high life success, the mean of all scores on life success (M = 5.35, SD = 1.08) signifies high life success. Combining the two sub-variables of subjective well-being, the minimum mean score of 1.44 indicating low subjective well-being, and a maximum mean score of 7.00 indicating very high subjective well-being, the mean of all scores on subjective well-

being ($M = 5.01$, $SD = 1.10$) signifies high subjective well-being. A graphical representation of the distribution of the mean scores of the subjective well-being of the respondents – moderately skewed ($-.704$) and kurtosis (0.234) – are presented in Appendix O.

The results imply that all respondents have high subjective well-being. Moreover, it shows that the respondents experienced the quality of their lives with high satisfaction in terms of a student's major areas of life like personal development, family, friends, school and leisure, and that they have high self-perceived success on important areas such as optimism, purpose, relationships, and self-esteem. It is possibly because of the constant social support they can get from the group of people with similar circumstances.

It is supported by the previous study of Greyling (2018) which states that digital natives had high subjective well-being brought about by their internet consumptions. Furthermore, another study (Shekhawat & Rathore, 2014) showed that internet users had higher subjective well-being than non-users. In addition, the study also revealed a significant difference on the college internet users and non-users in relation to subjective well-being. The results revealed that college students who used of internet services experience a higher level of satisfaction with life as compared to those students who do not use of internet services. Another study (Kavetsos & Koutroumpis, 2011) reported that among digital natives, having personal computers, cellphones, and internet access is associated with higher level of subjective well-being.

Problem #3: Determine if rational belief has an effect on self-worth and subjective well-being of the Digital Natives.

To determine if rational belief has an effect on self-worth and subjective well-being of the digital natives, a hierarchical regression was conducted. It is an appropriate analysis to examine the extent of association between rational belief on gender, and sub variables of self-worth and subjective well-being.

Table 8

Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Academic Competence

Variables	B	β	t	SE B	R ²	ΔR^2	F	ΔF
Step 1					.002	.002	.349	.349
Gender	-.074	-.042	-.591	.125				
Step 2					.002	.000	.192	.037
Gender	-.069	-.039	-.537	.128				
Rationality	.019	.014	.193	.100				

Note. N = 200

A first hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of self-worth contingent to academic competence. Step one revealed a very small R squared, which only .2% of the variation in self-worth contingent to academic competence was explained by the gender variable, $R^2 = .002$, $p < .05$. It implies that gender was not a statistically significant predictor of self-worth contingent to academic competence. On

the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing the same .2% of the variation in self-worth contingent to academic competence, $R^2 \Delta = .000$, $p < .05$. It implies that gender and rationality of beliefs were not statistically significant predictors, of self-worth contingent to academic competence.

Table 9

Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Appearance

Variables	B	β	t	SE B	R^2	ΔR^2	F	ΔF
Step 1					.005	.005	1.050	1.050
Gender	-.160	-.073	-1.025	.156				
Step 2					.011	.006	1.140	1.228
Gender	-.196	-.089	-1.231	.159				
Rationality	-.138	.080	-1.108	.125				

Note. N = 200

A second hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of self-worth contingent to appearance. Step one revealed a very small R squared, which only .5% of the variation in self-worth contingent to appearance was explained by the gender variable, $R^2 = .005$, $p < .05$. It implies that gender was not a statistically significant predictor of self-worth contingent to appearance. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a little difference on R squared of 1.1% of the variation in self-worth contingent to appearance, $R^2 \Delta = .006$, $p < .05$. It implies that gender and rationality of beliefs were

not statistically significant predictors, of self-worth contingent to appearance.

Table 10

Summary of Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Approval from Others

Variables	B	β	t	SE B	R ²	ΔR^2	F	ΔF
Step 1					.000	.000	.013	.013
Gender	.020	.008	.115	.174				
Step 2					.054	.054***	5.656**	11.299
Gender	-.099	-.041	-.574	.173				
Rationality	-.455	-.238	-3.361***	.135				

*Note. N = 200; ***p = .001*

A third hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of self-worth contingent to approval from others. Step one revealed zero R squared, which there is no variation in self-worth contingent to approval from others was explained by the gender variable, $R^2 = .000$, $p < .05$. It implies that gender was not a statistically significant predictor of self-worth contingent to approval from others. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a little difference on R squared of 5.4% of the variation in self-worth contingent to approval from others, $R^2 \Delta = 5.4$, $p < .01$. It implies that gender was not a statistically significant predictor of self-worth contingent to approval from others. However, rationality of beliefs was a weak yet significant predictor of self-worth

contingent to approval from others. The rational belief and self-worth contingent to approval from others has a negative relationship with each other ($\beta = -0.238$), it means having rational belief will result to negative self-worth contingent to approval from others.

Table 11

Summary of Hierarchical Regression Analysis for Variables predicting Total Self-Worth

Variables	B	β	t	SE B	R^2	ΔR^2	F	ΔF
Step 1					.002	.002	.409	.409
Gender	-.071	-.045	-.639	.174				
Step 2					.025	.023*	2.553	4.690*
Gender	-.122	-.077	-1.076	.173				
Rationality	-.191	-.156	-2.166*	.135				

Note. $N = 200$; * $p < .05$

A fourth hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of total self-worth. Step one revealed a very small R squared, which only .2% of the variation in total self-worth was explained by the gender variable, $R^2 = .002$, $p < .05$. It implies that gender was not a statistically significant predictor of total self-worth. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a little difference on R squared of 2.5% of the variation in total self-worth, $R^2 \Delta = 0.23$, $p < .05$. It implies that gender was not a statistically significant predictor of total self-worth. However, rationality of beliefs was a weak yet significant predictor of total self-worth. The rational belief and total self-worth has a negative

relationship with each other ($\beta = -0.156$), it means having rational belief will result to negative total self-worth.

Based on the first to fourth hierarchical multiple linear regression analyses, gender was not a statistically significant predictor of the sub-variables of self-worth and the total self-worth. Whereas, the rational belief does not account for much of the variance in the sub-variables of self-worth and the total self-worth. The different models did not include other variables which might probably have bigger impact on self-worth. However, there is a statistically significant negative effect of rational belief on self-worth, but rational belief does not accurately predict self-worth. Essentially, the results imply that rational belief and self-worth are negatively associated with each other. It can be seen that the sub-variable that has negative correlation to rational belief is the self-worth contingent to approval from others. It implies that having rational belief results to low self-worth or having irrational belief will result to high self-worth when it based on the approval from others. It can be possibly because approval from others is an extrinsic variable, which can be either positive or negative. Some digital natives might not have think or does not care about the approval from others, or some might being irrational and depend their self-worth on the approval from others through social media sites such as “like/dislike” reactions and comments.

Previous studies have shown that self-worth is generated by beliefs or thoughts made by an individual. Specifically, the prevalence of findings in a previous study that youth’s self-worth was brought about by their dependency on advanced technology and social media (Doe, 2016). Moreover, their self-worth was depended on the approval from others such as the “likes” reactions and comments they can get, and on their constant

need of recognition from the social media sites. Despite their rationality of thinking, their self-worth is low possibly because of the negative impact of advanced technology to them.

Table 12

Summary of Hierarchical Regression Analysis for Variables predicting Satisfaction with Life

Variables	B	β	t	SE B	R^2	ΔR^2	F	ΔF
Step 1					.000	.000	.031	.031
Gender	-.032	-.012	-.175	.183				
Step 2					.021	.020*	2.076	4.120
Gender	.045	.018	.244	.185				
Rationality	.294	.146	2.030*	.145				

Note. $N = 200$; * $p < .05$

A fifth hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of satisfaction with life. Step one revealed zero R squared, which there is no variation in satisfaction with life was explained by the gender variable, $R^2 = .000$, $p < .05$. It implies that gender was not a statistically significant predictor of satisfaction with life. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a little difference on R squared of 2.1% of the variation in satisfaction with life, $R^2 \Delta = .02$, $p < .05$. It implies that gender was not a statistically significant predictor of satisfaction with life. However, rationality of beliefs was a weak yet significant predictor of satisfaction with life. The rational belief and satisfaction with

life has a positive relationship with each other ($\beta = .146$), it means having rational belief will result to high satisfaction with life.

Table 13

Summary of Hierarchical Regression Analysis for Variables predicting Life Success

Variables	B	β	t	SE B	R ²	ΔR^2	F	ΔF
Step 1					.001	.001	.186	.186
Gender	-.066	-.031	-.431	.154				
Step 2					.078	.077***	8.280	16.361
Gender	.059	.027	.392	.151				
Rationality	.479	.283	4.045***	.118				

*Note. N = 200; ***p < .001*

A sixth hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of life success. Step one revealed a very small R squared, which is only .1% of the variation in life success was explained by the gender variable, $R^2 = .001$, $p < .05$. It implies that gender was not a statistically significant predictor of life success. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a difference on R squared of 7.8% of the variation in life success, $R^2 \Delta = .077$, $p < .001$. It implies that gender was not a statistically significant predictor of life success. However, rationality of beliefs was a weak yet a very significant predictor of life success. The rational belief and life success has a positive relationship with each other (β

= .283), it means having rational belief will result to high life success.

Table 14

Summary of Hierarchical Regression Analysis for Variables predicting Total Subjective well-being

Variables	B	β	t	SE B	R^2	ΔR^2	F	ΔF
Step 1					.001	.001	.100	.100
Gender	-.049	-.022	-.316	.246				
Step 2					.049	.049**	5.105	10.106
Gender	.052	.024	.337	.155				
Rationality	.386	.226	3.179**	.122				

*Note. N = 200; *** $p < .001$*

A seventh hierarchical multiple linear regression analysis was conducted to determine if gender and rationality of beliefs explained more variance in the criterion variable of total subjective well-being. Step one revealed a very small R squared, which is only .1% of the variation in total subjective well-being was explained by the gender variable, $R^2 = .001$, $p < .05$. It implies that gender was not a statistically significant predictor of total subjective well-being. On the second step of the hierarchical multiple regression analysis, the rationality of beliefs was entered, showing a difference on R squared of 4.9% of the variation in life success, $R^2 \Delta = .049$, $p < .01$. It implies that gender was not a statistically significant predictor of total subjective well-being. However, rationality of beliefs was a weak yet a significant predictor of total subjective

well-being. The rational belief and total subjective well-being has a positive relationship with each other ($\beta = .226$), it means having rational belief will result to high total subjective well-being.

Based on the fifth to seventh hierarchical multiple linear regression analyses, gender was not a statistically significant predictor of the sub-variables of subjective well-being and the total subjective well-being. Whereas, the rational belief does not account for much of the variance in subjective well-being. The model did not include other variables, which might probably have bigger impact on subjective well-being. However, there is a statistically significant effect of rational belief on subjective well-being, but rational belief does not accurately predict subjective well-being. Essentially, the results imply that rational belief and subjective well-being are associated with each other. It implies that having rational beliefs or a belief that is consistent, helpful, and logical with the social reality will result to positive life satisfaction and life success.

It is supported by previous studies (Ellis & Dryden, 2003; Kufakunesu, 2015; Rosner, 2011) stating that people who were guided by rational beliefs ordinarily had productive and healthier life styles. It evidently showed that healthy way of thoughts and created rational beliefs resulted to more positive and healthier feelings, more useful practices and more noteworthy acknowledgment of oneself as well as other people.

Implications to Counseling

Social media contain many attractive features, but at the same time they are hiding risks that cannot be ignored. Social media may change the perception of reality and may bring the feeling of unworthiness and dissatisfaction with life. All these risks

can be avoided if digital natives know how to use rational, responsible, critical and constructive these modern media. It is necessary to respond adequately to current students, therefore it is recommended to have an intervention for digital natives. Since it was proven from the study that rational belief has a positive effect on life satisfaction, life success, and total subjective well-being of digital natives, it is also recommended to have a guidance counseling program on disputing irrational beliefs and developing new rational beliefs, consequently helping the students to show signs of improvement on their life satisfaction, life success, and total subjective well-being.

This guidance counseling program will make use of a rational-emotive approach anchored from Ellis' rational-emotive behavior therapy, which was proven effective by the study of Dewanto (2016) to increase the subjective well-being of adolescent students in Indonesia, where students learned to evaluate their school life, changed their irrational beliefs to rational beliefs and had positive approach of the events at school. There is no need for gender segregation for doing this since gender is not a significant predictor, and there is no gender difference on self-worth and subjective well-being. Look for Appendix P to see the guidance counseling program.

Chapter IV

Summary, Conclusion, and Recommendations

This chapter presents the summary of the present study and the summary of the results, which concretized the illustration of the conclusion. Recommendation is drawn from the conclusion, which may be considered valuable by other researchers.

Summary of the Study

The digital natives, especially students, have been changing radically because of the exposure to the advanced technology. This can be observed in the drastic change of students' behavior inside the classroom. Because of this, the researcher intended to investigate on the digital natives in terms of the rationality of their beliefs, their value of self-worth and subjective well-being with the purpose drawing their implications for Guidance and Counseling. The main purpose of this study is to assess the rationality of beliefs of digital natives and its association to self-worth and subjective well-being. The researcher strived to accomplish the purposes raised in this research: (1) Determine if there is a significant difference on the rationality of beliefs of digital natives when grouped according to gender and level of digital nativeness; (2) Identify the rationality of beliefs, self-worth and subjective well-being of the digital natives; and, (3) Determine if rational belief has an effect on self-worth and subjective well-being of the digital natives.

The researcher conducted this study utilizing a descriptive research design with the use of quantitative research techniques. The study used several scales to gather data: Digital Native Assessment Scale to determine the demographic and the level of digital nativeness of the respondents; Shortened Attitude and Belief Scale to measure the

rationality of beliefs of the respondents; Contingencies of self-worth scale to measure the general self-worth of the respondents; and, Subjective well-being scales to measure the life satisfaction and life success of the respondents. The total number of items answered by the respondents was quite a lot, which might have an effect on the consistency of their answers. The statistical treatments used were t-test for independent sample means and hierarchical regression analysis. The presentation of data was in accordance to the three research purposes using tables and figures.

Summary of Results

1. There is a gender difference in the rationality of beliefs; whereas, female have a numerically little higher rationality of beliefs than male. In general, all respondents have high rationality of beliefs, regardless of the level of digital nativeness.
2. The respondents have positive dispositions in life, specifically having high rationality of beliefs, average irrationality of beliefs, average level of self-worth and high subjective well-being.
3. Gender is not a significant predictor of self-worth and subjective well-being. Whereas, rational belief is a weak predictor yet significantly associated with total self-worth and all sub-variables of subjective well-being such as satisfaction with life, life success, and total subjective well-being

.

Limitations of the Study

The study utilized a descriptive quantitative research design that involved survey as a data gathering procedure. The data gathered were limited to 1st year college students of the Teacher Education Institution. Through stratified sampling procedure, the researcher used a sample size of 200 students from the total population of freshmen students in the university. The chosen respondents were between ages 18 – 24 years old and single, for the reason that civil status might affect the variables being measured and the results of the study. The research focus is limited to three variables: rational belief, level of self-worth and level of subjective well-being, and how these variables were related. This study is also limited to the other factors that might affect the rational belief, self-worth and subjective well-being of the respondents.

Conclusion

Based on the findings stated above, the following conclusions were drawn:

1. The gender stereotype of male being more rational and female being more intuitive when making decisions is invalidated by the result of the study.
2. Despite the negative effects of advanced technology to the youth, they still have positive dispositions in life which is the result of having high rationality of beliefs.
3. Rationality of beliefs leads to both positive and negative outcomes. Despite having rational beliefs, youth depending their self-worth on the others' approval has low self-worth. However, they are satisfied with their life and life success.

Recommendations

From the abovementioned conclusions, the following recommendations were drawn:

1. Male respondents are more encouraged to attend activities, seminars and programs designed by the Guidance Counselors to improve their rationality of beliefs that will eventually have an effect on their subjective well-being.
2. It is recommended to have guidance and counseling programs, specifically Rational-Emotive Behavior Intervention on disputing irrational beliefs and developing new rational beliefs, consequently helping the students to show signs of improvement on their life satisfaction, life success, and total subjective well-being.
3. For future researches, an analysis on the effects and utilizations of advanced technology on different genders can be considered to examine the unique result of female being more rational thinkers than male. Moreover, an analysis of the difference between the internal and external contingencies of self-worth can be considered to provide a more comprehensive result on rational belief being negatively associated with self-worth contingent to approval from others.

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APPENDICES

Appendix A Letter to use the Survey



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

September 29, 2018

Aira Joyce V. Calayag
Philippine Normal University
BSMA Psychology and Counseling Straight Program
Manila, Philippines

Dear Sir Timothy Teo,

Greetings of Peace!

I am a student from Philippine Normal University writing my thesis entitled "*Rational Belief, Self-worth and Subjective well-being among Digital Natives*". I would like your permission to use the Digital Natives Assessment Scale (DNAS) instrument in my research study. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: calayag.ajv@pnu.edu.ph

Sincerely,

Aira Joyce V. Calayag

Appendix B
Letter to Registrar's Office



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

October __, 2018
Dr. Noemi B. Zulieta
Director, Office of the University Registrar
PNU - Manila

Dear Dr. Zulieta:

Greetings!

I am a masteral student specializing Guidance and Counseling/Psychology in the Philippine Normal University, Taft Ave. Manila. I'm presently working on my thesis entitled "Rational Belief, Self-worth and Subjective well-being among Digital Natives". It is a quantitative study which aims to examine despite different life events of digital natives, does having rational belief will prompt to high level of self-worth and subjective well-being.

I am writing to request permission to get a copy of the total population of Philippine Normal University, from 1st year to 2nd year college students in each section.

Rest assured that I will adhere to all ethical considerations in conducting a research and that all information gathered will be kept highly confidential and will be used for the purpose of the study only.

Appendix C

Letter to Professors

October __ , 2018

Dear Ma'am/Sir:

Greetings of Peace!

I am a masteral student specializing Guidance and Counseling/Psychology in the Philippine Normal University, Taft Ave. Manila. I'm presently working on my thesis entitled "Rational Belief, Self-worth and Subjective well-being among Digital Natives". It is a quantitative study which aims to examine despite different life events of digital natives, does having rational belief will prompt to high level of self-worth and subjective well-being.

In relation with this, may I seek permission from you if I could be allowed to conduct the study through administering scales at your class, that will probably take an hour to finish. My study will be limited to 200 participants; 1st year college students, digital native, 18 – 24 years old, single and not yet married.

Rest assured that I will adhere to all ethical considerations in conducting a research and that all information gathered will be kept highly confidential and will be used for the purpose of the study only.

Thank you very much and hope for your positive response regarding my request.

Respectfully yours,

Aira Joyce Calayag
Researcher
MA Student

Noted by:

Armina B. Mangaoil, MAEd, RPm
Thesis Adviser
PNU

Appendix D

Informed Consent Form

Consent to Participate

This Informed Consent Form is for 1st year students in Philippine Normal University who I am inviting to participate in research study on relationship of rational belief on self-worth and subjective well-being.

Introduction

- You are being asked to be in a research study of the relationship of rational belief on self-worth and subjective well-being among digital natives.
- You were selected as a possible participant because you are a 1st year student in Philippine Normal University, age ranges from 18 – 24 years old, and you are single and not yet married.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to know if there is a significant relationship between rational belief and the level of self-worth and the level of subjective well-being.
- Eventually, this research study will help students have an idea if having rational belief will affect self-worth and subjective well-being. The results obtained in this research will provide information that will be essential and helpful in Guidance and Counseling.
- This Master's thesis will be submitted as fulfillment of the requirements.
-

Description of the Study Procedures

- If you agree to be in this study, you will answer 3 different scales.

Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above.

Participant's Name & Signature: _____

Date: _____

Informed Consent Form

I, _____ being over the age of 18 years old (legally independent) hereby consent to participate/ be a respondent in this project titled: Rational belief, self-worth and subjective well-being among Digital natives.

I am aware that I should keep a copy of the Letter of Introduction and Consent Form for

future reference;

I understand that:

I may not directly benefit from taking part in this research.

I am free to withdraw from the participation in this research at any time and I am free to refuse to answer particular questions

While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

I may ask the audio recording be stopped at any time, and that I may withdraw at anytime from the interview without disadvantage.

Participant's signature: _____

Appendix E

Permit to use the Digital Native Assessment Scale

Dear Aira,

Thank you for your interest in my work. You have my permission to use my instrument for your research.

Regards,

Timothy Teo

Distinguished Professor & Associate Dean

Faculty of Education

University of Macau

<http://www.umac.mo/fed/staff/timothyteo/index.htm>

Appendix F
Permit to use the Shortened General Attitude and Belief Scale

Dear Aira Joyce

We are pleased to provide you with permission to use the GSABS in your research titled “*Rational Belief on Self-worth and Subjective well-being among Digital Natives*”.

I have attached the scale to this email. Please note that the scoring of the subscales are listed on the last page of this document.

We wish you all the best with your research, and look forward to reading your dissertation.

Kindest regards,
Helen

Dr Helen Lindner PhD FAPS FCHP | Senior Educational Content Expert
Australian Psychological Society Institute
Working days: Tuesdays, Wednesdays and Thursdays
Ext: 384

INSTRUCTIONS: Please respond to each of the following statements by circling your answer using the scale from

"1 = Strongly disagree" to "7 = Strongly agree."

No.	Statements	Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
1.	I use the internet every day.	1	2	3	4	5	6	7
2.	I use computers for many things in my daily life.	1	2	3	4	5	6	7
3.	When I need to know something, I search the internet first.	1	2	3	4	5	6	7
4.	I use the computer for leisure every day.	1	2	3	4	5	6	7
5.	I keep in contact with my friends through the computer every day.	1	2	3	4	5	6	7
6.	I am able to surf the internet and perform another activity comfortably.	1	2	3	4	5	6	7
7.	I can check email and chat online at the same time.	1	2	3	4	5	6	7
8.	When using the internet for my work, I am able to listen to music as well.	1	2	3	4	5	6	7
9.	I am able to communicate with my friends and do my work at the same time.	1	2	3	4	5	6	7
10.	I am able to use more than one applications on the computer at the same time.	1	2	3	4	5	6	7
11.	I can chat on the phone with a friend and message another at the same time.	1	2	3	4	5	6	7
12.	I use pictures more than words when I wish to explain something.	1	2	3	4	5	6	7
13.	I use a lot of graphics and icons when I send messages.	1	2	3	4	5	6	7
14.	I prefer to receive messages with graphics and icons.	1	2	3	4	5	6	7
15.	I use pictures to express my feelings better.	1	2	3	4	5	6	7
16.	I use smiley faces a lot in my messages.	1	2	3	4	5	6	7
17.	I wish to be rewarded for everything I do.	1	2	3	4	5	6	7
18.	I expect quick access to information when I need it.	1	2	3	4	5	6	7
19.	When I send out an email, I expect a quick reply.	1	2	3	4	5	6	7
20.	I expect the websites that I visit regularly to be constantly updated.	1	2	3	4	5	6	7
21.	When I study, I prefer to learn those that I can use quickly first.	1	2	3	4	5	6	7

Shortened General Attitude and Belief Scale (SGABS)

Lindner, Kirkby, Wertheim, & Birch (1999)

(The GABS was developed through a series of investigations by Burgess, 1986; DiGiuseppe et al., 1988; & Bernard, 1990)

Name: _____

Date: _____

Here are a set of statements which describe what some people think and believe. Read each statement carefully and decide how much you agree or disagree with it.

If you **STRONGLY AGREE** with the statement circle number **5**
 If you **AGREE** **4**
 If you are **NEUTRAL** **3**
 If you **DISAGREE** **2**
 If you **STRONGLY DISAGREE** **1**

There are no right or wrong answers. Only you can tell what you really believe so please mark the way you really think. Circle the number which shows your agreement or disagreement with each statement. Please try to answer each question.

Example:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
People should never break a promise	1	2	3	<u>4</u>	5

The person has shown that he/she agrees with the statement by circling number 4. If the person had strongly agreed with the statement he/she would have circled number 5.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It's unbearable to fail at important things, and I can't stand not succeeding at them.	1	2	3	4	5
2. I can't stand a lack of consideration from other people, and I can't bear the possibility of their unfairness.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. It's unbearable being uncomfortable, tense or nervous and I can't stand it when I am.	1	2	3	4	5
4. I have worth as a person even if I do not perform well at tasks that are important to me.	1	2	3	4	5
5. I can't stand being tense or nervous and I think tension is unbearable.	1	2	3	4	5
6. It's awful to be disliked by people who are important to me, and it is a catastrophe if they don't like me.	1	2	3	4	5
7. If important people dislike me, it is because I am an unlikable bad person.	1	2	3	4	5
8. When I am treated inconsiderately, I think it shows what kind of bad and hopeless people there are in the world.	1	2	3	4	5
9. If I am rejected by someone I like, I can accept myself and still recognize my worth as a human being.	1	2	3	4	5
10. If I do not perform well at tasks that are so important to me, it is because I am a worthless bad person.	1	2	3	4	5
11. It's awful to do poorly at some important things, and I think it is a catastrophe if I do poorly.	1	2	3	4	5
12. I think it is terribly bad when people treat me with disrespect.	1	2	3	4	5
13. When people I like reject me or dislike me, it is because I am a bad or worthless person.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. I cannot stand being treated unfairly, and I think unfairness is unbearable.	1	2	3	4	5
15. I believe that if a person treats me very unfairly they are bad and worthless.	1	2	3	4	5
16. I can't stand hassles in my life.	1	2	3	4	5
17. It's awful to have hassles in one's life and it is a catastrophe to be hassled.	1	2	3	4	5
18. I cannot tolerate not doing well at important tasks and it is unbearable to fail.	1	2	3	4	5
19. It is important that people treat me fairly most of the time, however I realize I do not have to be treated fairly just because I want to be.	1	2	3	4	5
20. If I do not perform well at things which are important, it will be a catastrophe.	1	2	3	4	5
21. It is unbearable to not have respect from people, and I can't stand their disrespect.	1	2	3	4	5
22. If important people dislike me, it goes to show what a worthless person I am.	1	2	3	4	5
23. I must be liked and accepted by people I want to like me, and I will not accept their not liking me.	1	2	3	4	5
24. I want to be liked and accepted by people whom I like, but I realize they don't have to like me just because I want them to.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. When people who I want to like me, disapprove of me or reject me, I can't bear their disliking me.	1	2	3	4	5
26. If people treat me without respect, it goes to show how bad they really are.	1	2	3	4	5

**PLEASE CHECK THAT ALL QUESTIONS HAVE
BEEN ANSWERED. THANK YOU.**

INSTRUCTIONS: Please respond to each of the following statements by circling your answer using the scale from "1 = Strongly disagree" to "7 = Strongly agree." If you haven't experienced the situation described in a particular statement, please answer how you think you would feel if that situation occurred.

		Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
1.	When I think I look attractive, I feel good about myself.	1	2	3	4	5	6	7
2.	My self-worth is based on God's love.	1	2	3	4	5	6	7
3.	I feel worthwhile when I perform better than others on a task or skill.	1	2	3	4	5	6	7
4.	My self-esteem is unrelated to how I feel about the way my body looks.	1	2	3	4	5	6	7
5.	Doing something I know is wrong makes me lose my self-respect.	1	2	3	4	5	6	7
6.	I don't care if other people have a negative opinion about me.	1	2	3	4	5	6	7
7.	Knowing that my family members love me makes me feel good about myself.	1	2	3	4	5	6	7
8.	I feel worthwhile when I have God's love.	1	2	3	4	5	6	7
9.	I can't respect myself if others don't respect me.	1	2	3	4	5	6	7
10.	My self-worth is not influenced by the quality of my relationships with my family members.	1	2	3	4	5	6	7
11.	Whenever I follow my moral principles, my sense of self-respect gets a boost.	1	2	3	4	5	6	7
12.	Knowing that I am better than others on a task raises my self-esteem.	1	2	3	4	5	6	7
13.	My opinion about myself isn't tied to how well I do in school.	1	2	3	4	5	6	7
14.	I couldn't respect myself if I didn't live up to a moral code.	1	2	3	4	5	6	7
15.	I don't care what other people think of me.	1	2	3	4	5	6	7
16.	When my family members are proud of me, my sense of self-worth increases.	1	2	3	4	5	6	7
17.	My self-esteem is influenced by how attractive I think my face or facial features are.	1	2	3	4	5	6	7
18.	My self-esteem would suffer if I didn't have God's love.	1	2	3	4	5	6	7

		Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Agree	Strongly Agree
19.	Doing well in school gives me a sense of self-respect.	1	2	3	4	5	6	7
20.	Doing better than others gives me a sense of self-respect.	1	2	3	4	5	6	7
21.	My sense of self-worth suffers whenever I think I don't look good.	1	2	3	4	5	6	7
22.	I feel better about myself when I know I'm doing well academically.	1	2	3	4	5	6	7
23.	What others think of me has no effect on what I think about myself.	1	2	3	4	5	6	7
24.	When I don't feel loved by my family, my self-esteem goes down.	1	2	3	4	5	6	7
25.	My self-worth is affected by how well I do when I am competing with others.	1	2	3	4	5	6	7
26.	My self-esteem goes up when I feel that God loves me.	1	2	3	4	5	6	7
27.	My self-esteem is influenced by my academic performance.	1	2	3	4	5	6	7
28.	My self-esteem would suffer if I did something unethical.	1	2	3	4	5	6	7
29.	It is important to my self-respect that I have a family that cares about me.	1	2	3	4	5	6	7
30.	My self-esteem does not depend on whether or not I feel attractive.	1	2	3	4	5	6	7
31.	When I think that I'm disobeying God, I feel bad about myself.	1	2	3	4	5	6	7
32.	My self-worth is influenced by how well I do on competitive tasks.	1	2	3	4	5	6	7
33.	I feel bad about myself whenever my academic performance is lacking.	1	2	3	4	5	6	7
34.	My self-esteem depends on whether or not I follow my moral/ethical principles.	1	2	3	4	5	6	7
35.	My self-esteem depends on the opinions others hold of me.	1	2	3	4	5	6	7

SATISFACTION WITH LIFE SCALE (SWLS)

Below are five statements that you may agree or disagree with. Using the 1 – 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

7 - Strongly agree

6 - Agree

5 - Slightly agree

4 - Neither agree nor disagree

3 - Slightly disagree

2 - Disagree

1 - Strongly disagree

_____ In most ways my life is close to my ideal.

_____ The conditions of my life are excellent.

_____ I am satisfied with my life.

_____ So far I have gotten the important things I want in life.

_____ If I could live my life over, I would change almost nothing.

FLOURISHING SCALE

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Below are eight statements with which you may agree or disagree. Using the 1 – 7 scale below, indicate your agreement with each item by indicating that response for each statement.

7 - Strongly agree

6 - Agree

5 - Slightly agree

4 - Neither agree nor disagree

3 - Slightly disagree

2 - Disagree

1 - Strongly disagree

_____ I lead a purposeful and meaningful life

_____ My social relationships are supportive and rewarding

_____ I am engaged and interested in my daily activities

_____ I actively contribute to the happiness and well-being of others

_____ I am competent and capable in the activities that are important to me

_____ I am a good person and live a good life

_____ I am optimistic about my future

_____ People respect me

Appendix K

Cronbach's Alpha of the Instruments

Cronbach's Alpha of Digital Native Assessment Scale

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.819	21

Item Statistics

	Mean	Std. Deviation	N
VAR00002	5.9650	1.09992	200
VAR00003	5.9100	1.08526	200
VAR00004	5.4050	1.37493	200
VAR00005	5.6150	1.34380	200
VAR00006	5.9250	1.12949	200
VAR00007	6.1850	1.01287	200
VAR00008	5.9950	1.32808	200
VAR00009	5.7950	1.33863	200
VAR00010	5.9900	1.17336	200
VAR00011	6.1100	1.19795	200
VAR00012	4.6350	1.56011	200
VAR00013	4.4900	1.62267	200
VAR00014	4.5850	1.59546	200
VAR00015	4.5000	1.67452	200
VAR00016	4.7100	1.84470	200
VAR00017	4.4600	1.66501	200
VAR00018	5.7550	1.22165	200
VAR00019	4.7600	1.46737	200
VAR00020	5.2650	1.34679	200
VAR00021	5.8350	1.05990	200
VAR00022	6.7450	.53045	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00002	108.6700	165.428	.241	.817
VAR00003	108.7250	165.014	.260	.816
VAR00004	109.2300	158.731	.370	.812
VAR00005	109.0200	156.572	.448	.808
VAR00006	108.7100	161.544	.370	.812
VAR00007	108.4500	165.485	.266	.816
VAR00008	108.6400	163.116	.253	.817
VAR00009	108.8400	160.276	.336	.813
VAR00010	108.6450	158.994	.442	.809

VAR00011	108.5250	159.668	.408	.810
VAR00012	110.0000	150.724	.530	.803
VAR00013	110.1450	149.361	.541	.802
VAR00014	110.0500	149.696	.543	.802
VAR00015	110.1350	146.901	.585	.799
VAR00016	109.9250	151.155	.416	.810
VAR00017	110.1750	156.597	.338	.814
VAR00018	108.8800	160.568	.368	.812
VAR00019	109.8750	158.633	.343	.813
VAR00020	109.3700	160.305	.332	.814
VAR00021	108.8000	164.181	.300	.815
VAR00022	107.8900	170.792	.171	.819

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
1.1463E2	173.449	13.17000	21

Cronbach's Alpha of Shortened General Attitude and Belief Scale

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.837	26

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.6450	1.20258	200
VAR00002	4.2200	.97795	200
VAR00003	3.9100	1.02330	200
VAR00004	4.1700	1.05197	200
VAR00005	3.7150	1.00440	200
VAR00006	3.9100	.87506	200
VAR00007	3.5650	1.07777	200
VAR00008	3.3400	1.13173	200
VAR00009	3.6350	1.15692	200
VAR00010	2.8500	1.38095	200
VAR00011	3.0550	1.18278	200
VAR00012	2.3800	1.29382	200
VAR00013	3.3200	1.15511	200
VAR00014	4.1450	.91551	200
VAR00015	2.4500	1.35524	200
VAR00016	3.8550	1.03893	200
VAR00017	2.6500	1.12866	200
VAR00018	2.8500	1.14633	200
VAR00019	3.0000	1.10731	200
VAR00020	3.5950	1.05191	200
VAR00021	3.5900	1.02820	200

VAR00022	3.6550	1.01545	200
VAR00023	2.4700	1.32585	200
VAR00024	2.1400	1.17358	200
VAR00025	2.6450	1.16868	200
VAR00026	2.6900	1.15350	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	81.8050	172.721	-.147	.851
VAR00002	81.2300	178.912	-.396	.855
VAR00003	81.5400	166.923	.058	.842
VAR00004	81.2800	164.665	.138	.840
VAR00005	81.7350	161.603	.270	.835
VAR00006	81.5400	160.611	.366	.832
VAR00007	81.8850	157.841	.388	.831
VAR00008	82.1100	156.631	.409	.831
VAR00009	81.8150	156.162	.415	.830
VAR00010	82.6000	151.156	.484	.827
VAR00011	82.3950	154.200	.473	.828
VAR00012	83.0700	150.327	.552	.824
VAR00013	82.1300	154.315	.483	.828
VAR00014	81.3050	161.952	.288	.835
VAR00015	83.0000	150.060	.530	.825
VAR00016	81.5950	158.061	.397	.831
VAR00017	82.8000	154.744	.480	.828
VAR00018	82.6000	152.784	.544	.825
VAR00019	82.4500	151.244	.625	.823
VAR00020	81.8550	156.285	.461	.829
VAR00021	81.8600	157.297	.432	.830
VAR00022	81.7950	156.807	.459	.829
VAR00023	82.9800	149.206	.572	.823
VAR00024	83.3100	156.898	.382	.832
VAR00025	82.8050	155.746	.425	.830
VAR00026	82.7600	153.992	.495	.827

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
85.4500	169.505	13.01941	26

Cronbach's Alpha of Contingencies of Self-worth Scale

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.759	15

Item Statistics

	Mean	Std. Deviation	N
VAR00001	5.7650	1.40343	200
VAR00002	4.0100	1.87550	200
VAR00003	4.3550	1.77616	200
VAR00004	4.3350	1.70213	200
VAR00005	3.5850	1.68134	200
VAR00006	3.3500	1.80382	200
VAR00007	2.8250	2.01362	200
VAR00008	3.4150	1.86013	200
VAR00009	3.5200	1.79883	200
VAR00010	3.5100	1.64726	200
VAR00011	5.8850	1.15692	200
VAR00012	6.0950	1.09176	200
VAR00013	5.5100	1.31474	200
VAR00014	3.4450	1.81201	200
VAR00015	5.4000	1.47338	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	59.2400	137.309	.013	.772
VAR00002	60.9950	119.844	.398	.742
VAR00003	60.6500	118.942	.454	.736
VAR00004	60.6700	117.710	.517	.730
VAR00005	61.4200	118.365	.506	.731
VAR00006	61.6550	116.468	.513	.730
VAR00007	62.1800	132.812	.061	.779
VAR00008	61.5900	116.123	.502	.731
VAR00009	61.4850	117.879	.476	.734
VAR00010	61.4950	119.216	.494	.733
VAR00011	59.1200	133.744	.172	.759
VAR00012	58.9100	130.575	.318	.750
VAR00013	59.4950	127.467	.354	.747
VAR00014	61.5600	121.735	.367	.745
VAR00015	59.6050	128.622	.266	.754

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
65.0050	139.693	11.81920	15

Cronbach's Alpha of Contingencies of Flourishing Scale

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	8

Item Statistics

	Mean	Std. Deviation	N
VAR00001	5.1450	1.59899	200
VAR00002	5.3350	1.48452	200
VAR00003	5.1550	1.46688	200
VAR00004	5.6100	1.19795	200
VAR00005	5.5650	1.19705	200
VAR00006	5.2350	1.45270	200
VAR00007	5.5700	1.70871	200
VAR00008	5.1500	1.51955	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	37.6200	56.046	.698	.864
VAR00002	37.4300	58.206	.658	.868
VAR00003	37.6100	57.847	.686	.865
VAR00004	37.1550	62.936	.576	.876
VAR00005	37.2000	62.593	.596	.874
VAR00006	37.5300	57.738	.701	.863
VAR00007	37.1950	56.268	.629	.872
VAR00008	37.6150	57.384	.679	.866

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
42.7650	75.316	8.67850	8

Cronbach’s Alpha of Contingencies of Satisfaction with Life Scale
Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.837	5

Item Statistics			
	Mean	Std. Deviation	N
VAR00001	4.6250	1.51852	200
VAR00002	4.6550	1.46859	200
VAR00003	5.0150	1.72908	200
VAR00004	4.8050	1.65853	200
VAR00005	4.3100	1.88458	200

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	18.7850	29.617	.587	.818
VAR00002	18.7550	29.231	.644	.804
VAR00003	18.3950	25.949	.720	.780
VAR00004	18.6050	27.667	.642	.803
VAR00005	19.1000	26.151	.618	.813

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
23.4100	41.620	6.45136	5

Cronbach’s Alpha of Contingencies of Total Subjective Well-Being Scale

Case Processing Summary			
		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.913	13

Item Statistics			
	Mean	Std. Deviation	N
VAR00001	4.6250	1.51852	200
VAR00002	4.6550	1.46859	200
VAR00003	5.0150	1.72908	200
VAR00004	4.8050	1.65853	200
VAR00005	4.3100	1.88458	200
VAR00007	5.1450	1.59899	200
VAR00008	5.3350	1.48452	200
VAR00009	5.1550	1.46688	200
VAR00010	5.6100	1.19795	200
VAR00011	5.5650	1.19705	200
VAR00012	5.2350	1.45270	200
VAR00013	5.5700	1.70871	200
VAR00014	5.1500	1.51955	200

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	61.5500	170.399	.591	.908
VAR00002	61.5200	168.301	.674	.905
VAR00003	61.1600	162.045	.706	.903
VAR00004	61.3700	168.465	.579	.909
VAR00005	61.8650	162.740	.620	.908
VAR00007	61.0300	162.803	.754	.901
VAR00008	60.8400	169.291	.638	.906
VAR00009	61.0200	167.768	.690	.904
VAR00010	60.5650	177.021	.554	.909
VAR00011	60.6100	177.656	.534	.910
VAR00012	60.9400	167.504	.705	.904
VAR00013	60.6050	165.818	.622	.907
VAR00014	61.0250	168.437	.643	.906

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
66.1750	196.125	14.00446	13

Appendix L

T-Test Statistics

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Rationality	1	100	4.1175	.58220	.05822
	2	100	3.8550	.67249	.06725

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rationality	Equal variances assumed	1.282	.259	2.951	198	.004	.26250	.08895	.08709	.43791
	Equal variances not assumed			2.951	194.022	.004	.26250	.08895	.08707	.43793

T-Test

Group Statistics

	Level of DN	N	Mean	Std. Deviation	Std. Error Mean
Rationality	1	153	4.0082	.61667	.04985
	2	47	3.9149	.71717	.10461

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rationality	Equal variances assumed	.139	.710	.872	198	.384	.09328	.10697	-.11767	.30422
	Equal variances not assumed			.805	68.203	.424	.09328	.11588	-.13795	.32450

Appendix M

Descriptive Statistics of Rationality and Irrationality

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Rationality	200	3.75	1.25	5.00	797.25	3.9862	.04533	.64104	.411	-.450	.172	.521	.342
Irrationality	200	3.45	1.36	4.82	631.86	3.1593	.04273	.60426	.365	.197	.172	.078	.342
Valid N (listwise)	200												

Frequencies Statistics

	Rationality	Irrationality
N Valid	200	200
Missing	14	14
Mean	3.9862	3.1593
Median	4.0000	3.1818
Mode	4.00	2.64 ^a
Skewness	-.450	.197
Std. Error of Skewness	.172	.172
Kurtosis	.521	.078
Std. Error of Kurtosis	.342	.342

a. Multiple modes exist. The smallest value is shown

Frequency Table Rationality

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.25	1	.5	.5	.5
2.5	1	.5	.5	1.0
2.75	4	1.9	2.0	3.0
3	13	6.1	6.5	9.5
3.25	18	8.4	9.0	18.5
3.5	24	11.2	12.0	30.5
3.75	16	7.5	8.0	38.5
4	40	18.7	20.0	58.5
4.25	27	12.6	13.5	72.0
4.5	16	7.5	8.0	80.0
4.75	23	10.7	11.5	91.5
5	17	7.9	8.5	100.0
Total	200	93.5	100.0	

Missing System	14	6.5		
Total	214	100.0		

Irrationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.363636364	1	.5	.5	.5
	1.863636364	1	.5	.5	1.0
	1.909090909	1	.5	.5	1.5
	2	2	.9	1.0	2.5
	2.090909091	1	.5	.5	3.0
	2.136363636	2	.9	1.0	4.0
	2.181818182	1	.5	.5	4.5
	2.227272727	1	.5	.5	5.0
	2.272727273	2	.9	1.0	6.0
	2.318181818	1	.5	.5	6.5
	2.363636364	4	1.9	2.0	8.5
	2.409090909	4	1.9	2.0	10.5
	2.454545455	3	1.4	1.5	12.0
	2.5	5	2.3	2.5	14.5
	2.545454545	4	1.9	2.0	16.5
	2.590909091	6	2.8	3.0	19.5
	2.636363636	7	3.3	3.5	23.0
	2.681818182	4	1.9	2.0	25.0
	2.727272727	2	.9	1.0	26.0
	2.772727273	5	2.3	2.5	28.5
	2.818181818	6	2.8	3.0	31.5
	2.863636364	7	3.3	3.5	35.0
	2.909090909	6	2.8	3.0	38.0
	2.954545455	5	2.3	2.5	40.5
	3	4	1.9	2.0	42.5
	3.045454545	6	2.8	3.0	45.5
	3.090909091	5	2.3	2.5	48.0
	3.136363636	3	1.4	1.5	49.5
	3.181818182	6	2.8	3.0	52.5
	3.227272727	5	2.3	2.5	55.0
	3.272727273	6	2.8	3.0	58.0
	3.318181818	7	3.3	3.5	61.5
	3.363636364	6	2.8	3.0	64.5

Frequencies

Statistics

SelfWorth

N	Valid	200
	Missing	14
Mean		4.3337
Median		4.2667
Mode		4.07
Skewness		.151
Std. Error of Skewness		.172
Kurtosis		.096
Std. Error of Kurtosis		.342

SelfWorth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.4	1	.5	.5	.5
	2.533333333	1	.5	.5	1.0
	2.6	3	1.4	1.5	2.5
	2.666666667	1	.5	.5	3.0
	2.866666667	1	.5	.5	3.5
	2.933333333	1	.5	.5	4.0
	3	3	1.4	1.5	5.5
	3.133333333	1	.5	.5	6.0
	3.2	3	1.4	1.5	7.5
	3.266666667	3	1.4	1.5	9.0
	3.333333333	5	2.3	2.5	11.5
	3.4	1	.5	.5	12.0
	3.466666667	4	1.9	2.0	14.0
	3.533333333	2	.9	1.0	15.0
	3.6	2	.9	1.0	16.0
	3.666666667	4	1.9	2.0	18.0
	3.733333333	7	3.3	3.5	21.5
	3.8	9	4.2	4.5	26.0
	3.866666667	3	1.4	1.5	27.5
	3.933333333	8	3.7	4.0	31.5
	4	5	2.3	2.5	34.0
	4.066666667	13	6.1	6.5	40.5
	4.133333333	6	2.8	3.0	43.5

4.2	5	2.3	2.5	46.0
4.266666667	9	4.2	4.5	50.5
4.333333333	6	2.8	3.0	53.5
4.4	10	4.7	5.0	58.5
4.466666667	6	2.8	3.0	61.5
4.533333333	3	1.4	1.5	63.0
4.6	10	4.7	5.0	68.0
4.666666667	6	2.8	3.0	71.0
4.733333333	4	1.9	2.0	73.0
4.8	1	.5	.5	73.5
4.866666667	5	2.3	2.5	76.0
4.933333333	7	3.3	3.5	79.5
5	2	.9	1.0	80.5
5.066666667	7	3.3	3.5	84.0
5.133333333	2	.9	1.0	85.0
5.2	3	1.4	1.5	86.5
5.266666667	5	2.3	2.5	89.0
5.333333333	7	3.3	3.5	92.5
5.4	1	.5	.5	93.0
5.6	2	.9	1.0	94.0
5.666666667	1	.5	.5	94.5
5.733333333	2	.9	1.0	95.5
5.8	1	.5	.5	96.0
5.866666667	1	.5	.5	96.5
5.933333333	2	.9	1.0	97.5
6.133333333	2	.9	1.0	98.5
6.2	1	.5	.5	99.0
6.333333333	1	.5	.5	99.5
6.6	1	.5	.5	100.0
Total	200	93.5	100.0	
Missing System	14	6.5		
Total	214	100.0		

Descriptive Statistics of Subjective well-being

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SWL	200	6.00	1.00	7.00	936.40	4.6820	.09124	1.29027	1.665	-.685	.172	.002	.342
Flourishing	200	5.12	1.88	7.00	1069.13	5.3456	.07671	1.08481	1.177	-.724	.172	.154	.342

SWB	200	5.56	1.44	7.00	1002.76	5.0138	.07763	1.09788	1.205	-.704	.172	.234	.342
Valid N (listwise)	200												

Frequencies

Statistics

SubjectiveWellBeing

N	Valid	200
	Missing	14
Mean		5.0138
Median		5.1062
Mode		5.44
Skewness		-.704
Std. Error of Skewness		.172
Kurtosis		.234
Std. Error of Kurtosis		.342

SubjectiveWellBeing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.4375	1	.5	.5	.5
	2.0875	1	.5	.5	1.0
	2.175	1	.5	.5	1.5
	2.1875	1	.5	.5	2.0
	2.425	1	.5	.5	2.5
	2.55	1	.5	.5	3.0
	2.6125	1	.5	.5	3.5
	2.7125	1	.5	.5	4.0
	2.725	1	.5	.5	4.5
	2.825	2	.9	1.0	5.5
	2.9125	1	.5	.5	6.0
	2.975	2	.9	1.0	7.0
	3.05	1	.5	.5	7.5
	3.2625	1	.5	.5	8.0
	3.3	3	1.4	1.5	9.5
	3.35	1	.5	.5	10.0
	3.4625	1	.5	.5	10.5
	3.4875	1	.5	.5	11.0
	3.5	1	.5	.5	11.5
	3.5625	1	.5	.5	12.0
	3.5875	1	.5	.5	12.5

3.6125	1	.5	.5	13.0
3.6875	1	.5	.5	13.5
3.7	1	.5	.5	14.0
3.825	1	.5	.5	14.5
3.8375	1	.5	.5	15.0
3.925	1	.5	.5	15.5
4	2	.9	1.0	16.5
4.025	1	.5	.5	17.0
4.05	1	.5	.5	17.5
4.0625	1	.5	.5	18.0
4.15	1	.5	.5	18.5
4.1625	1	.5	.5	19.0
4.175	1	.5	.5	19.5
4.2125	2	.9	1.0	20.5
4.2875	1	.5	.5	21.0
4.3125	1	.5	.5	21.5
4.325	2	.9	1.0	22.5
4.35	1	.5	.5	23.0
4.3875	2	.9	1.0	24.0
4.425	2	.9	1.0	25.0
4.45	2	.9	1.0	26.0
4.5	1	.5	.5	26.5
4.525	2	.9	1.0	27.5
4.55	1	.5	.5	28.0
4.5625	3	1.4	1.5	29.5
4.575	3	1.4	1.5	31.0
4.65	1	.5	.5	31.5
4.6625	1	.5	.5	32.0
4.6875	2	.9	1.0	33.0
4.7	1	.5	.5	33.5
4.7125	2	.9	1.0	34.5
4.725	2	.9	1.0	35.5
4.7375	1	.5	.5	36.0
4.75	1	.5	.5	36.5
4.7625	1	.5	.5	37.0
4.7875	1	.5	.5	37.5
4.8125	1	.5	.5	38.0
4.825	1	.5	.5	38.5

4.8375	1	.5	.5	39.0
4.8625	1	.5	.5	39.5
4.9	2	.9	1.0	40.5
4.925	1	.5	.5	41.0
4.9375	2	.9	1.0	42.0
4.95	2	.9	1.0	43.0
4.975	1	.5	.5	43.5
4.9875	1	.5	.5	44.0
5	2	.9	1.0	45.0
5.0125	1	.5	.5	45.5
5.025	3	1.4	1.5	47.0
5.0625	3	1.4	1.5	48.5
5.075	1	.5	.5	49.0
5.0875	1	.5	.5	49.5
5.1	1	.5	.5	50.0
5.1125	1	.5	.5	50.5
5.1625	1	.5	.5	51.0
5.175	1	.5	.5	51.5
5.2	1	.5	.5	52.0
5.2125	2	.9	1.0	53.0
5.225	2	.9	1.0	54.0
5.25	2	.9	1.0	55.0
5.2625	2	.9	1.0	56.0
5.2875	1	.5	.5	56.5
5.3	1	.5	.5	57.0
5.3125	1	.5	.5	57.5
5.35	1	.5	.5	58.0
5.3625	1	.5	.5	58.5
5.4125	1	.5	.5	59.0
5.4375	4	1.9	2.0	61.0
5.475	1	.5	.5	61.5
5.5	2	.9	1.0	62.5
5.5125	3	1.4	1.5	64.0
5.5375	2	.9	1.0	65.0
5.5625	3	1.4	1.5	66.5
5.575	1	.5	.5	67.0
5.5875	1	.5	.5	67.5
5.6	1	.5	.5	68.0

5.6125	1	.5	.5	68.5
5.625	1	.5	.5	69.0
5.65	1	.5	.5	69.5
5.675	3	1.4	1.5	71.0
5.7125	1	.5	.5	71.5
5.7375	1	.5	.5	72.0
5.75	1	.5	.5	72.5
5.7625	2	.9	1.0	73.5
5.7875	1	.5	.5	74.0
5.8	1	.5	.5	74.5
5.825	1	.5	.5	75.0
5.875	1	.5	.5	75.5
5.8875	1	.5	.5	76.0
5.9125	2	.9	1.0	77.0
5.9625	1	.5	.5	77.5
5.9875	1	.5	.5	78.0
6	1	.5	.5	78.5
6.0125	1	.5	.5	79.0
6.025	2	.9	1.0	80.0
6.0375	1	.5	.5	80.5
6.05	2	.9	1.0	81.5
6.0625	3	1.4	1.5	83.0
6.075	1	.5	.5	83.5
6.0875	2	.9	1.0	84.5
6.1	2	.9	1.0	85.5
6.125	2	.9	1.0	86.5
6.1375	1	.5	.5	87.0
6.15	1	.5	.5	87.5
6.2125	1	.5	.5	88.0
6.225	2	.9	1.0	89.0
6.25	2	.9	1.0	90.0
6.275	1	.5	.5	90.5
6.2875	1	.5	.5	91.0
6.3125	2	.9	1.0	92.0
6.325	2	.9	1.0	93.0
6.35	2	.9	1.0	94.0
6.475	1	.5	.5	94.5
6.5	1	.5	.5	95.0

	6.6	1	.5	.5	95.5
	6.7	2	.9	1.0	96.5
	6.7125	1	.5	.5	97.0
	6.7375	2	.9	1.0	98.0
	6.775	1	.5	.5	98.5
	6.8	1	.5	.5	99.0
	7	2	.9	1.0	100.0
	Total	200	93.5	100.0	
Missing	System	14	6.5		
Total		214	100.0		

Appendix N

Hierarchical Regression Analysis

Hierarchical Regression Analysis for Variables predicting Self-Worth contingent to Academic Competence

Descriptive Statistics

	Mean	Std. Deviation	N
Academic	5.2670	.88409	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		Academic	Gender	Rationality
Pearson Correlation	Academic	1.000	-.042	.022
	Gender	-.042	1.000	-.205
	Rationality	.022	-.205	1.000
Sig. (1-tailed)	Academic	.	.278	.378
	Gender	.278	.	.002
	Rationality	.378	.002	.
N	Academic	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.042 ^a	.002	-.003	.88554	.002	.349	1	198	.555
2	.044 ^b	.002	-.008	.88770	.000	.037	1	197	.847

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.274	1	.274	.349	.555 ^a
	Residual	155.268	198	.784		
	Total	155.542	199			
2	Regression	.303	2	.152	.192	.825 ^b
	Residual	155.239	197	.788		
	Total	155.542	199			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

c. Dependent Variable: Academic

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	5.378	.198		27.160	.000	4.988	5.768					
Gender	-.074	.125	-.042	-.591	.555	-.321	.173	-.042	-.042	-.042	1.000	1.000

2 (Constant)	5.293	.482		10.980	.000	4.343	6.244					
Gender	-.069	.128	-.039	-.537	.592	-.322	.184	-.042	-.038	-.038	.958	1.044
Rationality	.019	.100	.014	.193	.847	-.178	.217	.022	.014	.014	.958	1.044

a. Dependent Variable:
Academic

Excluded Variables^b

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	.014 ^a	.193	.847	.014	.958	1.044	.958

a. Predictors in the Model: (Constant), Gender

b. Dependent Variable: Academic

Coefficient Correlations^a

Model			Gender	Rationality
1	Correlations	Gender	1.000	
	Covariances	Gender	.016	
2	Correlations	Gender	1.000	.205
		Rationality	.205	1.000
	Covariances	Gender	.016	.003
		Rationality	.003	.010

a. Dependent Variable: Academic

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: Academic

**Hierarchical Regression Analysis for Variables predicting
Self-Worth contingent to Appearance**

Descriptive Statistics

	Mean	Std. Deviation	N
Appearance	4.4100	1.10417	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		Appearance	Gender	Rationality
Pearson Correlation	Appearance	1.000	-.073	-.062
	Gender	-.073	1.000	-.205
	Rationality	-.062	-.205	1.000
Sig. (1-tailed)	Appearance	.	.153	.192
	Gender	.153	.	.002
	Rationality	.192	.002	.
N	Appearance	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Appearance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.073 ^a	.005	.000	1.10403	.005	1.050	1	198	.307
2	.107 ^b	.011	.001	1.10340	.006	1.228	1	197	.269

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.280	1	1.280	1.050	.307 ^a
	Residual	241.340	198	1.219		
	Total	242.620	199			
2	Regression	2.775	2	1.388	1.140	.322 ^b
	Residual	239.845	197	1.217		
	Total	242.620	199			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

c. Dependent Variable: Appearance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.650	.247		18.836	.000	4.163	5.137					
	Gender	-.160	.156	-.073	-1.025	.307	-.468	.148	-.073	-.073	-.073	1.000	1.000
2	(Constant)	5.255	.599		8.770	.000	4.073	6.437					
	Gender	-.196	.159	-.089	-1.231	.220	-.511	.118	-.073	-.087	-.087	.958	1.044
	Rationality	-.138	.125	-.080	-1.108	.269	-.384	.108	-.062	-.079	-.079	.958	1.044

a. Dependent Variable: Appearance

Excluded Variables^b

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	-.080 ^a	-1.108	.269	-.079	.958	1.044	.958

a. Predictors in the Model: (Constant), Gender

b. Dependent Variable: Appearance

Coefficient Correlations^a

Model		Gender	Rationality
1	Correlations	Gender	1.000
	Covariances	Gender	.024
2	Correlations	Gender	.205
		Rationality	.205
	Covariances	Gender	.025
			.004

	Rationality	.004	.016
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a. Dependent Variable: Appearance

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: Appearance

Hierarchical Regression Analysis for Variables predicting
Self-Worth contingent to Approval from Others

Descriptive Statistics

	Mean	Std. Deviation	N
Approval	3.3240	1.22594	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		Approval	Gender	Rationality
Pearson Correlation	Approval	1.000	.008	-.230
	Gender	.008	1.000	-.205
	Rationality	-.230	-.205	1.000
Sig. (1-tailed)	Approval	.	.454	.001
	Gender	.454	.	.002
	Rationality	.001	.002	.
N	Approval	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Approval

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.008 ^a	.000	-.005	1.22899	.000	.013	1	198	.909
2	.233 ^b	.054	.045	1.19823	.054	11.299	1	197	.001

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.020	1	.020	.013	.909 ^a

	Residual	299.065	198	1.510		
	Total	299.085	199			
2	Regression	16.242	2	8.121	5.656	.004 ^b
	Residual	282.843	197	1.436		
	Total	299.085	199			

- a. Predictors: (Constant), Gender
b. Predictors: (Constant), Gender, Rationality
c. Dependent Variable: Approval

Coefficients ^a												
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.294	.275		11.986	.000	2.752	3.836					
Gender	.020	.174	.008	.115	.909	-.323	.363	.008	.008	.008	1.000	1.000
2 (Constant)	5.287	.651		8.125	.000	4.004	6.571					
Gender	-.099	.173	-.041	-.574	.566	-.441	.242	.008	-.041	-.040	.958	1.044
Rationality	-.455	.135	-.238	-3.361	.001	-.722	-.188	-.230	-.233	-.233	.958	1.044

a. Dependent Variable: Approval

Excluded Variables ^b							
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	-.238 ^a	-3.361	.001	-.233	.958	1.044	.958

- a. Predictors in the Model: (Constant), Gender
b. Dependent Variable: Approval

Coefficient Correlations ^a					Gender	Rationality
1	Correlations	Gender			1.000	
	Covariances	Gender			.030	
2	Correlations	Gender			1.000	.205
		Rationality			.205	1.000
	Covariances	Gender			.030	.005
		Rationality			.005	.018

a. Dependent Variable: Approval

Collinearity Diagnostics ^a						
Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: Approval

Hierarchical Regression Analysis for Variables predicting Total Self-Worth

Descriptive Statistics			
	Mean	Std. Deviation	N
SelfWorth	4.3337	.78795	200

Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		SelfWorth	Gender	Rationality
Pearson Correlation	SelfWorth	1.000	-.045	-.140
	Gender	-.045	1.000	-.205
	Rationality	-.140	-.205	1.000
Sig. (1-tailed)	SelfWorth	.	.262	.024
	Gender	.262	.	.002
	Rationality	.024	.002	.
N	SelfWorth	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: SelfWorth

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.045 ^a	.002	-.003	.78912	.002	.409	1	198	.523
2	.159 ^b	.025	.015	.78187	.023	4.690	1	197	.032

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.254	1	.254	.409	.523 ^a
	Residual	123.297	198	.623		
	Total	123.551	199			
2	Regression	3.121	2	1.561	2.553	.080 ^b
	Residual	120.430	197	.611		
	Total	123.551	199			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

c. Dependent Variable: SelfWorth

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	4.441	.176		25.166	.000	4.093	4.789					
Gender	-.071	.112	-.045	-.639	.523	-.291	.149	-.045	-.045	-.045	1.000	1.000
2 (Constant)	5.279	.425		12.432	.000	4.441	6.116					
Gender	-.122	.113	-.077	-1.076	.283	-.344	.101	-.045	-.076	-.076	.958	1.044

Rationality	-.191	.088	-.156	-2.166	.032	-.366	-.017	-.140	-.152	-.152	.958	1.044
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a. Dependent Variable:
SelfWorth

Excluded Variables^b

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	-.156 ^a	-2.166	.032	-.152	.958	1.044	.958

a. Predictors in the Model: (Constant), Gender

b. Dependent Variable: SelfWorth

Coefficient Correlations^a

Model			Gender	Rationality
1	Correlations	Gender	1.000	
	Covariances	Gender	.012	
2	Correlations	Gender	1.000	.205
		Rationality	.205	1.000
	Covariances	Gender	.013	.002
		Rationality	.002	.008

a. Dependent Variable: SelfWorth

Collinearity Diagnostics^a

Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: SelfWorth

Hierarchical Regression Analysis for Variables predicting Satisfaction with Life

Descriptive Statistics

	Mean	Std. Deviation	N
SWL	4.6820	1.29027	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		SWL	Gender	Rationality
Pearson Correlation	SWL	1.000	-.012	.143
	Gender	-.012	1.000	-.205
	Rationality	.143	-.205	1.000
Sig. (1-tailed)	SWL	.	.431	.022
	Gender	.431	.	.002
	Rationality	.022	.002	.
N	SWL	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: SWL

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.012 ^a	.000	-.005	1.29343	.000	.031	1	198	.861
2	.144 ^b	.021	.011	1.28335	.020	4.120	1	197	.044

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.051	1	.051	.031	.861 ^a
	Residual	331.244	198	1.673		
	Total	331.295	199			
2	Regression	6.837	2	3.419	2.076	.128 ^b
	Residual	324.458	197	1.647		
	Total	331.295	199			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

c. Dependent Variable: SWL

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	4.730	.289		16.354	.000	4.160	5.300					
Gender	-.032	.183	-.012	-.175	.861	-.393	.329	-.012	-.012	-.012	1.000	1.000
2 (Constant)	3.441	.697		4.937	.000	2.066	4.815					
Gender	.045	.185	.018	.244	.807	-.320	.411	-.012	.017	.017	.958	1.044
Rationality	.294	.145	.146	2.030	.044	.008	.580	.143	.143	.143	.958	1.044

a. Dependent Variable: SWL

Excluded Variables^b

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	.146 ^a	2.030	.044	.143	.958	1.044	.958

a. Predictors in the Model: (Constant), Gender

b. Dependent Variable: SWL

Coefficient Correlations^a

Model			Gender	Rationality
1	Correlations	Gender	1.000	
	Covariances	Gender	.033	
2	Correlations	Gender	1.000	.205

	Rationality	.205	1.000
Covariances	Gender	.034	.006
	Rationality	.006	.021

a. Dependent Variable: SWL

Collinearity Diagnostics ^a						
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: SWL

Hierarchical Regression Analysis for Variables predicting Life Success

Descriptive Statistics			
	Mean	Std. Deviation	N
Flourishing	5.3456	1.08481	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations				
		Flourishing	Gender	Rationality
Pearson Correlation	Flourishing	1.000	-.031	.277
	Gender	-.031	1.000	-.205
	Rationality	.277	-.205	1.000
Sig. (1-tailed)	Flourishing	.	.333	.000
	Gender	.333	.	.002
	Rationality	.000	.002	.
N	Flourishing	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed ^b			
Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: Flourishing

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.031 ^a	.001	-.004	1.08704	.001	.186	1	198	.667
2	.278 ^b	.078	.068	1.04718	.077	16.361	1	197	.000

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA ^c						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.219	1	.219	.186	.667 ^a
	Residual	233.967	198	1.182		
	Total	234.187	199			
2	Regression	18.160	2	9.080	8.280	.000 ^b
	Residual	216.027	197	1.097		
	Total	234.187	199			

- a. Predictors: (Constant), Gender
- b. Predictors: (Constant), Gender, Rationality
- c. Dependent Variable: Flourishing

Coefficients ^a												
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	5.445	.243		22.401	.000	4.966	5.924					
Gender	-.066	.154	-.031	-.431	.667	-.369	.237	-.031	-.031	-.031	1.000	1.000
2 (Constant)	3.349	.569		5.889	.000	2.227	4.470					
Gender	.059	.151	.027	.392	.695	-.239	.358	-.031	.028	.027	.958	1.044
Rationality	.479	.118	.283	4.045	.000	.245	.712	.277	.277	.277	.958	1.044

a. Dependent Variable: Flourishing

Excluded Variables ^b								
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics			
					Tolerance	VIF	Minimum Tolerance	
1 Rationality	.283 ^a	4.045	.000	.277	.958	1.044	.958	

- a. Predictors in the Model: (Constant), Gender
- b. Dependent Variable: Flourishing

Coefficient Correlations ^a				
Model			Gender	Rationality
1	Correlations	Gender	1.000	
	Covariances	Gender	.024	
2	Correlations	Gender	1.000	.205
		Rationality	.205	1.000
	Covariances	Gender	.023	.004
		Rationality	.004	.014

a. Dependent Variable: Flourishing

Collinearity Diagnostics ^a						
Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: Flourishing

Hierarchical Regression Analysis for Variables predicting
Total Subjective well-being

Descriptive Statistics

	Mean	Std. Deviation	N
SubjectiveWellBeing	5.0138	1.09788	200
Gender	1.50	.501	200
Rationality	3.9862	.64104	200

Correlations

		SubjectiveWell Being	Gender	Rationality
Pearson Correlation	SubjectiveWellBeing	1.000	-.022	.221
	Gender	-.022	1.000	-.205
	Rationality	.221	-.205	1.000
Sig. (1-tailed)	SubjectiveWellBeing	.	.376	.001
	Gender	.376	.	.002
	Rationality	.001	.002	.
N	SubjectiveWellBeing	200	200	200
	Gender	200	200	200
	Rationality	200	200	200

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Gender ^a	.	Enter
2	Rationality ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: SubjectiveWellBeing

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.022 ^a	.001	-.005	1.10037	.001	.100	1	198	.753
2	.222 ^b	.049	.040	1.07591	.049	10.106	1	197	.002

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.121	1	.121	.100	.753 ^a
	Residual	239.741	198	1.211		
	Total	239.861	199			
2	Regression	11.819	2	5.910	5.105	.007 ^b
	Residual	228.042	197	1.158		
	Total	239.861	199			

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Rationality

c. Dependent Variable: SubjectiveWellBeing

Coefficients ^a												
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	5.088	.246		20.677	.000	4.602	5.573					
Gender	-.049	.156	-.022	-.316	.753	-.356	.258	-.022	-.022	-.022	1.000	1.000
2 (Constant)	3.395	.584		5.810	.000	2.243	4.547					
Gender	.052	.155	.024	.337	.737	-.254	.359	-.022	.024	.023	.958	1.044
Rationality	.386	.122	.226	3.179	.002	.147	.626	.221	.221	.221	.958	1.044

a. Dependent Variable: SubjectiveWellBeing

Excluded Variables ^b							
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
1 Rationality	.226 ^a	3.179	.002	.221	.958	1.044	.958

a. Predictors in the Model: (Constant), Gender

b. Dependent Variable: SubjectiveWellBeing

Coefficient Correlations ^a					
Model			Gender	Rationality	
1	Correlations	Gender	1.000		
	Covariances	Gender	.024		
2	Correlations	Gender	1.000	.205	
		Rationality	.205	1.000	
	Covariances	Gender	.024	.004	
		Rationality	.004	.015	

a. Dependent Variable: SubjectiveWellBeing

Collinearity Diagnostics ^a						
Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Gender	Rationality
1	1	1.949	1.000	.03	.03	
	2	.051	6.162	.97	.97	
2	1	2.909	1.000	.00	.01	.00
	2	.081	5.982	.01	.77	.08
	3	.010	16.917	.98	.22	.91

a. Dependent Variable: SubjectiveWellBeing

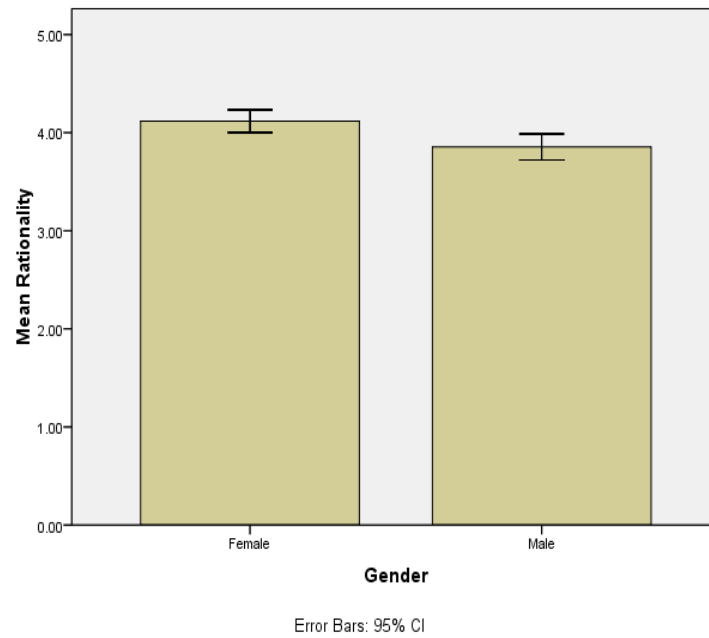


Figure 2
Bar graph of sex associated with rational beliefs

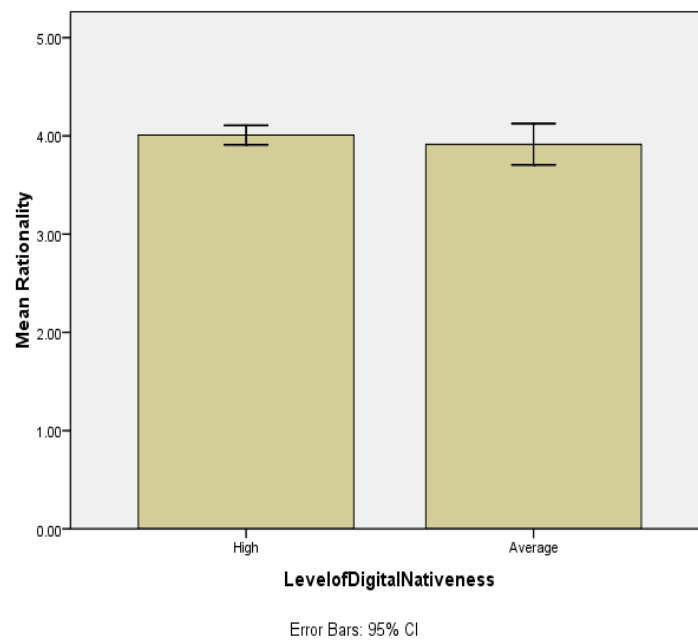


Figure 3
Bar graph of level of digital nativeness associated with rational beliefs

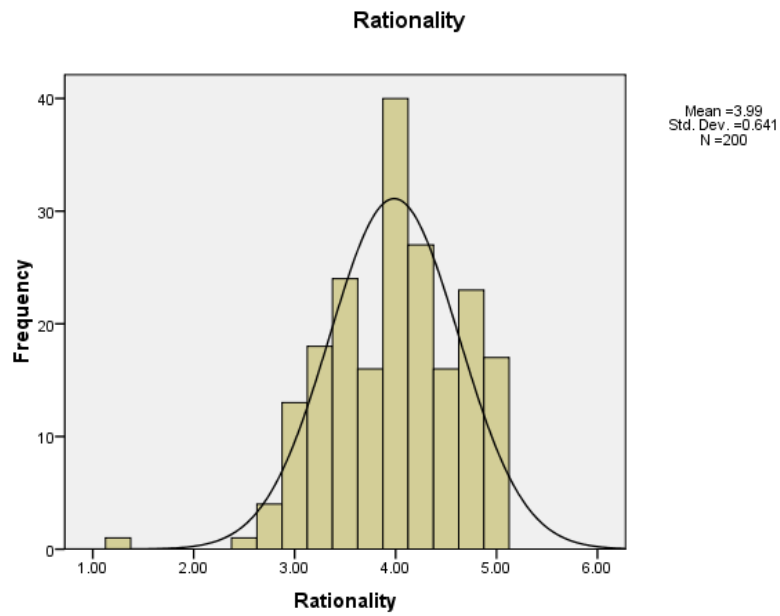


Figure 4
Histogram of Rationality Scores

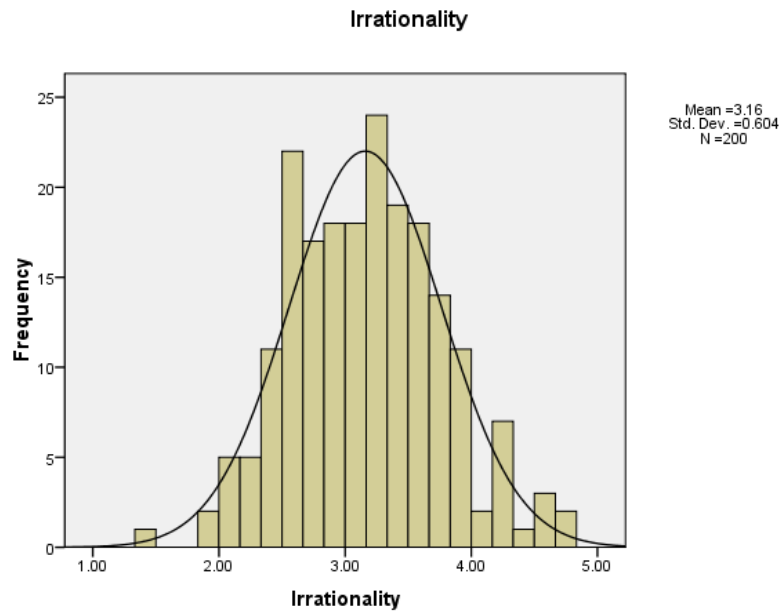


Figure 5
Histogram of Irrationality Scores

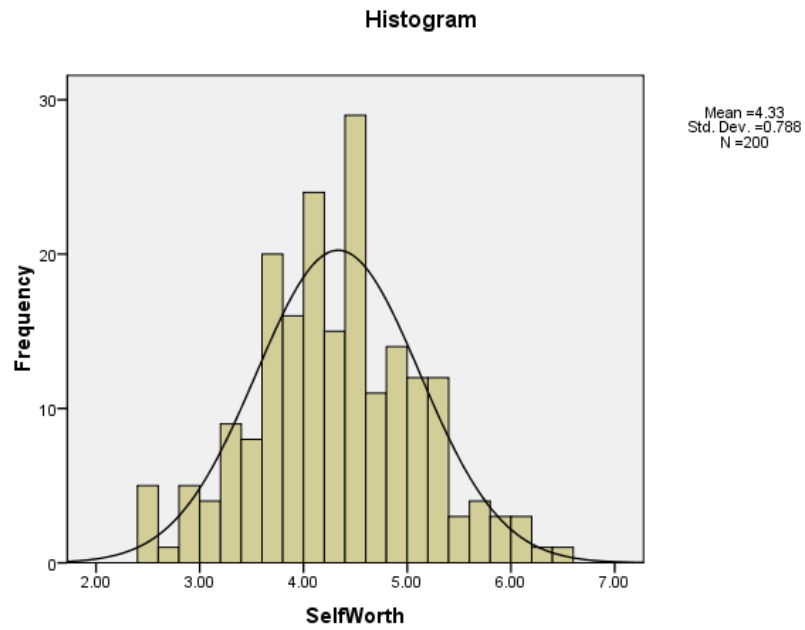


Figure 6
Histogram of Self-worth Scores

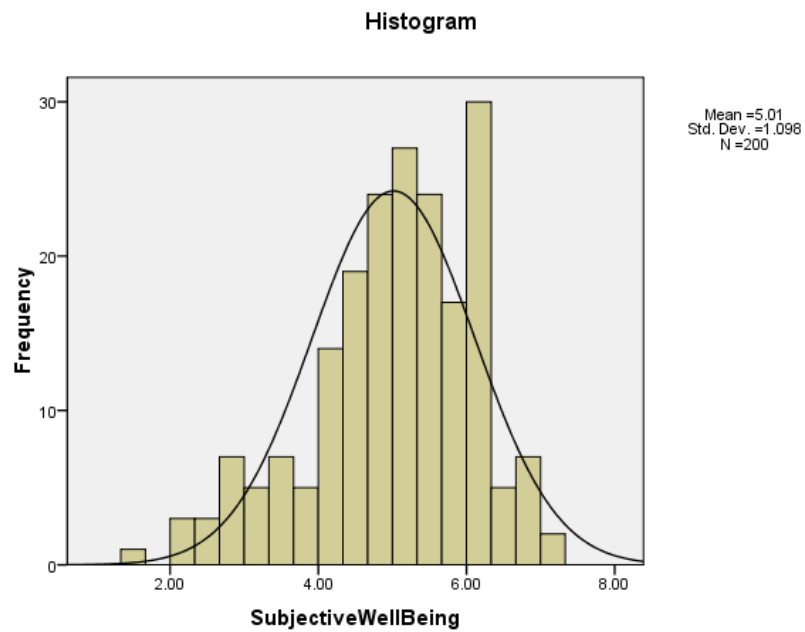


Figure 7
Histogram of Subjective well-being Scores

Appendix P

Guidance Counseling Program

(1) Result area: Information

Objectives/ Outcomes:

- Give knowledge about the importance of advanced technology and the use of it at school.
- Give insights about having rational belief and the effects of it to students' subjective well-being.

Activity: “Effective Habit, Effective SWB”: workshop on knowing rational belief

First of all, students will be asked to write down their personal thoughts and hopes about advanced technology, the benefits they are gaining in using it, and the common problem they have encountered at school, regarding advanced technology. After that, there will be sharing of answers among students, and there will be lectures/talks about the importance of advanced technology, benefits of using it, the common problem encountered at school, regarding advanced technology. Then, introduce the idea of having rational belief, and how it may possibly change their dispositions, specifically subjective well-being.

Target Participant: 1st year undergraduate students

Personnel Involved: Guidance Counselors, Teachers, Students

Time Frame: June

Materials: Utilities, Projector, Hand-outs

Budget: 2,000 – resource speaker, 5,000 – Foods

Evaluation:

- Evaluation sheet about the effectiveness of the workshop.
- At the end of the activity, 100% of the students gained knowledge about their school, rational belief, and subjective well-being.

(2) Result area: Individual Inventory Services

Objectives/ Outcomes:

- To gather information about the students, especially their strengths and weaknesses
- To help students identify themselves and their condition at school

Activity: A day with the Guidance Counselor

Through different games, activities, and worksheets, the guidance counselor will help the students be brave and admit their strengths and weaknesses. Then, open the students to the idea that everyone is a unique human being, and each one of them has their own unique strengths and weaknesses. Moreover, everyone is worthy of themselves, despite their weaknesses. Lastly, everyone will be encouraged to give positive thoughts about each other to boost self-worth and self-confidence. Strengths and weaknesses of each student will be recorded for guidance counseling references.

Target Participant: 1st year undergraduate students

Personnel Involved: Guidance Counselors, Teachers, Students

Time Frame: July

Materials: Individual Inventory Sheet

Budget: 100 – token

Evaluation:

- Identified the strengths and weaknesses of the students.
- The students' profile sheets are gathered and recorded.

(3) Result area: Counseling services

Objectives/ Outcomes:

- To explain the ABCDE model of rational-emotive approach
- To dispute irrational beliefs, and develop new rational beliefs
- To increase subjective well-being of the students

Activity: ABCDE counseling program

The Guidance Counselor and Teacher will explain the ABCDE model of rational-emotive approach. Moreover, inform the students that their personal thoughts about school can cause a certain behavior or emotion to them. Thus, a positive or rational thinking will lead to positive outcome, while negative/irrational thinking will lead to negative outcome. Therefore, students should dispute their irrational beliefs and develop new rational beliefs. The Guidance Counselor should highlight that sometimes, students cannot change the problem at school, but they can always change their perspective or way of thinking on that problem. When the students have realized that they can change the irrational beliefs to the rational beliefs of their personal thoughts at school, the students can evaluate their subjective well-being more positively at school. Lastly, ask the students to bring out their written personal thoughts and hopes about advanced technology, the benefits of using it, and the common problem they have encountered at

school on their 1st activity, and try to make a list of positive things they can do to change their way of thinking on their problems at school.

Target Participant: 1st year undergraduate students

Personnel Involved: Guidance Counselors, Teachers, Students

Time Frame: August-November

Materials: Instructional materials, projector, handouts

Budget: 1000 – handouts

Evaluation:

- 100% of the students learned the ABCDE model.
- Made a list of rational beliefs to practice for the whole academic year

(4) Result area: Testing Services

Objectives/ Outcomes:

- To measure the rational and irrational beliefs of the students
- To monitor their subjective well-being
- To assess the effectiveness of ABCDE model to students

Activity: Conduct of SGABS and SWB Scales

The Guidance Counselor and School Psychometrician conduct a Shortened General Attitude and Belief Scale, and Subjective Well-Being Scale.

Target Participant: 1st year undergraduate students

Personnel Involved: Guidance Counselors, Psychometrician, Students

Time Frame: December

Materials: Tests materials

Budget: depends on the price of tests materials

Evaluation:

- Gathered and recorded the rational and irrationality scores, and subjective well-being scores of students for guidance counseling references.

(5) Result area: Follow-up services

Objectives/ Outcomes:

- to monitor students' progress and encourage to develop rational beliefs even at home

Activity: Daily journal of good things

Through homework, the students will be accustomed to do positive daily activities. The participants will be asked to list down 3 good things that occur and 3 good deeds that have been done every day for a week. Moreover, students will be encouraged to make positive perspective even on challenges they will face on each day. After that, there will be sharing of their weekly journal inside the classroom.

Target Participant: 1st year undergraduate students

Personnel Involved: Guidance Counselors, Parents, Students

Time Frame: January-March

Materials: Tests materials

Budget: Daily journal

Evaluation:

- 100% of the students listed down three good things that occur and three good deeds that have been done every day for a week, and was able to share their experiences inside the classroom.

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MY PROFILE

Date of birth	October 21, 1997
Place of birth	Manila
Sex	Female
Civil status	Single
Citizenship	Filipino
Height	153cm
Religion	Catholic
Language	Filipino, English

EDUCATIONAL BACKGROUND

Tertiary	Bachelor of Science-Master of Arts In Psychology and Counseling Philippine Normal University (PNU), Manila (2014 – 2019)
Secondary	Navotas National High School (2010 – 2014)
Primary	Navotas Elementary School (2004 – 2010)

ORGANIZATION/ACHIEVEMENT

- NNHS - Mother Earth Savers Club (MESC)
Public Information Officer
(2011 – 2012)
- NNHS - Mother Earth Savers Club (MESC)
Treasurer
(2012 – 2014)
- NNHS - Supreme Student Government (SSG)
4th year representative
(2013 – 2014)
- NNHS - The English Club (TEC)
Treasurer
(2013 – 2014)

- NNHS - The Net (Ang Lambat),
the official school publication
News writer/editor
(2013 – 2014)
- NNHS - Lakan at Lakambini 2014
1st runner up
(2013 – 2014)
- PNU - Leo Manila Intramuros Lions
Club
Vice President for Internal Affairs
(2016 – 2017)
- PNU - FBESS Executive Committee
News writer/editor
(2016 – 2017)
- PNU – Leo Manila Intramuros Lions
Club
President
(2017 – 2018)
- PNU – 5thyr BSMA Psychology
Class President
(2018)

STRENGTHS/INTERESTS

- Fast Learner
- Organized
- Computer literate
- Able to follow directions
- Extensive knowledge in SPSS statistical program

WORK EXPERIENCES

- The Peppa Pig Tutorial Center
Part time Tutor
Limketkai Bldg, Ortigas Avenue
(2017 – 2018)