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**THE DORMITORY LIFE:
STORIES OF DIVERSITY AND TRANSITION THROUGH
PHENOMENOLOGICAL LENS**

A Thesis Paper Presented to the
Faculty of the College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree
Masters of Arts in Education with Specialization in Guidance and Counseling

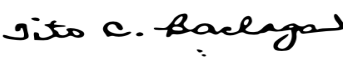
LIZ CATHERINE MACUJA-MEDRANA

2022

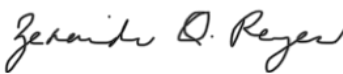
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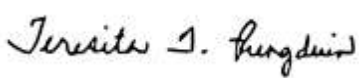
This thesis entitled “**THE DORMITORY LIFE: STORIES OF DIVERSITY AND TRANSITION THROUGH PHENOMENOLOGICAL LENS**” prepared and submitted by **LIZ CATHERINE MACUJA-MEDRANA** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Guidance and Counseling**, is hereby recommended for approval and acceptance.


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ABSTRACT

Name: Liz Catherine Macuja-Medrana

Title: THE DORMITORY LIFE: STORIES OF DIVERSITY AND TRANSITION THROUGH PHENOMENOLOGICAL LENS

Key Concepts: Social adjustment, Personal adjustment, College life, Dormitory life, Diverse population, College transition

Degree: Master of Arts in Education with specialization in Guidance and Counseling

Advisers: Evelyn Bagaporo, Ph.D., RGC, RPsy
Tito C. Baclagan, Ph.D., RGC

This study focused mainly on the exploration and understanding of the meaning of the lived experiences of personal and social adjustment of the student-dormers as they transition to college life through the dormitory life narratives and the essence of living in a diverse population.

Phenomenology research design was used to richly explore and deeply understand the meaning of the lived experiences of the student-dormers. Primary data were collected through individual interviews facilitated by the researcher. To secure accuracy of data, participants proofread the transcripts of the in-depth interviews. Phenomenological analysis of data was used to organically capture the essence of their stories.

Five themes emerged from the meaning units. The study discovered that student-dormers' social location is a determinant to their attitude towards their new environment. It was found out that family connectedness is important for them to brave the outside world. As student-dormers attempt to live independently, the weight of daily decision-making challenged their moral

compass. More so, the quality of their dormitory experience depend heavily on their coping style and time and space played an important role in breaking cultural boundaries.

The previously mentioned shaped their characters and influenced their judgment on their daily encounters towards their fellow student-dormers and the dormitory management. These findings greatly helped in the formulation of a culturally inclusive dormitory management plan to provide assistance and guidance to the student-dormers, which can be utilized by the institutions and the guidance and counseling practitioners.

Chapter 1

THE PROBLEM AND THE LITERATURE REVIEW

1.1 Background of the Study

College life transition is a pivotal point for adolescents as they embark on a new journey. A fresh start and an introduction to adulthood, it gives a completely new meaning to going back to school. This time going back to school means parting from the comforts of high school friends, a connection made through the years. It now means braving the new environment and making friends with strangers and moving into a new neighborhood and living with strangers for those who shall stay in a dormitory. It is easy to understand why emotion plays a critical role during this stage (Kneeland & Dovidio, 2020). It has also been proven that it makes a difference if adolescents are more gentle with their shortcomings while they navigate around the transition (Kroshus et al., 2021). More so, positive parental connection plays a huge impact on the quality of adjustment during the early stage of transition (Bowman et al., 2019).

There seems to be a great deal of challenges when adolescents transition to college life. Leaving the life that they were used to and moving to a new place and having to deal with people that they barely know appear to prompt challenges. The process of exploring the new environment and learning about new people and having to deal with all the challenges that college life brings is a completely new journey may post stress (Gebru & Yuksel-Kaptanoglu, 2020).

To understand the journey better, literature offers a substantial data regarding the dynamics of the adolescents. McAdams et al. (2006) stated that maturity helps adolescent to adapt to the new prospect of adult accountabilities. They further explained that with adulthood on the

perspective, eventually the twin identity questions - “Who am I?” and “What is my place in this world?” would begin to surface. Accordingly, Erikson (1968, as cited in Rathus, 2014, p.249) supposed that the ultimate psychosocial responsibility of an adolescent is the formation of identity, thus, the possible emergence of the conflict of identity construction against role confusion. Similarly, he argues that when identification is no longer worthwhile, that is when the identity formation takes place. As puberty hits during adolescence it paves the way to the discovery of brand-new cognitive skills and physical activities. As a matter of fact, adolescents gravitate towards new ideas and creativity provoking activities (Ricamara-Corod, 2020).

Now, going back to the transition to college life and all the changes that soon shall take place, it is easy to acknowledge that the journey becomes complicated as they are about to explore a new environment and deal with unfamiliar faces. Consequently, Wu et al. (2015) found out in their study that international students in the United States dealt with a fair amount of challenges in terms of dealing people, society and school. They found out that these students face hardships not only academically but socially as well. Communication pattern turned out to be one of the barriers for them resulting to awkwardness and isolation especially whenever they attempt to connect and make friends. These barriers lead them to be less proactive in the beginning (Koo et al., 2021). Nevertheless, they soon found out ways to adapt to the new social climate. Other than that, they were also prone to difficulties involving psychological state and behavioral changes as they try to blend to their new environment. Family connectedness plays vital role in this aspect (Cox et al., 2021).

Another essential part of adjustment is the availability of financial resources. Abbas et al. (2021) identified in their recent study, that for the international students who study in Germany and United Kingdom, financial aspect largely matters to them during the selection of which

country to pursue their higher education. According to Butcher and McGrath (2004) many international students struggle financially. Contrary to the common belief that only the rich can study abroad they found out that many international students struggle to make both ends meet. According to their study, some of them cannot even visit family on holidays and they do not have the luxury to have different options for their daily meals, as they cannot even afford it at times. More so, Ali (2021) found out that confidence in financial well-being is relative to financial situation of the international students in Turkey.

Living environment is another defining factor during the transition. The option to live in a dormitory is easy for students coming from another country and for domestic students from neighboring towns and provinces. Nonetheless, dormitory life can be an added pressure during the transition. The struggle seems to be more than just about academic matters but it is equally about their roommates, their daily mishaps, their search for happiness and sense of identity in the midst of a crowded environment all of which are anchored to their academic goals (Ling & Kangli, 2021). Further, as they aspire to live independently and enjoy the freedom, they will also learn how to take care of themselves when they are sick and manage other basic essentials such as laundry, food and transportation to name a few, on a daily basis. All these changes and challenges while trying to manage other important factors such as homesickness, finances and daily schedule can truly be a handful for an adolescent, which is why it is very important to identify early students who are responding negatively in the adjustment phase (Wagas & Tria, 2021).

Meanwhile, available literature are only limited to the stories of international students living in the dormitory in other countries, which encouraged the researcher to find an in-depth understanding of the transition process in the voice of the adolescents who experienced dormitory

life in the Philippine setting. The researcher explored the lived experiences of the student-dormers, capturing the stories of college transition and diversity, a unique experience since it depicts stories in a less guarded, more comfortable setting - the dormitory.

1.2 Literature Review

This chapter presents the ideas and researches of different authors, both local and foreign, related to the study.

This study is mainly focused on the meaning of student-dormers lived experiences in the dormitory during the transition to college life and the essence of living in a diverse population. In a time when inclusion and diversity are highly encouraged especially in the workforce, it is equally important to understand the phenomenon during the period of great transition in man's life, the adolescence. There is an abundant literature about adolescence, transition, adjustment and identity formation; however, limited research is done in relation to dormitory life locally. To put the data into the context of this study, the researcher outlined it according to these themes: *The Adolescent, Adjustment during College Transition and Dormitory Life*.

Adolescence marks a turning point in a life's journey. It is a period when several significant changes happen, which heavily influence the development of adolescents' character. The transition to college life is considered one of the highlights of this period. It is the period of coming of age. As changes and trials take place, adjustment becomes necessary. Before long adolescents shall gain independence from their parents' close supervision and are soon faced with circumstances that require sound judgment as they find themselves in a rollercoaster ride of dormitory life.

1.2.1 The Adolescent

There are a great number of studies, articles and books written to explore and understand adolescence. This period is rich with abrupt changes, which requires adjustment. Let us take Erik

Erikson's (1963 as cited in Rathus, 2014, p.249) psychosocial development theory into account, that explains development through eight stages. According to him adolescents are burdened with the fifth crisis, which is ego identity versus role diffusion. He argued that ego identity is a strong grasp of who one is and that will help them surpass the difficulties of this period. He also pointed out that if one fails to cultivate ego identity then one would suffer from blindly assuming roles presented to them by leaders who assure them of their character. This period indeed demands thorough evaluation of decisions and actions and that means, adolescents regardless of their level of maturity need to come out from all the challenges of this period, with a strong sense of identity. It has been reported that deviant behavior among Filipino adolescents is related to family life satisfaction and family influence (Dullas et al., 2021; Pocsidio et al., 2021). This is the same period when one must develop their identity or else shall lose their sense of self later on.

The aforementioned give justice as to why this phase is a handful. Adolescents have a lot on their plate and sometimes it is overwhelming to handle and may take a toll on their mental health. Adolescents have reportedly been prone to experiencing loneliness (von Soest et al., 2020). Depressive symptoms among adolescents are related to physical activities (Kandola et al., 2020) and stress (Slavich et al., 2020) to name a few.

However, puberty in adolescence results to the discovery of new mental skills and physical strength. These discoveries shall help them carry on with the challenge of the transition (Kroger, 2004). It helps that one has grit to be able to exhibit their skills and strength however, grit and growth are not very popular among adolescents (Park et al., 2020). A recent study by Dy et al. (2022) on Filipino adolescents revealed, that activities linking to goal setting and perseverance help in developing ones grit.

Further, they say it takes a village to raise a child and the process starts from the family. Adolescents do not have to be alone during this time of personal discovery. They need the help of their family members to understand the changes that happen to them and to the world outside. They also need their guidance to accept the implications of the changes that they experience. Family life satisfaction helps adolescents to exhibit less unruly behaviors (Dullas et al., 2021). However, adolescence is also the phase where parent-child communication is put to test. Finding common ground and shared language are few of the many things that parents and adolescents have to brave during this stage (Cox et al., 2021).

As adolescents approach the age of independence from parents, they will soon start to make decisions on their own. Though they are expected to be responsible for their choices, the support of parents is greatly needed during this period. An interesting finding from the study of Aybeck et al. (2015) says that parents who have higher educational attainment have lower moral judgment than those who only finished elementary and secondary level of education. Nevertheless, this should not stop the parents from providing guidance to their children. It is only essential for parents to know when to ask help to be able to provide the utmost guidance to their children. Adolescents' experiences in relation to their family essentially affect their disposition about themselves and their preferences for the future (Sabarre et al., 2021).

The aforementioned reiterates the vitality of parental presence in character building during this period. Parents help adolescents understand the changes in their body and the way they see the world. The same is true when it comes to academic goals. Family factors affect adolescents' attitude towards academics (Quin et al., 2018).

As adolescents gear up towards independence from their parents, they will soon find themselves in the middle of peer influence and peer pressure. As they navigate on their own in a

new environment, adolescents may experience difficulty in social circles as they deal with their social environment (Andrews et al., 2021). Peer pressure is also reported as contributing factor to anxiety in the school setting (Kapoor et al., 2021). Needless to say, peer presence is definitely an important strand in adolescents' relationships. Their influence on adolescents' choices should not be underestimated. Peer influence plays a huge part in adolescents' attitude towards the dynamics of their social networks (Blakemore, 2018). The quality adolescents' relationship to their peers affect their characters. When an adolescent is exposed to the warmth of peer connection, he/she develops strength in his/her character (Liu & Wang, 2021).

The aforementioned gives a glimpse on the interesting world of adolescents. Literature reiterates the meaning of parental presence during this period in character building. Parents help adolescents understand the abrupt changes that occur to them and its effect on the way they see the world. Their response to all the changes that they experience within themselves and around them contribute to the totality of their identity. These adolescents will soon move on to college and for most of them it means transferring to another location and living in a new neighborhood. It means braving the challenges on their own along with other college students from different parts of the world.

1.2.2 Adjustment during College Transition

Marching on to their future, adolescents set their eyes on college admission. Being accepted in a university gives them the opportunity to reach for their dreams – a step closer to their academic goals. It has been reported that college unpreparedness can be related to the students' grade point average as well (Vecaldo et al., 2020). It has been found out that as much as emotions are high during this period, being mindful that one is capable of managing its outbursts lessen the negative

impact during the stressful transition (Kneeland & Dovidio, 2020). The presence of friends helps the first-year college students to ease their way through the transition (Cheon et al., 2019).

In the Philippines, a CNN(www.cnnphilippines.com) article said that according to the Bureau of Immigration, in the year 2020, the Philippines recorded a seventy five percent drop in student visa application due to COVID-19 despite being the top destination for international students prior to pandemic. Despite the drop, the relatively overwhelming number of students who wish to study abroad creates a diverse population, which prods adjustment, both in personal and social department for both the foreign and local students. More so, as per Republic of the Philippines Bureau of Immigration (www.pna.gov.ph) released statement as of June 2, 2022, the department is looking at the possibility of the return of the foreign students by the third quarter of the year. It was reported that prior to the worldwide pandemic, there were about thirty-five thousand foreign students enrolled in the country, mostly under medical program.

Initially, international students need to address the feeling of unfamiliarity to the new environment, its people and culture (Wu et al., 2015; Pampolina et al., 2016). International students struggles harder than domestic students and this is highly evident during the first weeks of the first semester into college when international students are learning to navigate around their new environment (Koo et al., 2021).

Recently, Singh and Jack (2022) reiterated, that for the benefit of international students, universities must consider the importance of an in-depth understanding of linguacultural issues during policy making. Since the main reason for international students to transfer to a new environment is for their education, the pressure to do well in academics is heightened.

Nevertheless, ethnic identification did not stop international students to remain motivated to study the English language (Peng & Patterson, 2021).

A recent study identified technology dependence as another vital factor of college transition adjustment (Zhuhra et al., 2022). It was also reported that communicating via social networking sites such as Facebook and Instagram help college students to adjust better socially (Yang, 2020).

The abovementioned sources of challenges are very critical to the journey of international students. A number of international students find it difficult to manage the demand of the transition. This is where family support matters most. No matter how challenging the period of adjustment gets, depression and anxiety can be avoided by having parents' support available (Lindell et al., 2020). A recent study show that the family connectedness helps in the academic adjustment of first year college students. It was found out that when students are highly connected to their family, the better they adjust academically (Lee & Flether, 2020). Additionally, it was found out that authoritative parenting style plays a pivotal role in social, emotional and academic adjustment of college students (Moon-seo et al., 2021). Further, Booker et al. (2021) found out that the importance of hope should not be underestimated during the transition as it supports the well-being of the emerging adults.

As mentioned earlier housing is another concern, living in a dormitory is an easy option for international students as it already offers services to help them navigate around more comfortably. Being a melting pot, dormitory life offers a substantial narrative of personal and social adjustments.

1.2.3 Dormitory Life

There are not many data found about dormitory life locally. The researcher found an interest to study dormitory life as dormitories serve as melting pots in the community since they house diverse nationalities. It is also a place where students are less guarded which enable them to act genuinely. Dormitory life stories illustrate organic understanding of the transition period. The limited number of previous local researches can be associated to the lack of interest since dormitories are normally ran privately in the country.

Several of international students as well as locals easily consider dormitory as a convenient option for the transition should they need to leave their families and study in another city or country. Housing can help during the adjustment period as it offers multiple benefits on study habits and general wellness. As a matter of fact, some international students prefer dormitory life than family life (Hosseini & Fatemeh, 2019). However, Samuel and Luskin (2012) argues that this option posts certain disadvantages such as high financial cost and negative impact on social relations unless the institution have an in-depth understanding about student housing. Further, dormitory life offers advantages and disadvantages. Challenges in terms of social interactions are always there especially for dormitories that are open for both foreign and local students.

As they embark on the journey of discovering about their new environment, meeting the academic demands, connecting with the people around them and living independently from parents, dormitories become a very important space for them. It becomes the anchor to their social circle which is essential as they take on the challenges on their own (Ling & Kangli, 2021).

The succeeding presentation of information will focus on the challenges that international students experience during the transition and what literature found out about the dynamics of their adjustment.

A. Language barrier

As international students find their way around the new environment, they need to interact with other people in their community such as school, housing and public spaces. They need to inquire about school matters, ask for directions and order food from restaurants, read signs for transportation and buy essentials from the market (Akram et al., 2020). Those are only few of the primary encounters that need communication. The challenge stems from the fact that not all international students are familiar with English language as well as the language of the host country. As basic as having to communicate with a roommate, language is a huge factor in the adjustment of international students in the dormitory. The struggle to communicate and express oneself is overwhelming during the transition period. A recent study found out that language barrier is the core among social and academic adjustments for international students in Turkey (Gebbru & Yuksel-Kaptanoglu, 2020).

Additionally, international students have to learn the native language of the host country as well. They need to learn the basic words to easily communicate to the people around and to get anywhere when they need to (Akram et al., 2020). Language barrier affects relationship building as well, a recent study shows that most of the time, international students only build relationship with their fellows from their country and less likely to develop friendship with locals due to language difference (Rybo-LoPresti & Rhein, 2021).

The challenge to find a common ground on communication may lead to feeling of isolation and despair if not resolved. The need to express their thoughts during the most challenging phase of transition is crucial to their survival. It has been identified in the recent study that inability to communicate with fellow students heavily impacts self-esteem which may cause anxiety and depression (Wang, 2019).

However, the challenge to articulate their thoughts on a daily basis did not hold the international students back to adjust to the new environment. In fact, Wu et al. (2015) confirmed that students discovered that the key to win the battle is when students chose to be proactive by engaging themselves to activities that will encourage them to share their culture to others and actively found ways to improve their command in English language to help them to communicate effectively.

B. Social climate

When one moves away from their comfort zone the sense of ease is lost. Therefore, it is convenient to find warmth from people who are close in proximity. Earlier in the transition, most international students reach out to their fellow foreigners or they stick with fellow students from their country of origin. Being surrounded with people of common ground posts minimal adjustment. In truth, Barnes (2010) found out that being friends with their fellow international students lead to their survival of adjustment period. Further, a recent study in China found out that when international students experience a disconnect from their online social networks during the transition, identity issues emerge (Raja et al., 2021).

On the other hand, when international students need to interact with domestic students, response may vary. For example, Al-Hattami and Al-Ahdal (2014) found out that there are

minimal interactions between American and Arab students as the former do not want to mix with the latter. They attribute this on the great cultural differences of the two cultures. One of which is the openness of the American students with their intimacy towards the opposite sex. They explained that under the Islamic standards, such act is prohibited. Eventually, this cultural differences lead to shallow connections. This is true to the Social Identity Theory of John Turner and Henri Tajfel that speaks of man's inclination to categorize people, identify oneself with a group and feel superior to other groups (Myers & Twenge, 2017, p. 278).

Additionally, other literature conveys that social exposure allows students to learn more about others' orientation leading them to be either receptive or hostile about it. International students tend to observe the traditions and social interaction of the host country. When students share time with students from other countries, they tend to talk about personal preferences like their favorite movies, their dating styles and family antics. Some students who are into culinary loves to cook their favorite food, and share it with others and others play games during social hours. Sharing cultural goods help strengthen the cross- cultural understanding as it bridges the gap, linking one culture to another. Such interactions are helpful because managing emotional reactions in socializing with people from another culture is vital to easy adjustment (Guridam, 1999; Kneeland & Dovidio, 2020).

Recently, Gao et al. (2020) reiterated that the feeling of belongingness in the dormitory plays a pivotal role in the mental health of the dormers. Hopefully, the growing number of international students may lead to diverse population in school setting, which makes it easy for them to find friends coming from the same region.

It is undeniably central that support system is made available for international students during the transition. It will aid them to focus on maximizing academic experience early on when they know they have a support group. In a recent study, Jee and Yang (2019) found out, that social support made college life adjustment bearable for nursing students. Nevertheless, literature suggest that it is equally significant to learn to introduce oneself to other cultures, especially with that of the host country. When international students discover the story of their host country together with all the wonderful things unique to it, it will be easy to find ease and comfort. Truthfully, Barnes (2010) emphasized that international students who made friends with domestic students had an easy transition to college life. Living comfortably in the new environment became easy for them because they understand the culture better and eventually lead them to academic success.

C. Coping Behavior

As adolescents experience multiple changes in themselves and in their environment, their coping behavior are taking shape. Literature unearthed different aspects of coping such as its relationship to type, religion, and gender as well as the role of intervention during adjustment and how adolescents lean on substance to ease their way around challenges.

To start with, research reveal that women adjust differently from men. In a recent study, it was identified that both emotional detachment and feeling of isolation are major contributors to depression among female students in the dormitory (Hasanifar & Roustakhiz, 2020). Contrary to this, Oriya (2019) highlighted the resilience of the female workers in Kabul University Female Dormitory despite stressful and traumatic life events. In this study, it was evident that the female workers found a meaningful way of coping to the challenges. More so, it has been found out that

men are most likely to use humor to get through a critical situation while women are relying more on emotional and instrument support to manage the challenges (Eisenbarth, 2019).

The aforementioned literature cemented the importance of support during the period of transition. It suggests that adjustment becomes bearable when support is accessible for the adolescents. Support is defined through family connectedness and friendship as previous researches highlighted the significant role and contribution of family relationship to the whole journey (Dullas et al., 2021). Further, social characteristics contribute to the attitude of the adolescents to their new environment (Kneeland & Dovidio, 2020; Gao, 2020). Interpersonal competence plays an important role on how one finds sense of belongingness in the dormitory (Gao et al., 2020).

As previous researches explored the aforementioned, there seems to be less exploration on the meaning of the lived experiences of the student-dormers in reference to their dormitory life, as well as understanding what it means for adolescents to live with a diverse population during their transition to college life. This research has shed some light on how adolescents from different cultural background managed the adjustment period as they live in a shared living space - the dormitory facility. The student-dormers' narratives highlighted the ups and downs of living independently from their parents while living with other student-dormers from other cultural background. It also their insights on what it means to pursue academic goals while dealing with the changes and challenges of college life.

1.3 Conceptual Framework

This study explored the stories of dormitory life as student-dormers battled all the challenges of the transition to college life and what it means to live in a dormitory with a diverse population. It ought to find meaning in the lived experiences of the student-dormers and unearth the thread that connects the dynamics of adolescence of different cultural background to the personal and social adjustments in dormitory life.

Literature speaks richly about adolescence, transition to college and adjustment to dormitory life. To put all the information into the context of this study, the researcher outlined the connections among these important variables.

The center of this study is the adolescents. Adolescence is a critical period on the identity formation of an individual. The interpretation of experiences during this stage defines the landscape of identity formation. Erik Erikson (Erikson, 1963 as cited by Rathus, 2014, p. 249) identified *ego identity versus role diffusion* as the fifth stage of psychosocial development. According to him, this happens during adolescence. He defined ego identity as a strong notion of ones character while role diffusion happens when an adolescent failed to find their identity in the process.

While adolescence is a critical time for identity formation, it is also a time for a major change which is college transition. Arnett (2000) reiterated that entering college leads to an increased sense of independence on the part of the emerging adults due to the changes in living environment and the formation of new social group. A recent study discovered that factors such as value systems, communication patters, sign and symbol of social contact and interpersonal

relationship patterns are all important considerations when blending into a new culture as it may lead to misinterpretation if not handled properly (Wu et al., 2015). More so, Turner and Tajfel proposed Social Identity Theory and enumerated that human beings like to categorize, identify and compare themselves. They suggested that as social species, humans like to identify himself/herself with a particular category or group. They highlighted that the group that he/she identifies with would be the ingroup and humans gain self-confidence by being part of it. They explained that humans tend to compare his/her ingroup and find it superior against another group – the outgroup (Myers & Twenge, 2017, p.278).

As adolescents brave the inevitable, they may find themselves identifying to groups that they can relate to and by doing so, will form their social identity. Dong et al. (2021) found out that being mindful of their reactions helps adolescents to navigate positively when conflicts arise. Arguably, since adolescence is a period of identity formation, the adjustment that they have to experience during the transition to college life, may or may not lead to the development of social identity. Further, as adolescents transition to college and face what lies ahead, adjustment is inevitable as well as change, and in between they may form a strong sense of oneself or identify themselves in a group or may also lose their identity along the way.

The aforementioned reflect the importance of the dynamics of adolescence in the identity formation of an individual. As previously mentioned, the adolescent stage can be a make or break as ego identity versus role diffusion may happen. The interpretation of experiences during this stage defines the landscape of identity formation.

More so, as adolescents navigate their way around identity formation, they are bound to discover the ups and downs of college transition. It seems that students entering college must

become significantly focused and motivated since the transition would present a number of challenges and changes in terms of schedule and budget management and of keeping a balance between academic loads and social activities, while having to deal with a new environment and unknown crowd. Suprpto et al. (2019) reiterated that academic adjustment which include language barrier is a highlight for international students' adjustment. These challenges are some of the reasons why it is highly important that intervention is made available as early as the first year of transition (Kneeland & Dovidio, 2020).

Now, part of the changes during the college transition is the new living environment. Since dormitory is a convenient living arrangement, it becomes a melting pot for international students as well as students from different parts of the host country which posts adjustment for adolescents (Andrews et al., 2021). In this study, student-dormers from different cultural backgrounds live with one another sharing one common goal which is academics. Initially, the adolescents are now faced with the responsibility to look after themselves. As they assume independence, they will learn that their newly found freedom requires accountability and they shall start taking responsibility for their actions and choices. Ironically, family connectedness plays a significant role during the early part of adjustment as parental guidance remains to be the source of moral voice for adolescents (Cheong et al., 2019; Sabarre et al., 2021). More so, homesickness is another major challenge during the initial phase of dormitory life which affects mental health of the dormers (Rafati et al., 2019). Aside from the previously mentioned, the list of challenges also includes but not limited to; language barriers, transport and food (Bhowmik et al., 2018).

Their shared living space – the dormitory, allows them to discover similarities and differences among one another in reference to their cultural background and individuality. The

recent study of Rivas et al. (2019) highlighted that being exposed to students with different cultural backgrounds helps international students to understand the cultural differences which was helpful in seeking sense of belongingness in a foreign country. Maharaja (2018) reiterated that studying abroad allows international students to have a deeper understanding of their own culture as well as the culture of other students.

In summary, adolescence is a time of constant change. As adolescents transition to college, changes and challenges happen including dormitory life. Living away from the family and dealing with other students from different cultural background while working on their academic goals require personal and social adjustment. The following figure exhibits the connection among all the aforesaid and how the adolescent being in the center of it all, navigate through all the changes and challenges that college transition brings.

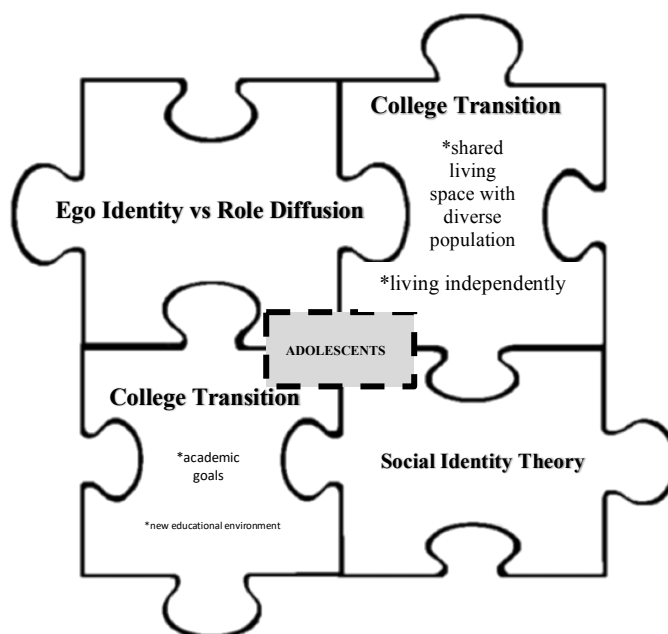


Figure 1. Conceptual Framework

1.4 Statement of the Problem

This study explored the personal and social adjustment of the student-dormers living in a diverse population and gained an in-depth understanding of the journey during the transition. For the purpose of this study, the subjects were addressed as student-dormers. It explored the story of transition to college life, as they live independently from their families, leaving behind the lifestyle that they were used to, and immersed themselves in a dormitory with people from different countries. The result was utilized as a reference to suggest a culturally inclusive dormitory program to provide services that highlight the personal and social wellbeing of the student-dormers.

Specifically, this study aimed to answer the following questions:

1. What is the meaning of student-dormers' lived experiences as they transition to college life?
2. What is the essence of the stories of student-dormers on what it means to live in a diverse population while pursuing academic goals?
3. What is the purpose of insights gained from the meaningful stories of the lived experiences of the student-dormers about their dormitory life and how it became a basis for the formulation of a culturally inclusive dormitory guidance program?

1.5 Scope of Study

This study focused primarily on the exploration of the elements of the personal and social adjustment of the student-dormers from a multinational college of the school year 2011-2012. The respondents were sixteen (16) selected student – dormers representing all the nationalities of the

whole population of the dormitory. They were from different countries namely Cameroon, Vietnam, Hong Kong, Korea, Oman, Abu Dhabi, Dubai, Philippines and United States of America. The result of the study will help encourage inclusion and diversity in multicultural institutions. On the onset of data gathering, each student-dormer was asked to answer a primer questionnaire intended to explore the struggles that they have encountered when they moved in the dormitory. After which, each of them was interviewed privately to gather comprehensive information about the adjustments that they have to make during the transition. The data gathered from the study was utilized as a reference to suggest culturally inclusive dormitory program.

1.6 Definition of Terms

For the readers' reference, the following terms are operationally defined as follows:

Coping style – the manner by which the student-dormer manage the changes and challenges in the dormitory

Cultural boundaries – the limitation by which student-dormers share the same cultural characteristics

Culturally inclusive dormitory program – a program of activities and services that cater to the personal and social adjustment of the student-dormers during the transition which is heavily sensitive on cultural differences

Decision-making – the act of making a choice based on the student-dormers' moral compass

Diverse population - the inclusion of multicultural dormers such as Cameroonians, Koreans, Chinese, Filipinos from Philippines and from Oman and Vietnam, Dubai, Abu Dhabi and United States of America, in the dormitory

Dormitory – housing facility for the students, managed by a multinational college in McKinley Hill, Taguig, Philippines.

Family connectedness – the quality of attachment of the student-dormers to their family

Multiculturalism - equal value of all cultures present in the dormitory

Moral compass – the student-dormers' notion of right and wrong

Personal adjustment – the student-dormers' quality of adaptation to the changes and challenges of the dormitory life

Social Adjustment – the process of adaptation of the student-dormers to the diverse population in the dormitory as they transition to college

Social location – the student-dormers family background on social exposure, characteristics and experience

Socioeconomic status - the social economic standing of the student-dormers in reference to other dormers

Student-dormers' profile – refers to the student-dormers place of origin, age and gender

Student-dormers – college students living in a dormitory managed by a multinational college in McKinley Hill, Taguig, Philippines.

Theme/s – refers to the description of what participants experienced in their dormitory life based on their narratives

Transition – refers to the early period of college life where student-dormers have to adapt to the new environment

Chapter 2

PROCEDURES

This chapter presents the research design, the research locale, the respondents as well as the sampling techniques, research instruments, validation of instruments, data gathering procedures, and the analysis of data which lead to an in-depth understanding of the meaning of student-dormers' lived experiences in the dormitory life and finding the essence of sharing the living space with a diverse population during the transition period.

2.1 Research Design

Phenomenology research design was utilized to explore the essence of the organic stories of the student-dormers about their lived experiences in the dormitory. The researcher accumulated a comprehensive understanding of the meaning of their lived experience from their narratives. The mentioned design helped the researcher to unearth the commonalities in their stories and found universal essence of their experience.

2.3 Research Site

The study was conducted in a dormitory managed by a multinational college which caters dormers of different nationalities. The range of nationalities became a perfect location to better understand the dynamics of living in a diverse population. The dormitory houses the college's foreign students as well as their Filipino students from other countries and those local students from the different provinces in the Philippines. The school was founded in the year 2005 by a

diverse group of business and community leaders, committed to building a world-class management college in the Philippines.

Meanwhile, the school year 2011-2012 is the dormitory's first year of operation. It has twenty (20) student-dormers in its roster, eleven (11) of which are female and the remaining nine are male. They are a combination of Koreans, Chinese, Africans, Filipinos raised in Vietnam, Oman, Abu Dhabi, Dubai, Hong Kong, United States of America, London and in Philippines.

For its second year of operation, it housed a total of forty-seven dormers. Two of them are males from Cameroon, one male from Taiwan, four males and three females from Korea, two female Filipina from Abu Dhabi, one Filipino male from Dubai, one Filipino male from Vietnam, one male Filipino from Oman, one Filipino male from Hong Kong, fifteen Filipino female and sixteen Filipino female from different provinces in the Philippines.

The dormitory occupied the fourth to sixth floors of a Serviced Apartments/Dormitory at Upper McKinley Road, McKinley Hills, Fort Bonifacio, Taguig City, Metro Manila. The population is segregated according to gender.

Each room accommodates a maximum of two student-dormers. Each room has its own shower room equipped with water heater and a separate comfort room with bidet. It also has a powder area, with sink. In the mini kitchen, they have provision for a personal fridge, a sink and space for microwave. In the kitchen cabinetry is where the provided cutlery is located. They are also provided with one long table and four chairs perfect for when they study, eat and receive visitors. There is also a fully air-conditioned bedroom with two double bunk beds, two pillows

and a shared 4-door cabinet. Each room has its modem-router for their internet connection, which is secured with individual passwords.

The common area is a shared dwelling. It is a space where they can cook and eat together. This is the most used space for social interactions during social hours, monthly general assembly, and orientation. The air-conditioned room is provided with flat screen television, microwave, oven toaster and basic cooking utensils, couches and long tables and chairs that can accommodate all the student-dormers as well as their visitors.

Another room is utilized as the showroom for interested clients where they can have a glimpse of the living space for when they choose to stay in the dormitory.

The services provided for the student-dormers include daily housekeeping services that ensure cleanliness in every room, common area and the corridor. In addition, a laundry services provider gets their dirty clothes on a daily basis. Breakfast and dinner is also served in the common area from Monday until Friday.

Further, the dormitory operation is under the supervision of Student Services department and is guided by the rules and regulation known to all dormers to ensure order in the facility.

2.4 Selection Criteria and Participants

Criterion sampling was used since the entire participants of this study have experienced the phenomenon. Creswell (2013,p.155) reiterated that criterion sampling is effective in phenomenology as it requires all the participants to represent people who experienced the phenomenon being explored. In the beginning, prospect participants were appropriately informed

of the research procedure and the confidentiality of the process. After which, they were given the time to decide if they are comfortable with the undertaking. All of the sixteen student-dormers who were invited to this study agreed to share their dormitory life stories. The roster includes one (1) male Cameroonian, aged twenty (20), two (2) Koreans – a male and a female, nineteen (19) and eighteen (18) years old respectively, seven (7) Filipinos raised in the Philippines – two (2) from Cagayan de Oro, Mindanao, a male and a female and both are twenty- four (24) years old, one twenty (20) year old male from Zamboanga del Norte, Mindanao, one (1) twenty (20) year old male from Ilo-ilo, Visayas, one (1) eighteen (18) year old male from Ayala Alabang, Luzon and one (1) eighteen (18) year old female from Baguio, Luzon, and six (6) Filipinos raised in different parts of the world, - one (1) nineteen (19) year old female raised in United States of America, one (1) seventeen (17) year old male raised in Vietnam, one (1) seventeen (17) year old male raised in Oman, one (1) seventeen (17) year old female raised in Dubai, one (1) seventeen (17) year old female raised in Abu Dhabi and one (1) seventeen (17) year old male raised in Hong Kong. They were carefully chosen to represent all the nationalities in the dormitory. They are a mix of second year and third year college students.

2.5 The Research Instrument

The researcher used a twelve (12) -item questionnaire (see Appendix B, Questionnaire) using open –ended questions that explored the meaning of dormitory life and the implications of living in a diverse population during the transition period. This tool gathered information about the dynamics of the experiences during the transition to college life. Additionally, the questionnaire was a product of a case study done with a Korean student from the same dormitory prior to the actual data gathering with the participants (See Appendix A). The said study generated

the list of the guide questions, which helped bring out the organic narratives from the student-dormers. After which, three (3) experts checked and analyzed the items of the questionnaire which ensured validity of each items.

2.6 Data Collection

The researcher gathered primary data by personally facilitating all the sixteen (16) individual interviews. First, the researcher duly asked permission from school management through the Student Life Section Manager to conduct the study in the dormitory since the operation is under this department (See Appendix C). The researcher made sure that she was able to evaluate her ability to separate her own biases about the topic since she used to work in the dormitory. As mentioned earlier, sixteen (16) select student-dormers agreed to participate in the study. All of them were informed about the intention of the interview and the confidentiality of the research process (See Appendix D, Letter to the Participants). They were given adequate time to accept or to decline the invitation. More importantly, they were assured that their identities would remain confidential, thus the use of fictitious names (See Appendix E, Dormers' Profile). Further, the researcher provided the copy of questionnaire, pen and video recorder for the in-depth interview.

Initially, the researcher scheduled an initial meeting with the participants. The participants had to answer a questionnaire that identified their initial thoughts and feelings about moving to Manila, the capital of Philippines and staying in the dormitory. The questionnaire were collected and utilized as the primary description of the student-dormers' initial adjustment. After which, the researcher scheduled the second meeting with the participants for the in-depth interview. Each in-depth interview lasted for an hour or longer. All of the sixteen interview were done in the privacy of their own dormitory rooms so that the student-dormers feel comfortable when they answer the

questions. Each interview was video recorded using researcher's laptop. All of the participants were encourage to speak spontaneously during the interview.

After the completion of the interview, the researcher proceeded to the transcription process. Prior to the transcription, the researcher had to update her journal of her own biases to be mindful of setting aside her own judgment of the phenomenon. Researcher had to listen to the interviews repeatedly to ensure the accuracy of each of the sixteen transcripts. Afterwards, transcriptions were printed and proofread by the researcher. Right after the completion of verbatim transcriptions, the researcher scheduled the third individual meeting with the sixteen participants. This time copies of the transcript of the interview were presented to the student-dormers. All of them were requested to read and validate the information presented in the transcript to uphold the accuracy of the information. They were informed that they may double check and make necessary corrections should they notice discrepancy in the information. During this process, the researcher encouraged each student-dormer to speak freely should they feel the need to add more stories that were not captured during the first interview. The researcher's laptop was used to record the third meeting.

After the third meeting, the researcher proceeded to the transcriptions of the third individual meetings with the sixteen participants. After which, each were requested to sign every page of the transcript to confirm the accuracy of the information.

It is also important to take note that the researcher decided to facilitate the interviews a month after the researcher resigned as the Dormitory Supervisor of the facility. It was the researcher's resolved to give the dormers enough time to adjust to the new supervisors to keep the rawness of their answers. More so, it is critical that the researcher is independent of any biases

from her knowledge and experience about the dormitory life. This is critical during the interview so that the student-dormers feel at liberty to answer the questions candidly.

Lastly, the soft copy of all the transcripts were stored in a separate folder in the researcher's laptop, which were properly labeled for easy access during the interpretation of the narratives.

2.7 Data Analysis

The researcher utilized the phenomenological analysis and representation of data to capture the essence of the student-dormers' stories. To begin with, the researcher took note of her personal experience of the phenomenon. It is relevant that the researcher acknowledge her own description of the experience, set it aside, and shift her focus on the stories of the participants.

Afterwards the researcher spent ample time reading and rereading the transcripts to be able to code and categorize the responses of the dormers. It was made sure that every point was treated uniquely to be able to come up with a precise reflection of their adjustment in the dormitory life. The generous time spent reading and rereading the entire transcript paved the way to generate themes using phenomenological analysis of data. Particularly, it is important to work on a list of meaningful and unique statements (Creswell, 2013, p.193). The development of the array of significant statements (See Appendix F) from sixteen (16) interviews established the landscape of the lived experiences.

Next, the researcher went on classifying the meaningful statements into meaning units (See Appendix G). To avoid biases, the identified significant statements, categories and themes were presented to an expert for consensual validation and five (5) themes emerged (See Appendix H). All of these were done with the aid of repertory grid. Lastly, the themes were then treated with textural and structural descriptions of the lived dormitory experiences to generate the core of their

narratives. The textural and structural descriptions highlighted the underlying circumstances of the statements to capture the meaning and essence of the lived experiences from the stories.

For easy understanding of the dormers' profile, a table that includes their nationality, place of origin and their assigned fictitious name was provided (Please see appendix E). These fictitious names will appear every time their responses are being quoted in the text. From sixteen (16) verbatim transcripts, seventy-eight (78) significant statements were highlighted. From those statements came the meaning units, which resulted to five (5) themes. Please see Appendix F for the table presentation of the repertory grid.

Chapter 3

FINDINGS AND DISCUSSION

3.1 Findings

This chapter presents the meaningful statements, the meaning units and themes from the stories of the dormitory life of the sixteen (16) student-dormers. Their narratives revealed the meaning and essence of living in a diverse population during the transition to college life.

During the interviews, the student-dormers have shown a great deal of interest to answer the questions. They were spontaneously sharing their stories and had a welcoming demeanor toward the researcher. The succeeding paragraphs will present the narratives of lived dormitory experiences of the student-dormers. Their stories provided a detailed narrative of how they navigated around their new environment. They talked about how their first encounters went, how they managed dealing and living with strangers from different parts of the world, what they did when they were struggling with homesickness, how much they enjoy their newly found independence and what they discovered about their identity as well as the kind of character that they formed after braving all the changes and challenges during the transition.

To begin with, as student-dormers recount their transition experience, it was evident that the stories of the first few days of moving into the dormitory remain close to their heart. The start of their journey is symbolic for them. As they tell their stories, their emotion was almost tangible. Their eyes narrowed as they recount their experiences, looking at the researcher intently as they look back to the first day of their independence. *“It was actually not hard it was fun, I enjoyed buying things coz it was the first time I lived independently... Yeah, it was amazing...I was happy; you have no idea how happy I was to meet new people. I was excited to know how my life would be in the future.”* said Kris, the Korean student-dormer who was one of the first to arrive in the

dormitory. He associates his first few days in the dormitory as his first taste of freedom. According to him, in the Korean culture, they have close family ties and the parents supervise children closely, which is why living away for the first time was a huge deal for him.

However, for a Filipino student-dormer who grew up in the Middle East, moving back to the Philippines was an emotional transition. It was an entirely new and frightening experience for her because she was used to having her parents by her side all the time.

“During the first night I don’t know what to do, I was homesick and then I was in my room alone so I don’t know what to do in Manila coz this is my first time living alone, my mom left to Abu Dhabi and then it was really hard for me and I don’t have friends that time so I don’t know what to do. The next day is to go to the common area to get food and I’m so shy to hi to people and maybe they’ll talk to me and maybe they’ll say hi to me and I don’t want that I am scared, so that was my first challenge, - to socialize”. – Carly, Abu Dhabi

More so, an athlete student-dormer expressed his doubts about being able to blend with other student-dormers when he realized that he came from a different economic status.

“Noong una nahihya ako, kasi iniisip ko international school, rich people, mga mayayaman, mahirap pa makipag-cooperate mahirap pa makipag-mingle sa tao dito sa dorm”. (At first, I felt shy because I was thinking, this is an international school and I thought it would be hard to deal with rich students in dormitory.). – James, Zamboanga, Philippines

Additionally, a Korean student-dormer without any knowledge of English language became very scared because she cannot communicate with others and she does not know anyone when she moved in the dormitory.

“I was so scared coz I didn’t know anybody here, I was alone and that is holiday so nobody was here in Woodridge.”

More so, some student-dormers expressed positive mindset about moving in but not interested of initiating conversation to build connection with other dormers. She said:

“Ako yung type of person na hindi mahilig mag-adjust para sa kanila dapat sila dapat mag-adjust para sa akin.” (I am the type of person who will not adjust for others, I want others to adjust for me.) – Mara, Cagayan de Oro, Philippines

Meanwhile, there are those student-dormers who moved in excitedly and had pleasant memories about it. A student-dormer from Cebu, Philippines narrated her experiences with delight when she met new dormers and how she managed to mingle with the rest.

“The first day I moved in, I met Cristina, you introduced me to her, but I just said “hi” then I went straight to my room. I was with my brother, he was helping me unpack my things, and then he left. The first night I actually slept here I didn’t know anyone so I was just in my room. And then I’m not the type of person that really likes to stay inside the room, I really love to mingle, so what I did was, since the water dispenser was inside the common room, I got my mug and I went there so I could see who was inside, and I could just make some friends just by starting off by getting water and say “hi” to the people but that didn’t go out so well because I was so scared I just said hi and left. But the second day after the orientation I was able to meet Michelle, Marisha, Martha, Eric, Ralph ah no Ralph wasn’t there yet.”- Jane, Cebu, Philippines

Moving – in to the dormitory was as symbolic as the passing of the torch. It was similar to entering the gate to the world of independence. It was heavily loaded with varied emotions. The extremes of these emotions are excitement and fear. Their responses exposed the dynamics of the

role of social location to the adjustment of the student- dormers to the new environment. Their social class, place of origin and family dynamics which were all captured in the first theme.

3.1.1.Theme: Social location as determinant to student-dormers’ attitude towards new environment.

Since the student-dormers are from different parts of the world, the core of their responses varies. They judge according to their preconceived notion of living independently and interacting with strangers in the dormitory. It reflects the relevance of family upbringing, socioeconomic status and family dynamics on the way they manage their new environment. This is where social location became significant factor in understanding the meaning of living in a diverse population for student-dormers. The variety of responses that presented varied personality types reflected the orientation where student-dormers came from.

Some dormers were open-minded and exhibited free spirit as they explore their new environment. They were those who were more excited than anxious to interact with other dormers and to live independently. Some of them showcased openness to embrace their new space as recalled by some student- dormers from who expressed satisfaction with the facilities in the dormitory.

“Okay naman sya compared sa mga ibang dorm na nakita ko na magulo dito maayos okay naman malinis.”(The room was good compared to other dormitories that I have seen.) - James, Zamboanga , Philippines

“You know as a student room, it is comfortable, you can’t compare your room in the house but here but its comfortable to study.” – Karl, Cameroon, Africa

On the other hand, some student-dormers were hesitant to mingle because they are too shy and scared to interact with others.

“At first I feel so shy, but then I saw that they’re like a family, they were really close together and still I don’t talk that much coz it was awkward for me to talk to people and I don’t know how to talk to them since I’m not from Philippines, I did not grow up here I don’t know how to talk to them but they’re cool.” – Carly, Abu Dhabi

Their attitude about the new living space and how they fair in social interactions reflect their roots. Family is the basic unit of society. Since family is the immediate source of influence, the family dynamics reflect on how dormers relate to other people as well as how they managed during the transition.

Most Filipino dormers share the responsibility of decision making with their parents. Therefore, having to live independently is a challenge for most of them. Their narratives revealed that they still look for support from their families as they adjust to living independently.

Similarly, Korean families still believe in raising children according to their traditional way of parenting. Korean dormers exhibit a very strong sense of respect to the words of their elders. During one casual conversation, a Korean dormer told the researcher that his main goal during his stay in the Philippines is to finish his degree because that was also the order of his elders and he will follow them religiously.

More so, the way dormers handled their new environment and the challenges that go with it, reflected the dynamics of their family upbringing. The family upbringing is a factor in molding the personalities of the dormer. Student-dormers who grew up with close-knit families, like those Filipinos who grew up in the Middle East, tend to experience homesickness. Filipino dormers from the Middle East generally felt the urge to go back home to their parents during the first few months after they moved to the Philippines. This can be associated to the fact that Filipino families who migrated in the Middle East have close family relationships and the absence of the parents affects

the disposition of the dormers about the new environment. On the contrary, the Filipino dormer who was raised in the United States of America and is used to doing things on her own learned to find her way through with less anxiety.

Furthermore, socioeconomic status was also highlighted during the transition. It is important to understand that majority of the student-dormers grew up in affluent families. They were well provided of their needs and wants, therefore they tend to compare the comforts of the dormitory living spaces from their homes. Essentially, the dormitory facility does not have the comforts of their homes as they do not have help available to their disposal, they need to fix their bed on their own, clean after themselves and wash their dishes on their own. There were instances when the dormitory supervisor would find used ceramic plates in the trash bin. Some dormers opted to just throw the plates instead of washing them. The dormitory services therefore, are a great help to assist the student-dormers in the domestic chores. A housekeeping staff comes daily to clean their rooms and empties their garbage bins. More so, breakfast and dinner is served from Monday until Friday in the common area so they do not have to cook regularly. Laundry service provider comes regularly to take care of their dirty clothes.

On the contrary, there are also dormers who were from the other side of socioeconomic spectrum. They were aided with athletic scholarship to afford the dormitory services. These student-dormers find the dormitory life convenient. However, when these student-dormers realized that they belong to the lower level of social strata, they seem hesitant to mingle with others as they felt inferior of other student-dormers.

Furthermore, social exposure affects the way student-dormers handled social interactions in the midst of a diverse population especially during their initial encounters. It is significant to understand student-dormers' social exposure prior to moving in the dormitory. Filipino student-

dormers who were raised in other countries are more socially exposed and were more receptive of other cultures while being mindful of limitations.

“Maybe, just knowing where the boarder is, coz sometimes you get too familiar with each other. Siguro mas madali since growing up na na-expose na sa ibang culture, si Papa OFW we had the chance to travel.” (Maybe, being exposed to different cultures while growing up made it easier for me, my Father is an OFW so we had the chance to travel.) – Jose, Vietnam

However, there were also student-dormers who are less interested to interact with others and would like to isolate themselves. For example, the student-dormer from Philippines was vocal in acknowledging her limitation when it comes to initiating conversations with strangers.

“Ako yung type of person na hindi mahilig mag-adjust para sa kanila dapat sila mag-adjust sa akin.” (I am the type of person who is not so much into adjusting for others; it should be other people adjusting towards me.) – Mara, Cagayan de Oro, Philippines

While other dormers are simply delighted to experience diversity in population that resulted to having fair exposure to different cultural orientation as expressed by a student-dormer from Cebu, Philippines:

“I mean for other people like in Michelle’s case, she’s the only child so she doesn’t have an idea how to act with other people coz when you’re around with other people you’re conscious about how you act, how you dress, how you sit but here I noticed that in the dorm its like your house. Everyone is chill even if you’re a girl you squat and everyone comfortable and when everyone started to open up you learn that they’re just like your brother or sister, the way they sit, the way they eat, some people uses their hands,

everyone's comfortable which is a good thing and everyone accepts everyone for who they are and there's no racist or anything which is actually a good thing that we all are from different countries and provinces and we're all just here in one place. I learned so much about other people's culture, the way they were raised, their families and no one really judges anyone". Jane, Cebu, Philippines

The dynamics of the exposure of dormers in their social environment resulted to interesting interactions. Some of them were hesitant and others are very eager to mingle. It is also important to understand that social media is another popular venue to communicate among adolescents. They spend generous time on social media and it is an alternate world for them. Some of the dormers found common ground through social media platforms.

It is indeed affirmative in this study that the social location of the student-dormers played a pivotal role as they embark in the new chapter of their lives. The influence of family upbringing, socioeconomic status and social exposure molded the personalities of each student-dormer. These personalities designed the manner of adjustment of dormers in the different challenges presented as they moved in the dormitory. More so, as stories unfold, student-dormers discovered that to survive in a diverse population meant keeping family connections open which will be narrated thoroughly in the next theme.

3.1.2 Theme: Family connectedness as a bridge to the outside world.

The dynamics in family relations and connectedness emerged as student-dormers talked more about their struggle to survive the rollercoaster ride of emotion in the dormitory's daily grind. Events in the dormitory life require so much emotion and there are times when student-dormers feel the strong need to connect to their families for comfort.

During the interview, student-dormers became vulnerable when they started talking about their struggle about homesickness. Three Filipino dormers from Middle East share the same feeling of loneliness brought by the distance from their families. It was for them one of the most life changing moments of their lives. More so, two foreign students from Korea expressed the same agony. It started scary and dramatic but all of them learned to manage.

It was awful and scary according to them. It was as if nothing was enough to make them stay in the dormitory. They missed their families so much so that they are willing to go back home and forget about everything that they have started in the dormitory. Most Filipino dormers from Middle East experienced severe homesickness.

“I wanted to be back at home that’s all I wanna do.” – Bo, Filipino, Oman

“Nung mga first two weeks, homesick, iyak-iyak, ayaw ko na mag-aral... Siguro kasi hindi ako sanay na mag-isa e, yun ung main point nun sanay ako na may family kung walang mommy walang daddy meron akong lola at lolo so hindi talaga ako sanay hindi ko alam bakit hindi naranasan ng iba yun pero parang ako lang si Eric din sinabi nya sa akin na-homesick sya noon pero feeling ako ako lang na-homesick ng ganon e, siguro parang masyado akong attached sa family ko parang family oriented, lalo nas a mommy ko yung lifestyle ko dun hindi naman sobrang nag-iba kasi dito sobrang easy na lang din diba? Kasi ang lapit na ng school mo yung dorm parang lahat naman binibigay may laundry ka na, may pagkain ka na pero kasi yung.” (During the first two weeks, homesick, cried a lot and I didn’t want to study anymore. Maybe because I was not used to living alone, that is the point, I am used to having my family with me, if I do not have my mommy and daddy, I have my grandparents. I do not know why others does not seem to experience this, I think it is just me. Eric told me he experienced the same thing but I think it was not as severe as

I have experienced. Maybe because I am too attached with my family, I am family oriented).

– Bea, Filipina, Dubai

A Filipino dormer from Cebu, Philippines had a different experience since her parents left to Rome a few days before she moved in. She was more excited to meet new people during her first night in the dormitory than sad, however, as days passed by and things sank in, she gradually felt the loneliness.

“The first time when I actually graduated from my high school Sacred Heart in Cebu, I didn’t feel that I was going to college yet, I felt like its gonna be the same like high school until I got my acceptance letter from Enderun because I really wanted to go to Manila, so when Enderun accepted me that’s when I realized that I’m really going to have to separate from my parents, coz before I arrived here my parents didn’t drop me off in the airport coz they had to go to Rome like few days before my flight so I had to be the one to say goodbye to go them and it was really hard, and I really cried coz I’m really close to my parents, mostly my dad, but then like the fact that I won’t be seeing my parents everyday was just like you know even just a hi wasn’t like you know its not the same as not seeing them talaga but when I went here I really thought I’m gonna miss them but honestly I did not I mean I missed them but I didn’t feel homesick until the second month coz that’s when stress from school started pilling up, like friends started to have a little bit of difficulty but I just gave my brothers a call, and then I don’t know I just started crying, the first time I actually called my brothers I started crying coz I just missed hearing their voice...” – Jane, Cebu,Philippines

The ability of dormers to cope up with the stressors in dormitory life mirrors the quality of connectedness of dormers towards their respective families. Dormers communicate closely with

their families during the early days of transition period. They relied on their families back home for support as well as for answers regarding the things that they were confused about. This is heavily evident for Cameroonians and Asians student-dormers as they share the same level of connectedness with their families. Keeping the communication line with their families open made a great impact on the transition. The availability of parental guidance despite the distance gave the student-dormers the sense of security. Nowadays, it is easy to reach out to families even if they are miles away through different social media platforms. Student-dormers used different direct messaging applications to talk to their parents real-time, either through messages or video calls.

Missing the family was a common ground for all the student-dormers. Since they share the same loneliness, they learned from other dormers how to overcome the pain of being away from the family. Spending time with other dormers and friends augmented the feeling of loneliness. Social hours became a venue to learn more about other student-dormers and started building connections from there. They discovered their personal preferences, which paved the way to establish closer relationships.

More so, they learned to manage the changes on their own and spent quality time alone. They learned to do things independently and slowly found confidence to make decisions based on their judgment. They learned to be confident about their choices. The process of learning to do things self-sufficiently made them stronger and wiser.

Likewise, the presence of the dormitory supervisor in lieu of their parents, who provides guidance, serves as an assurance that they can count on someone to help them along the way. The presence of an adult served as a source of security that they are not alone.

Soon they were able to discover that the taste of independence is sweet. It was scary in the beginning and the adjustment period felt helpless point but they were able to find strength to overcome homesickness.

Furthermore, stories of independent living highlighted the need to make decisions on a daily basis. As student-dormers try to do things on their own, they are tasked to decide for themselves. The struggle to make sound decisions daily challenged the moral position of student-dormers. They are torn between enjoying liberty to the fullest while making the best choices for themselves, thus the:

3.1.3 Theme: Moral compass as an axis for decision-making.

“Yeah, it feels like “wow! I’m finally free from everything!” – Kris, South Korea expressed his excitement over being liberated from the close supervision of his parents. They see it as an exit from all the rules imposed on them. There were even student-dormers, who were not delighted to know that there are rules and regulations in the dormitory.

“...in my house there’s too many rules so when my mom told me I’ll be staying here in Taguig I was so happy but when I read the contract I learned that there are rules. I got so stressed out but eventually I’ve learned that its for me to be disciplined.”- Migs, Manila, Philippines

Further, to follow rules and regulations is as difficult as imposing self-discipline. Since dormers are excited to break free, it stresses them to know that there is certain order to be followed in the dormitory. As Karl, a Cameroonian, puts it; *“You know we are in college coz sometimes you want to do crazy but there are a lot of cameras so it’s hard.”*

In this study, narratives by dormers show that age play a pivotal role in the notion of personal freedom. Younger student-dormers see dormitory as an escape from the

supervision of their parents and that they want to exhaust their freedom as it is their first time to be independent. However, older student-dormers see the importance of being responsible about their actions. The dormitory life required a certain sense of self-discipline. Older student-dormers impose self-discipline with less effort just like the Filipino dormer from Cagayan de Oro.

“Yeah pwede naman, kasi the way ako pinalaki merong mga rules, nadala ko yun dito kahit ngayon wala na akong curfew parang meron pa rin akong curfew kasi maaga pa rin ako umuuwi.” (It was easy for me to obey because growing up there were rules.) - Mara

Some of them, however are matured enough to understand that they have to be responsible of themselves just like the Filipino dormer from United States.

“...some dormers don't know how to clean up dirt themselves like when the common area is dirty I don't understand why they cant clean up by themselves, they cook from there and I'm not used with yaya, I don't like this yaya thing at all, it's the worst thing created, we have help in the house but we don't call them yaya we call them kasambahay and they're cool coz they just help out but I'm not used to them cleaning my plate like when they're washing our clothes and they rush out to wash my plate I have to sneak out. I don't know why they're not used to cleaning up after themselves, I depend on laundry just because there's no washing machine here but everything else is pretty okay but these kids don't know how to clean at all”. – Rebecca

A Filipino dormer from Vietnam emphasized the importance of self-discipline to make sure that they are responsible for themselves.

“Yung discipline, nung nagagawa ko na ibig sabihin kaya ko na ang sarili (Discipline is when I am capable of taking care of myself) coz in the end even with less supervision I’m doing it. I can only rely on my own.” – Jose

One thing that they have learned to consider is setting limitations for themselves. They have learnt that as much as they want to be independent, they also have to make the right choices.

“And you have the freedom to decide on your own you have to learn what’s wrong from what’s right and there’s nothing wrong to party coz that’s how you socialize just know your limits and know where you stand, know where you’re gonna go, know where you’re heading.” – Jane, Cebu, Philippines

However, student-dormers admittedly had a hard time following rules because temptations are all over. *“Ang hirap.syempre maganda kung may rules.kasi organized ito under ng school pero mahirap talaga mag-obey ng rules lao na sa mga teenagers na tulad ko.”(It was definitely hard for a teen-ager like me though rules are good for orderliness.) – Bea, Dubai*

Some of them though are trying to understand why rules are there and how will it define you as a person. The Filipina student-dormer from Cebu shares the same struggle of having to follow rules but temptations are very hard to ignore.

“I have to say yes, rules and regulations are good but it is tempting also. It really tests you. You can’t break the rules but if ever you do you have to learn, its up to you if you’re gonna break it its your fault its not others’ fault. If you do, the way people look at you will be different but that will not define who you are but you have to learn.” - Jane

However, for older student-dormers, they take rules differently. Most of them are not as excited to break free as the younger dormers. They are more considerates of the rules just like the Filipina dormer from Cagayan de Oro;

“Hindi, kasi yung rules ng dorm, rules din namin un sa bahay e, for example kung yung mom ko yung nandito ganon din gagawin nya e, kasi kapag lumabas ka ng dorm may mga dorm may marami pa na curfew na mas maaga pa, kaya same lang e, kaya wala tlag ako problema, ayoko naman talaga magkakaproblema sa rules, I don’t want to make my life complicated yun yung first prinsipyo ko sa buhay. since hindi naman ako yung taong may authority kaya susunod muna ako sa kanila.” (I don’t want to make my life complicated so I will follow the authorities. It’s the same if my Mom was here, I would do the same thing.)
– Mara

Generally it was hard for everyone to be regulated since they were excited to have fun away from the close supervision of the parents. Nonetheless, older student-dormers understand why the rules are there while the younger ones are still struggling about it. The notion of personal freedom expressed by the dormers reflects their appreciation of the existing rules. Some of them feel that rules limit their personal freedom. Others however feel that rules are shadows of parental authority. Nonetheless there are those who appreciate the essence of having order in the dormitory. They understand and follow the rules because they believe it has purpose. Student-dormers disposition is also influenced by their sense of right and wrong in reference to the traditional beliefs and taboos that they grew up with.

As interviews continue, student-dormers talked widely of how they navigated around all the above-mentioned changes. Their narratives illustrated that to be able to live in a diverse population one must have a reliable support system, both from immediate family as well as from people in the dormitory. In addition, they learnt to consider opportunities to learn something new and to think ahead of the situation. By doing so, they were able to adjust to the new environment

and focused on what truly matters to come out successful from this period. The succeeding narratives highlighted how student-dormers coped with the highs and lows of the transition.

3.1.4 Theme: Conduct for coping.

Interaction is inevitable in the dormitory. Since dormitory is a melting pot, different personalities intertwine. It is a colorful exhibit of how each student-dormer cope up with different challenges during the transition. The narrations reflected different emotions. They talked about how they tried making friends and the challenges that went with it. Some student-dormers like to initiate conversation to start the connection.

“ At first I want to make foreign friends but in reality it was hard coz Koreans are going out with Koreans only so me and Sharon attended the dorm meeting and we met Lin she was my first Filipino friend and had dinner with her days after.”- Marga, South Korea

There are those who would not initiate a conversation until someone approaches him/her and sends a positive invitation.

“ At first I feel so shy but then I saw that they’re like family, they were really close together and I still don’t talk that much coz it was awkward for me to talk to people and I don’t know how to talk to them since I am not from the Philippines, I did not grew up here, but they’re cool.” – Carly, Abu Dhabi

Their openness to interact depends greatly on the signal sent by other student-dormers. They will wait in a corner until someone approaches him/her and initiate the conversation. Without that, these student-dormers content themselves sitting quietly in a corner and observe. Theirs is a personality that the sense of belongingness or feeling at home or being welcome is strongly based on external response or signals directed to them. They respond mostly towards positive signals.

Some were scared and some were shy while some of them were excited but at the same time anxious.

Meanwhile, there were also the type who can easily assess the situation and make up their mind. They take advantage of the situation positively. They consider every new experience as an opportunity for learning. Going out of their comfort zone is something that they embrace. When circumstances are not appealing they are willing to take the extra step to learn something new.

“I don’t think about these things (homesickness) during school days coz it will bring my mood down and for the rest of the day you’ll be sad and can’t concentrate on what you’re doing so I don’t let myself into that thinking so I just think of happy thoughts and keep my eye on the ball” – Rebecca

The journey of transition require a great deal perseverance. The road is not easy and there are plenty of roadblocks along the way, but experience taught the student-dormers that dormitory life gets better in time. They just have to keep their sight on the direction of their goals.

The journey of meeting new people in a new environment result to a combination of excitement, nervousness and loneliness. Student-dormers are still on the process of finding their place in the dormitory. However, it is also the “honeymoon” stage for everyone. During the first few days in the dormitory, dormers are still excited to get to know one another and everyone is also friendly that created a caring and energetic atmosphere. As they settle down and become comfortable to be themselves they found out their differences and conflicts arise. How they work their way around revealed that becoming more appreciative and tolerant of their differences go a long way and which were all captured in the next theme.

3.1.5 Theme: Breaking cultural boundaries

Lastly, this segment talks about how going beyond socio-cultural and national boundaries emerged as a theme. The diversity in the dormitory collected different responses towards cultural differences. As dormers brave their way through the chaotic and challenging life in the dormitory, they also found themselves even more interested on the beauty of the diversity.

Right from the moment they exit the airport and once they start breathing the Philippine air, international student-dormers already feel the difference of being in a new environment. *“It’s different from Korea, warm, new faces, they look different from Koreans, and the buildings are different also.”* – Kris, South Korea

After that, they have to face unfamiliar faces and be surrounded with people speaking a different language. A student- dormer from Cameroon, Africa share the same sentiments with Koreans, for him the biggest adjustment was the language barrier since his native tongue was French.

“Because in my country we don’t speak English, even if I know the language but I’m not so familiar with it so I have to go into college and learn English first.” - Karl

Foreign students had to exert double amount of effort in studying their lessons because they needed to check the words and its meaning before they can proceed with comprehension. Korean student-dormers explained the lengthy process before they reach a good level of comprehension.

“it takes too much time instead of just reading and understanding it you have to understand word per word and then analyze the sentence what it means before you totally understand the sentence.” – Kris, South Korea

“because message very easy coz I learned that one but the written English like very long sentences, paragraph, I can’t understand so I just find the dictionary and decide with Korean friends and ask the teachers and Lin.” - Marga, South Korea

More so, self-expression became a struggle for non-English speaking international student-dormers. Korean and Cameroonian dormers share the same difficulties; they speak Korean and French respectively.

“it was hard as well coz even if I want to say something to someone I couldn’t because you know I was shy to talk to them, it was hard to talk to them...because in my country we don’t speak English, even if I know the language but I am not so familiar with it...until it is still hard I still have my French...it is not easy but I can be better ” - Karl, Cameroon, Africa

Since the Philippines is generally an English speaking country, it was a great help for the Koreans and Cameroonians that Filipinos are warm and accommodating to non-English speakers. *“They are kind, when they see me they say hi to me and when I have a homework they help like PPT we can meet easily and we do together and before I don’t understand the answer to the homework so they help me out.” – Marga, South Korea*

Food is another concern; most of them are not comfortable with food. Since most of the student-dormers are Asian, and Asian food is very different from one region to another, it was difficult for them to adjust to taste. A Korean student-dormer once complained that there was no fresh vegetable in the menu. Another Asian student-dormer said there are just not enough food choices. A Cameroonian dormer narrated his struggle:

“I had a problem with food, coz Asian food and Cameroon food are different. I am not familiar with Asian food. I know I am not in my country so I know I should eat this food, it’s just very hard.” – Karl, Cameroon, Africa

In summary, food, communication and academic demands are only few of the major adjustments that foreigners have to brave after deciding to stay in the country to acquire college degree. The huge difference in the way of life required a major adjustment for them. But the Filipino hospitality makes adjustment easier for foreign student-dormers as they learn to blend with others. More so, if foreign students are adjusting in the Philippine setting, Filipino student-dormers are adjusting in the presence of foreign student-dormers as well.

Some older student-dormers feel a little hesitant to mingle with everyone right away. Some dormers feel like it was hard to establish connection due to age difference.

Parang first time ko na-feel na nahirapan ako mag-adjust kasi like hindi naman talaga ako nahirapan mag-adjust e and to interact with other people and this time nahirapan ako mag-connect sa kanila, kasi parang tingin ko kasi sobrang bata pa sila. (It was hard to adjust and interact with them because they seem very young.) – Patrick, Cagayan de Oro, Philippines

However, living with each other gave them a sense of family. Since they see each other from the moment they wake up until before they go to bed, student-dormers found a sense of familiarity among them.

For me, its an advantage the fact that we are in the same floor, like half of the side is for boys and the other half of the side is for girls. I mean for other people like in Michelle’s case, she’s the only child so she doesn’t have an idea how to act with other people coz when you’re around with other people you’re conscious about how you act, how you dress,

how you sit but here I noticed that in the dorm its like your house. Everyone is chill even if you're a girl you squat and everyone comfortable and when everyone started to open up you learn that they're just like your brother or sister, the way they sit, the way they eat, some people uses their hands, everyone's comfortable which is a good thing and everyone accepts everyone for who they are and there's no racist or anything which is actually a good thing that we all are from different countries and provinces and we're all just here in one place. I learned so much about other people's culture, the way they were raised, their families and no one really judges anyone like experiences like when people come back drunk everyone took care of everyone even it was hard everyone just did what they could so that the person would feel better, even it was late night everyone would cook the food for someone, buy bread, so they'd feel better and dress them, even clean up the puke on the floor, coz everyone sees each other as family, everyone protects each other and the closer you become like for me and michelle, we're like sisters coz I never had a sister and she doesn't have a sibling so it matches, and were like the same we like the same type of dresses, food...you just find someone that can really understand you. She just become so happy and they'll protect like they know you their whole lives. Like Ralph even if he bullies like "porkchop" he's like my brother coz back home my brothers tease so whenever he does that he reminds me of my brothers but at the end of the day he's always someone I can run to and he gives me advise and if someone hurts me he's really willing to like tell that someone to back off but he really protect me like his younger sister and he teases me like crazy and he pisses me off at times but I just love him for that and he's like my big brother. It's just fun and its like having a sleepover with friends everyday coz nobody dislike anyone and no one would really want to sabotage anyone here and when you have

problems in school I can run to my friends here and they'll help me if not the dormers, the dorm mothers coz they've gone through a lot also and they'll tell me what to do and they're willing to help. – Jane, Cebu, Philippines

Another reason for their close relationship is the fact that they are all away from their families. It was easy to relate to the situation of other student-dormers.

Well, I guess everybody has the same situation so that's all of us got close and became friends because everybody was missing home and had no choice but to hang out with the people in the dormitory. – Brent, Ilo-ilo, Philippines

Student-dormers spend quality time with other dormers that they feel comfortable with. Other girls go with other girls and boys usually go with other boys. However, there are also dormers who feel comfortable hanging out with opposite sex just like, a Filipina student - dormer from New Jersey.

I'm closest with Ishaq only because we went to class together coz our whole class the September cohort we really got close like a family coz we are all away from the family, and then I'm close to Ralph and Howard but I'm not close with the girls I don't know why, I mean the first two weeks I was okay with the girls but after that I don't talk to them I'm trying but...-Rebecca, United States of America

However, just like any relationship, conflict is inevitable especially that they share a common dwelling.

“There are times when we get annoyed with each other like when we are watching and some are being rude or they're just really loud...and when they watch they're like “can you please be quiet” that irks me coz if you want me to be quiet when you are watching a movie, then don't

be loud when I am watching, just have some respect, and some dormers don't know how to clean up dirt themselves.” – Jane, Cebu, Philippines

However, at the end of the day, they chose to co-exist with one another and live with their differences. It is evident when they talk about previous misunderstanding and they just laugh it off. It takes tolerance and appreciation of others' culture to live harmoniously with one another.

“But I didn't have a hard time adjusting with them coz they're ordinary people, when I talk to Habib and Willy (Cameroonians) they're just the same like everyone else so I didn't really have a hard time adjusting to them coz when you get to know the person they are actually just like you if you don't look at the way they dress, their color and if you look beyond that, you'll discover that they're just like everyone else coz they have things that they like and they don't like and you just have to find something common about you.” – Rebecca, United States of America

More so, for some reason or another, student-dormers found an interesting bond over alcohol. They feel like they engage with each other more when they talk over drinks.

“Its really weird but alcohol, because I don't drink but then they made me drink and after that they always ask me to drink with them, so it made me get closer with them it really helped, even the new dormers now we ask them to drink with us and they got closer with us like the Korean girl who got close with us after.” – Carly, Abu Dhabi

Social interactions in the dormitory vary. Their narratives revealed that they maintain good relationship by spending quality time with each other. The friendship that they built with each other became their family away from family. They fellow student-dormers became their source of support and strength during difficult times. Whenever they miss their families, they run to their friends in the dormitory to seek comfort. The dormitory became their venue to socialize more.

They mingle with each other constantly. An activity like monthly general assembly encourages them to socialize more with other dormers.

Seeking similar other by sharing common stories about their personal lives and events and history resulted to understanding and appreciating other culture. More so, to understand other's culture, dormers also expressed love of their own roots. Their knowledge and appreciation of their roots made them even more open to learning and loving others' culture as well.

Another factor is the fact that they live closely with one another that they cannot help but want to know more about other dormers. The fact that they share common time to eat, drink and study provided them the social support system that they need. This bond resulted to dormers appreciating one another even more. Likewise, most of the student-dormers came from Asia, therefore it was not difficult to discover commonality among them.

In summary, life in the dormitory is a combination of excitement, confusion and a lot of adjustment. They all came from different orientations and backgrounds, which makes the dormitory life interesting. It is like a regular household where interaction begins the moment they wake up and ends the moment they fall asleep. Aside from interactions, they also have to face their own personal adjustments. They have to brave the feeling of homesickness and being lost in the midst of all the demands of college life. The dormitory is also not exempted from misunderstandings and other difficulties in reference to relationships, but the student-dormers were able to rise above all these challenges and put the sense of family in the center of their relationships. They treated each other like a family despite the awareness that their stay is temporary and that soon they will embark into another destination as they turn their dreams into a reality.

3.2 Discussion

The study explored the meaning of the lived experiences of student-dormers in the dormitory life and the essence of living in diverse population during the transition period to college life. The five (5) themes presented earlier are the result of the highlights of dormitory life specifically: (1) *Social location as determinant to student-dormers' attitude towards new environment*, (2) *Family connectedness as a bridge to the outside world*, (3) *Moral compass as an axis to decision making*, (4) *Conduct for coping* and (5) *Breaking cultural boundaries*.

3.2.1. What is the meaning of the student-dormers' lived experiences in the dormitory life?

The first objective of this study is to explore and understand the dormitory life. The following paragraphs encapsulate the stories of college transition period and what it means for the dormers to live independently from parents and share a living space with other student-dormers from different parts of the world.

A. Theme: Social Location as determining factor for openness to the new environment.

Student-dormers' narratives highlighted the influence of their social characteristics on their attitude towards the new environment as they transition to college life. The stories of hesitation, excitement and confusion were influenced by their sense of self in reference to their social background and experiences.

Their narratives revealed that student-dormers who were socially exposed prior to the move in are more receptive and tolerant of differences. Student-dormers who came from multicultural environment such as Filipinos who grew up in United States of America and in Southeast Asia, expressed openness to meet new people and establish social connection with them. Literature reflects similar findings. Previous findings reveal that people who are exposed to nationalities outside their own find it easier to find connection with others (Hong et al., 2021). They feel

comfortable being surrounded with different nationalities. Therefore, Student-dormers' prior exposure to multicultural environment made them to be easily comfortable with the presence of other nationalities (Barnes, 2010; Misra et al., 2004). This can be attributed to the deeper sense of cultural understanding that student-dormers found from their exposure to diverse population (Maharaja, 2018; Rivas et al., 2019).

Further, student-dormers' attitude towards the readiness to involve themselves socially revealed that, those with outgoing type of personality easily connects with other student-dormers. Narratives expressed their excitement to mingle with others earlier in the transition. They are the first to initiate conversations and they spend longer period in the common dwellings such as in dormitory's common area. Literature is rich with similar findings. Most findings suggest that having an outgoing type of personality makes it easier for people to adjust in a new environment (Hu et al, 2020). Those with extravert personality types tend to connect easily to the outside world. They are highly sociable individuals who are easily drawn to other people (Schultz & Schultz, 2005). Similarly, Hua et al. (2019) found out that proactive personality helps make adjustment easy. These findings can be attributed to the ability of these types of personality to express themselves easily and to initiate interaction towards the people around them comfortably.

Additionally, language barrier was one of the major concerns found in the narratives of non-English speaking student-dormers. These are the Cameroonian from Africa who speak French and the Koreans from South Korea who speak Korean. All of them expressed difficulty in articulating their thoughts and expressing themselves. According to their narrative, it became a huge barrier in their social and academic adjustment. Their desire to make friends with other student-dormers was hindered by their inability to communicate with them. It became a major source of stress and feeling of helplessness. The same is found in the previous studies. International

students are heavily burdened by language barrier and since communication is essential in every interaction, and it significantly affects academic competence as well, the pressure to learn English language is strong (Akram et al., 2020 ; Gebru & Yuksel-Kaptanoglu, 2020). Indeed, non-English speaking student-dormers take longer time adjusting due to communication gap (Lin & Yi, 1997; Al Mubarak, 2000; Ahmad et al.,2002; Ngwenya, 2004; Barnes, 2010; Li & Zizzi, 2018). It is indeed difficult to adapt to the new environment when one cannot articulate their thoughts. This can be associated to the fact that communication is significant to express the need for support and to find help during the transition period (Rybo-LoPresti & Rhein, 2021; Peng & Patterson, 2020).

Another important factor during the early days of the transition is the socioeconomic status. The profile of the student-dormers are extreme. Most of them came from a comfortable economic background. They are well provided and are used to having someone do things for them. In the other end of the spectrum are student-dormers who afforded the dormitory services in exchange of their athletic scholarship. Student-dormers who came from a relatively lower socioeconomic status tend to feel inferior from the others. They initially feel uneasy being surrounded by other student-dormers who are from rich families. They have preconceived notion that the rich people are difficult to deal with. Therefore, they expressed difficulty during the transition as it is common to feel less stressed out about finances if they think they have enough (Ali, 2021). A number of studies affirm this finding. Students from lower socioeconomic status take longer to adjust in the social scene (Backhaus, 2009; Hao & Matsueda,2000; Walpole, 2003) and find it hard to enjoy college life (Koo et al., 2021). However, narratives from this study reveal that dormitory is a unique social space that made adjustment difficult for the rich as well. Since dormitory is a living space where student-dormers live independently, those who are not used to doing domestic chores and cleaning up after themselves faced a great deal of difficulty. Therefore, in the context of this study, it is

concluded that student-dormers who belong to the high level of socioeconomic status found it difficult to adjust to the living conditions of dormitory life. Consequently, adjustment for student-dormers from both levels of socioeconomic status is the same. It was difficult for all of them in different aspects.

Concisely, social location defined the landscape of student-dormers' attitude towards the transition period. They carry with them their identity in reference to their identified place in the world prior to the transition, which in turn affects their view of their new environment.

B. Theme: Family connectedness as a bridge to the outside world.

As the hype of the early days of transition died down and student-dormers started to live their routine, change and challenges in their lifestyle sank in. Their stories highlighted how family connection carried them through.

Once the excitement is over, and student-dormers were left on their own, homesickness kicked in. Their narratives illustrated that the experience of homesickness is different for everyone. Some of them experienced it immediately, while for some, it happened when they started to experience difficulties in dormitory and academic life. In this study, Filipino student-dormers from United Arab Emirates expressed that they felt the homesickness early on. Right after they settled in the dormitory and their parents left, they felt lost right away. This is attributed to the fact that they are not used to being alone without the presence of parents, if not of grandparents. These student-dormers were raised with close-knit family growing up. Having their parents around became their security blanket therefore being on their own for the first time was challenging. Literature speaks richly of the benefit of having present parents during the transition (Cheong et al., 2019; Lindell et al., 2020; Lee & Fletcher, 2020; Cox et al., 2021). However, Korean student-dormers did not associate feeling sad to homesickness. They did not express wanting to go back

to their country because they miss their families. While Filipino student-dormers from United States of America, Vietnam and Hong Kong started to feel the void only during the difficult time. The same is true to Filipino student-dormers from different provinces. This may be associated to the need to be connected with family during the challenging time (Rathakrishnan et al., 2021).

More so, their stories show how reaching out to their families gave them the will to keep on. They relied heavily on the support of their family to find the silver lining during difficult times. Nowadays, technology allows people to talk to each other in real time. Student-dormers can reach out to their families through various social media platforms. Their narratives exposed their need to communicate with their families often. The same findings are evident on previous researches, which revealed that strong family relationship plays a significant role in the adjustment period (Winter & Yaffle, 2000; Lindell et al., 2020; Cox et al., 2021). Instant messaging applications where they can easily share pictures became a source of family connection (Zhura et al., 2022; Yang, 2020). Video calling became a source of the feeling of togetherness as they can talk to and see their families instantly, which became accessible during special occasions. Indeed, technology connected families around the world and saw them through the difficult times.

Further, previous researches revealed that family connectedness is important in managing problems (Betancourt et al., 2012; Dullas et al., 2021). The ability of student-dormers to cope up with the stressors in dormitory life mirrors the quality of their connectedness towards their respective families. They draw strength from their families during the most difficult phase of the transition period (Marwan & Mustafa, 2010; Cheong et al., 2019; Sabarre et al., 2021).

Therefore, reaching out to their families strengthened their will to face the world outside. Student-dormers who seek and gained their families' support, adjust easily to the demands of the dormitory life. Literature found an ample of similar findings, which suggest that the availability of

family support is significant during the adjustment period (Nakao et al., 2000; Hardway & Fulgini, 2006; Bikmetov, 2008; Law et al., 2012; Bowman et al., 2019). Indeed, the success rate of living independently from family is heavily rooted on staying connected with them.

C. Theme: Moral compass as an axis for decision-making.

The narratives of the student-dormers reflected a great deal of excitement about their newly found independence. As they embark on the transition, they started to assume the responsibility of making decisions for themselves. Their narratives highlighted the shift from excitement as it gradually transformed into fear. They were excited to be free from parental supervision and make the most of their youth but as they go on to their dormitory life, they started to feel the weight of making sound decisions on a daily basis.

Initially, their stories illustrated that younger student-dormers are not appreciative of the rules and regulations in the dormitory while older student-dormers are more cooperative of it. Younger student-dormers expressed their disapproval of having rules to follow. According to them, they are no longer in need of supervision. However, older student-dormers see the relevance of having rules to maintain order in the space. It is evident in their stories that age affects the interpretation of the presence of rules. As older student-dormers understand that rules and regulations are needed to maintain order in any institution, younger ones feel limited by its presence. Studies reflect that people respond to rules and regulations differently and several factors affect their judgment (Lindsay et al., 2007). This finding about adolescents' notion of freedom is consistent over time. This period in life presents the need to come into terms with their own identity independent from the shadow of parental authority.

However, student-dormers' narratives reveal need to communicate to their parents regularly to ask for guidance despite their excitement to live independently from them. Apparently,

parental guidance remained to be the ultimate voice of reason for student-dormers. They acknowledge that the judgment of their parents affect their decision-making. Therefore, moral foundations affect moral behavior (Dawson et al., 2021) This is similar to the findings from previous studies. Student-dormers found confidence in their choices when their parents approve of it (Cheong et al., 2019; Sabarre et al., 2021). It became easy for them to feel comfortable of their decisions and felt less anxious of failing (Aybeck et al., 2015).

Essentially, younger student-dormers are excited to live independently however they are not prepared for the responsibility. This resulted to the shift of emotion from excitement to fear. Therefore, the presence of the Dormitory supervisor is significant to help them on their daily struggle on decision-making. By having the supervisor around, they can easily access adult opinion on their concerns. Previous studies reveal that the presence of an adult is important to the growth of moral awareness of adolescents (Zhiyenbayeva et al., 2013)

The result of this study in the area of decision-making is consistent with the result from previous researches. Over time, it has been proven that despite the overwhelming excitement to live independently, the age of college transition greatly need the guidance of an adult most especially, the one coming from their parents.

Going back to the first objective of this study, the meaning of the student-dormers lived experiences in the dormitory life is similar to a Halo-halo experience. Halo-halo is a popular mixed fruit dessert or “meryenda” in the Philippines. It is a concoction of different tropical fruits layered on top of each other with shaved ice and evaporated milk, a perfect summer treat. Each fruit brings in a different taste that makes halo-halo special. Similar to the transition to dormitory life, each student-dormer bring in a unique personality in the dormitory. While this treat is best consumed after crushing the shaved ice to infuse all the flavors together, like halo-halo a little crushing, a

little shaking makes all these personalities create a beautiful mix. However, despite the shaking and crushing, the identity of every fruit in it remains the same, parallel to dormitory life, as student-dormers blend among the diverse population, their identity remains intact and strongly anchored to their families.

Furthermore, to answer the second objective of this study, this segment is dedicated to unfold the essence of dormitory life.

3.2.2 What is the essence of living in a diverse population during the transition period?

The subsequent data explores the essence of sharing a living space with a diverse population. The student-dormers' narratives blossomed into the stories of coping and breaking of cultural boundaries

A. Theme: Conduct for coping

As student-dormers move on to their daily routine, changes and challenges happen. There are roadblocks along the way and they have to find their way around. In the current study, the researcher found that the difference in personality of the dormers was highly reflected as they respond to the demands of the dormitory life resulting to different coping styles. Indeed, there are certain personality traits that can affect how individual manage coping, which has been parallel to the results of previous researches. Past studies reveal that personality types determine the approach towards adjustment (Kammeyer-Mueller et al., 2009; Asghari et al., 2012).

Their stories of coping reveal three (3) types of coping style. The researcher labelled these three as fire, water and air type.

First is the Fire type, which is defined by the researcher, as student-dormers who are self-motivated towards conflicts and challenges. Like fire, they activate when friction happens. These student-dormers instantly proceed into action when need arise. They like to initiate help, confront

situations and formulate solutions to problems. These characteristics of being oriented towards people and situations are normally associated to extravert personality types (Schultz, 2005). They are also the same student-dormers who initiate social interactions early on. This analogy can be qualified to the open attitude of these student-dormers towards dormitory conditions. Since they easily found comfort in the new environment, subsequently, they easily found confidence to approach circumstances head on.

Next is the Water type, which is defined by the researcher, as student-dormers who let things be. Like water that follows the shape of its container, they wait around for things to happen. They like to observe what others will do and wait for what others would ask them to do. These student-dormers allow circumstances to take its shape and wait until someone take on the challenge. Likewise, these are the same dormers who waits and see until someone sends them positive signal for social interaction. This connection can be traced to the amount of time that these student-dormers need to be feel comfortable to changes and challenges. As they need more time to engage in the new environment, they take time to establish their confidence to confront challenges as well.

Lastly is the Air type, which is defined by the researcher as student-dormers who have practical attitude towards the environment. These student-dormers do not wait until a conflict happens. They tend to look ahead of the present and make plans for things to happen. These coping features are normally linked to proactive coping (Schwarzer, 2000).

However, student-dormers narratives reveal that regardless of the coping mechanism used, all student-dormers were able to find their way through. They only differ on the time they needed to be able to trust themselves and live on their own confidently. Some student-dormers needed less time to figure things out, while others needed more time sulking. Nonetheless, they all thrived

despite the subtle differences (Cayaon, 2022). This result congregates with the past findings that coping style does not determine adjustment success (Gan et al., 2010). Therefore, coping style defines the landscape of adjustment experience but does not determine whether the student-dormer shall successfully adjust to the new environment.

Concisely, regardless how difficult the challenges are, student-dormers discovered what coping style works best for them. Their personal coping style carried them through the difficulties of the dormitory life. In this research, it has been highlighted that coping style is not a determinant to the success rate of adjustment; however, it defines the story of individual adjustment.

B. Theme: Breaking cultural boundaries

It has been discovered that dormitory provided a venue for student-dormers to go beyond socio-cultural regions and national boundaries. On the initial phase of dormitory life, dormers had to plunge in an environment of different nationalities. As they find their way through the dormitory life they also discovered the beauty of their diverse population. They have learnt to appreciate the uniqueness of others' culture and showed mutual respect about their differences, which is parallel to the findings of previous researches (Salisbury, 2011; Maharaja, 2018; Rivas et al., 2019) that studying abroad significantly affects the positive development of intercultural competence. The following are the factors that encouraged multicultural appreciation among the student-dormers.

First, student-dormers' narratives revealed that both the local and foreign student-dormers experience adjustment because of the presence of one another. More importantly, their stories highlighted the hospitality of Filipino student-dormers, which made adjustment easier for the foreigners. Asians in general are known for their welcoming attitude towards foreign nationals (Halgunseth et al., 2006). Therefore, the attitude of student-dormers from the host country affect the adjustment of the foreign students. Foreign students' narratives exposed the kindness of

Filipino student-dormers and the dormitory management towards them during the transition period. Their stories reveal that Filipino student-dormers have been helpful with communication despite the language barrier. They also appreciate that the host country is accommodating of the needs of foreign student-dormers which is why Filipinos are known for their hospitality (De Guzman et al., 2020). Therefore, the hospitable attitude of the host country towards the foreign students made the adjustment period easier for foreign student-dormers (Akram et al., 2020).

Second, the openness of the student-dormers to the culture of other dormers is associated to their shared common goal, which is academic success. Since they all go to the same college, they share common stories, common schedule and they help one another in their academic struggles. By doing so, it is inevitable to spend time together and time spent lead them to knowing more about their respective culture (Cheong et al., 2019). Their shared time while doing assignments and projects together and review nights before the examination helped them see each other beyond cultural divisions. They started defining each other beyond their cultural identity but more of a fellow student-dormer with similar academic goals. Therefore, student-dormers shared academic goals help break down cultural boundaries (Ling & Kangli, 2021).

Third is shared meal; that is food and social drinking. Sharing of food from their respective place of origin paved the way to deeper connections among the student-dormers. Their stories captured the importance of social hours in building connections with one another. More so, it also helped that they have a common dwelling where they share meals with their fellow student-dormers. Planned cooking session made them closer to one another. Likewise, social drinking became their venue to spend quality time and similar to previous researches, this was helpful to ease their way around the transition. The stories they share to one another during social drinking brought them closer. During social drinking, conversations are more relaxed and they tend to talk

about personal matters comfortably. Indeed, shared meals encourage mutual cultural appreciation (Kneeland & Dovidio, 2020).

Lastly, the monthly general assembly, which is a social activity in different themes. It characterizes games, food, movie nights, karaoke nights and other social activities that bring student-dormers together. These gatherings made more opportunities to student-dormers to communicate with one another which help them understand each other better (Song & Sia, 2020). Their narratives displayed positive effects of these laid-back activities on the interpersonal relationships of the student-dormers. It gave them the chance to know more about one another leading them to see their fellow student-dormer not just as culturally different but more of a unique individual.

Briefly, student-dormers need to spend quality time with one another to break cultural boundaries. Time is the common denominator among the aforementioned stories. Learning about one another leads to discovering similarities, understanding, and appreciating their differences. Indeed, when student-dormers learn more about others' cultures, they learn to judge others less. Dormitory life narratives reveal that quality time spent and shared spaces bring student-dormers closer together. Literature reflects of similar findings that learning more about others' culture lead to cultural respect (Early & Ang, 2003; Maharaja, 2018; Rivas et al., 2019; Koo et al., 2021). However, the finding from this study is contrary to a theory that people are selective of whom to spend their time with. As mentioned earlier in this study, Social Identity Theory authored by Turner and Tajfel states that people normally spend time only to groups that they can identify with and soon will compare their identified groups to other groups (Myers & Twenge, 2017, p.278). In reference to the dormitory life narratives, it was evident that the student-dormers tend to spend time with people whom they can identify with, however, it did not lead them to compare groups

and feel superior of the other. This can be attributed to the factor that the dormitory is a shared living space. Unlike in school or work settings, dormitory life has a number of commonalities among student-dormers. These shared goals and challenges, bring all the student-dormers closer to a sense of family instead of dividing them apart.

Stories mentioned earlier reflect the value of dormitory life. The journey of the student-dormers can be compared to a jeepney ride. Jeepney is a public transportation service in the Philippines that offers commuters a ride to certain destination. Just like dormitory life, commuters hop into the jeepney going to different destinations. As to the student-dormers, they move into the dormitory with different goals and dreams. As commuters settle inside the jeepney, a certain atmosphere materializes; similarly, as student-dormers settle in the dormitory a certain culture emerges. However, a jeepney ride is temporary, after a while, commuters shall hop off the jeepney and shall continue their journey going to their respective destinations. In the same manner, student-dormers shall move out of the dormitory after their academic years and soon will continue their journey towards their dreams. At the end, even if the jeepney ride was temporary, it served as a bridge to reach the commuters' destination. Just like the dormitory life, it is a temporary living space but it served as a place where student-dormers weaved their dreams and transformed them to reality.

The analogy of the student-dormers experience to a jeepney ride exhibits the unlimited possibilities of diversity and inclusion. The dormitory life may be a temporary encounter but the experiences that the student-dormers shared are critical to their character formation. The experiences of student-dormers living in a diverse population and in a foreign environment affect how they view the world outside and how they value the differences among people and cultures (Salisbury, 2011; Maharaja, 2018; Rivas et al., 2019).

3. What is the purpose of insights gained from the meaningful stories of the lived experiences of the student-dormers about their dormitory life and how it became a basis for the formulation of a culturally inclusive dormitory guidance program?

The researcher suggested a program, which will focus on two major parts: transition and retention. The following activities are suggested to encourage inclusion and cultural diversity among the student-dormers to live a meaningful dormitory life. It must be anchored on the needs of adolescents as they transition to college life in a dormitory setting. The explorations of the 1st and 2nd questions lead to the discovery of the essence of dormitory life and these served as the guiding principle for the suggested program. It has been noted that the meaning of dormitory life during the transition goes back to the family and the self while the essence of living in a diverse population is embracing cultural inclusion. These elements are essential to character formation and the literature suggests that adolescents who goes through this transition need guidance as they are bound to experience a handful of changes and challenges along the way. Support is very important during the transition phase (Cena et al., 2021; Cao et al., 2022). The narratives of the student-dormers reflect a similar leaning. Therefore, a well thought guidance program is critical to assist them during the transition and as they progress to their college life. The guidance counselor may implement the program with the assistance of the dormitory manager.

To begin with, transition program may include orientation and information dissemination. The Transition Program may include Open House activity, which will provide a venue for the incoming student-dormers and their families to see what awaits them when they embark to dormitory life. This is characterized by a dormitory tour and brochure distribution. Further, upon move-in, a Welcome Kit is necessary. This will include copy of contract, copy of rules and regulations, unit keys, and profile (name, age and nationality) of roommate if there is any.

Further, it may also incorporate New Student-Dormers Orientation. The parents and the student-dormers, facilitated by the Dormitory Management, shall attend this. This will serve as an information dissemination activity. Information about the dormitory life such as the rules and regulations, dormitory culture, facilities, services offered by the dormitory, security of the vicinity, person of contact in case there are concerns about the dormitory, exchange rates, nearby establishments such as hospitals, churches, convenient stores, supermarket, bookstores and transportation service (public and private) will be discussed. This will also serve as a venue for parents to raise their inquiries. Another is the Acquaintance Party. This will serve as a venue for student-dormers to learn more about other dormers that would help open lines of communication among them. Lastly, the dormitory must dedicate time to orient student-dormers about safety and security. This may include earthquake, fire and typhoon preparedness, as well as self-defense orientation. These are essential, as dormitory is a place where student-dormers live independent from their parents, therefore they must be given guidelines for emergencies.

Essentially, the transition program covers the needs of introductory phase of dormitory life. It will give answers to the questions and clarifications of the parents and the student-dormers. Ultimately, it hopes to provide a sense of security as student-dormers embark on the challenges and changes of college transition.

Further, the second half of the program shall focus on retention. This program shall cover the needs of the day-to-day dormitory life challenges. The objective is to provide assistance for the student-dormers to gain better understanding of the dormitory life and how to navigate around it.

The narratives of the student-dormers painted a picture of an experience revolving around self, family and the diversity of their environment. Their stories reflected the journey of the self,

from the family to the world and back to the self. In this light, the Retention program shall highlight the many facets of this journey. Retention program shall have two major aspects: Talk and Experience.

Talk shall be defined as the service that the Dormitory provides for the student-dormer to vent their concerns and seek guidance. The Guidance Counselor with the aid of the Dormitory Supervisor shall facilitate this. The Dormitory Management shall provide a certain number of hours per week to facilitate meaningful conversations with the student-dormers. This may be facilitated individually or with a group. This shall allow student-dormers to have a reliable period where they can talk to the Guidance Counselor or the Dormitory Supervisor about personal or emotional concerns. Another is counseling service, which shall be facilitated by the Guidance Counselor. Counseling service may include career and study habits and other matters that concern the student-dormers.

Further, Experience shall be defined as the activities implemented by the Dormitory Supervisor and the Guidance Counselor to facilitate social interactions. The activities will encourage cultural inclusions among the student-dormers and shall bridge communication gap among them. These activities shall help student-dormers to understand the social climate in the facility. More so, it will provide venue for student-dormers to celebrate their roots as well as to understand other student-dormers' social location. By doing so, even the minority of them do not feel left out (Gary et al., 2013). Ultimately, the objective is to create a space for student-dormers to find a sense of belongingness and the spirit of togetherness as they navigate around the changes and challenges of college transition and dormitory life.

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study is to explore the personal and social adjustment of college students in diverse population during the transition period. The integration of different nationalities in the dormitory resulted to a mix of personal and cultural orientations. The sixteen (16) individual interviews unearthed the meaningful stories of the student-dormers lived experiences of their dormitory life. The use of phenomenological analysis captured the essence of their experiences during the transition.

4.1 Summary of the Study

The main objectives of the study were explored through the rich narratives from the student-dormers' stories. Their shared experiences reflected the depth of their dormitory life. These stories shed light on the uniqueness of the dynamics of the stories of shared living space for diverse population.

Further, the variation of nationalities of the student-dormers participants best represented the whole population, which extracted substantial narratives rooted on their personal and social background. Essentially, the adequate time devoted for the rigorous process of initial and in-depth individual interviews with the student-dormers, to the process of transcription of the narratives, provided an accurate bank of information for the better understanding of the phenomenon. The use of Phenomenological research design exhausted the rawness of the stories and treated all meaningful statements equally that brought out a comprehensive picture of the experiences.

As student-dormers plunge into the transition, the meaning of their stories are highlighted in the way they carry with them their family background and cultural orientation which determined their response to their new environment. Their attitude towards the transition is a reflection of

where they place themselves in the world. Upon stepping into the dormitory life, their connection to their families bridged their way to meet the demands of their newly found independence.

While living independently from their families, the essence of sharing a living space with other student-dormers from other parts of the country and the world meant taking the responsibility of making decisions for themselves, which challenged their moral compass. As stories of change and challenges unfold, they adapt certain conducts to manage their circumstances and eventually exposed themselves to the cultures of other student-dormers, which lead them to tear down walls of cultural boundaries. Their stories reflected the journey of the self, from the family to the world, and then centering back to the self.

As stories unfold, insights from the student-dormers' experiences paved the way to suggest a culturally inclusive dormitory program that will encourage mutual respect to individual and cultural differences among student-dormers. The program will also cater on the personal needs of the student-dormers as they navigate around the transition.

4.2 Limitation of the Study

It is beyond the scope of the study to account for academic and religious experiences of the student-dormers in relation to dormitory life. It is limited only to the adjustment during the transition period to college life.

However, the rich narratives from the student-dormers unearthed the stories of social and personal adjustment of adolescents in diverse population, which is the main objective of the study.

4.3 Conclusion

This research aimed to find the essence of the personal and social adjustment of the college students during the transition while sharing a living space with a diverse population. Based on the phenomenological analysis of the student-dormers' narratives it can be concluded that the essence

of dormitory life turns out to be a journey of discovering oneself. The dormitory served as a learning space where experience was the teacher. It was the pot where student-dormers from different parts of the world meet and mix to gain a better understanding of their differences and in return, discovered more about their identity. The journey allowed them to discover who they are, what they are capable of and what they need to survive. More so, it allowed them to discover the beauty and strength in diversity, leading to a better understanding of cultural differences.

Essentially, this study meant to find meaning in the lived experiences of the student-dormers during the transition to college life. It meant to explore and understand the essence of sharing a living space with a diverse population. The narratives revealed that adjustment meant looking at the new environment with eyes of their past orientations and characteristics. It meant allowing the changes and challenges reveal the kind of person that they are while remaining connected to their roots and allowing space and time spent with other student-dormers to tear down the walls of cultural boundaries. Indeed, adjustment is individual. It may have a pattern, but every student-dormer has his/her own unique story to tell.

Stories are the footprints of existence. It is the strength behind survival. Telling these stories from one generation to the next, paints a picture of the experience and honors its evolution. As student-dormers discover their identity from their experiences, their stories will evolve over time, defining the landscape of their journey.

4.4 Recommendations

This segment presents the recommendations from the result of the study.

To better understand the implications of these results, future research may include academic and religious adjustments on the exploration of the experiences during the transition

period. It may also explore on the identity formed out of the dormitory life experience of the student-dormers.

Based on the results of this study, Dormitory facilities may develop culturally inclusive programs to encourage mutual cultural respect among the student-dormers. The institution may also provide multicultural counseling service to the dormers to provide support during the transition, which should be facilitated by a Guidance Counselor. It will also be beneficial if support will be provided for student-dormers' personal and emotional development and to encourage parents to be present in the support system as well.

Based on the findings, Higher Education Institutions who cater to international students may provide multicultural teaching strategy to encourage academic competence among the students. Additionally, they may implement multicultural-based school activities to encourage diversity and inclusion among the students. More so, they may prioritize support to aid language barriers.

To better utilize the results of this study, Guidance and counseling practitioners from schools and dormitories who cater to diverse population may adapt to multicultural-based counseling approach to cater to the needs and encourage students' and student-dormers' personal and social development. They may focus on providing support during transition such as facilitate activities that may help the student-dormers to manage homesickness and the overwhelming changes that are happening around them.

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Appendix A

Case Study

Case History

I. Family Background

The subject was raised in South Korea by his Korean parents. The family is composed of the parents and the two children, the subject (boy) and his younger sister. They own a small business in Korea which sustained the needs of the family.

Their parents encouraged them to study in a foreign country to explore what the world has to offer. They believe that by being a stranger in a foreign country their children will have a deeper perspective of the world. This shall then prepare the children for their future. The parent's main goal is to expose the siblings to life's realities. In this way, the children will be able to learn how to handle life's hardest challenges.

Philippines became an option for their parents because of the opportunities offered in the country in terms of education. They knew that their children have to learn English language to be able to communicate easily to any nationality in the world and they believed that the country offers a good curriculum in English language compared to any country in Asia. Back then, the subject admitted that he knew nothing about the English language. He cannot speak nor write any English word. By the year 2004, the siblings came in the Philippines and stayed in Legazpi City, Albay to take secondary education in Hope Christian School.

II. Presenting Problem

It has been a rough seven years in the Philippines for the subject. When ask about his general feelings about the country and its people, he politely said that he feels

negatively about Filipinos. According to him, he had a lot of unpleasant experiences with Filipinos that caused him to have doubts about the country's people. He can consume a whole day narrating bitter experiences with Filipinos. These experiences made him keep his guard all the time. He learned to be mindful of his actions, his words and even his belongings. He became careful in dealing with Filipinos. He does not trust Filipinos right away. He makes sure that in every deal that he makes with a Filipino, everything is well studied. The differences in culture, attitude and environment became the biggest challenge for him. He noted in the early part of the interview that he does not appreciate how Filipino value time. He finds "Filipino time" non-sensible. For him, it is a waste of time to wait despite the agreed meeting time. The list of differences and bitter experiences went on as the interview progressed. Despite the accumulating number of bitter experiences with Filipino people, he was taught by a Korean pastor from Albay not to be rude against the Filipinos primarily because Koreans know better than them. He was taught to be patient and to understand Filipinos all the more. According to the pastor, since Koreans know better than Filipinos, Koreans must learn to understand Filipinos and more so, to teach them how to do things the right way. This became his guide as he stayed in the country over the years.

III. Narratives of experiences using the guide questions.

When the subject learned that he will be studying in the Philippines, he was positive about it because he had a feeling that he will go back to Korea after a few years. He had no difficulty saying goodbye to his parents back then. It was a typical separation for him since he was thinking it won't take long before he goes back to Korea and be

reunited with his parents once again. He was totally hopeful that he'll be back with his parents after a few years and shall stay and live in Korea once again.

Day one in the Philippines:

His first concern about the country is the temperature. He felt like Philippines is a very hot country. He can still remember the first day when he stepped out of the Ninoy Aquino International Airport and was greeted by the hotness of the environment. Being used to cold surroundings, he was shocked.

However, even before he was able to adjust to the temperature, he was faced with another challenge. He experienced his first dose of Filipinos' rudeness. As they stepped foot in the airport, people started imitating their accent while they speak, and to add insult to injury, people started laughing at them. It gave him the notion that Filipinos are offensive. It was already hard to communicate since he does not know how to speak English nor Tagalog, the situation became more humiliating when people around them started to imitate them and laugh at their accent.

When asked about the environment, he made mention of mosquitoes and traffic. According to him traffic in the Philippines makes him feel sick and tired. He finds traffic in Metro Manila very disgusting.

Speaking the foreign language in a foreign land:

Since he cannot speak English at all, he made use of body language to communicate with the people around him. It was hard enough and things became even harder when kids of his own age tend to tease him about his accent. This made him feel terrible and less of a person. Gradually, he found himself unable to talk to others. He kept quiet in school and refused conversations. He became conscious of others' reaction whenever

he talks. It resulted to long days of being alone and shunning away from people. It was totally hard for him to express his thoughts and emotions. This challenging situation made him realize that he has to learn both Tagalog and English language to survive in this foreign land and to avoid being in a humiliating situation.

Social Adjustment

The subject had a hard time inserting himself to the Filipino community. It's like everyone understands everyone except him. He was lost in the middle of the crowd. He finds himself extremely different from the rest. From his thoughts, to his attitudes and to his actions. It was a world of different beliefs, traditions and lifestyle.

He did not talk during his first few days in Legazpi. He used body language to communicate with other people. He was extremely shy to talk since he does not know any English or Tagalog word. He would normally communicate with his fellow Koreans. His limitation when it comes to communication made it hard for him to express himself. He had a hard time putting his thoughts and feelings into words.

Furthermore, he is very particular about time while he observed that Filipinos are not. He does not appreciate "Filipino time". According to him, in school when his group mates would agree about a particular time to meet, he will be there fifteen minutes earlier than the call time, while his Filipino group mates usually arrive minutes later than the call time. He does not understand why Filipinos are fond of being late. He believes that Filipinos are wasting their time.

All throughout the interview, he keeps on mentioning that Filipinos are most of the time taking advantage of them. He mentioned about how Filipinos took advantage of the pastor who helped him. He also used taxi drivers as an example. His experiences of

taking cabs are not pleasant. It's either the taxi driver will ask for an additional twenty to fifty pesos fee or the taxi will pass through a route far from his destination just to get money from them. Soon enough he would discover an easy route. As months pass by, he learned a little Tagalog words and he would normally speak in Tagalog whenever he rides the cab to make an impression that he is knowledgeable about the place.

Back in high school, he also experienced being bullied by his classmates. He was a good student. He made it to the upper twenty percent of the class as far as academic performance is concerned. This, according to him lead to series of bullying. There was a time when his notebook got lost that he had to re-write all his notes to pass the subject. He felt really bad. It took him time before he was able to complete all his notes. More so, he also experienced his name being deleted from the submitted written project by his group mates. He was always present during the meetings and the actual making of the project and to his surprise his group mates did not include his name on the list. Due to this, he had to make another project on his own.

Personal Adjustment

It is hard to be away from the family. On such a young age, he had to make decisions for himself. He had to think of how to survive every day.

He is very concerned about his health. Since he lives alone with another friend, he cannot eat regularly since he does not cook. Sometimes he skips meal. He also does not eat healthy foods since he only buys ready to eat foods like ramen, pancit canton and fast foods. He is worried about getting sick because of not getting the right nutrition from the food that he eats.

On the brighter side of things, he learned to fix his own belongings to avoid missing items. He learned to be responsible and to be mindful of his actions. He became more attentive to his priorities and became careful in dealing with other people.

After seven long years in the Philippines and some visits in Korea in between, the subject claims that he is now more comfortable with the lifestyle that he has in the country despite his strong belief that he cannot trust Filipinos. It may not be convenient all the time but these inconveniences made him a stronger and a wiser person. He feels like he is now equipped to face the world. For him, one of the best things that he acquired from living in the Philippines is learning the English language. Learning English is one way for him to reach his dreams. He will be able to travel and communicate with people easily now that he already speaks English. He also made mention that he feels like he can be comfortable in any country since he was able to survive Philippines. He will use everything that he learned from living in the country to see the world.

Observation:

- The subject tries to keep positive thoughts about Filipinos but is distracted by his unpleasant experiences with them.
- The subject strongly believes that Koreans have to be good to Filipinos because they know better than them.
- The subject takes advantage of learning English language to pursue his dreams.
- The subject uses the challenges and hardships that he encountered in the country to be wiser and better person.

Recommendation:

- Create an orientation program that will introduce them to Manila culture.
- Create activities that will expose them the good side of Filipino people.
- Create an activity that will encourage positive outlook about the country and its people.

Appendix B

Questionnaire

Instructions: Kindly answer the following questions candidly.

1. How did you feel when you learned that you will study in Manila?
2. What are your worries about of studying and moving in Manila?
3. How did you feel when you said goodbye to your parents and siblings?
4. How did you feel when you moved in Manila?
5. Describe your first night of being alone in Manila. What were you thinking that time?
6. How did you feel about your new place?
7. How do you communicate with your family now?
8. What are the biggest adjustments that you have to make in terms of personal matters, social relationships, college life and dormitory life? Why?
9. What or who helped you adjust? Why?
10. At this point, what are the things that you enjoy away from your family? Why?
11. On the other hand, what remains to be challenging as you live away from your family?
Why?
12. How do you describe your communication with your fellow dormer, your teachers and the other people you encounter every day?
13. What assistance from school and the dormitory do you think will greatly help you as you adjust?

Thank you! ☺

Appendix C

Request Letter to Conduct the Study

10 OCTOBER 2012
Name of the Manager
Name of School
Student Life Section
Manager

Dear _____,

Greetings of Peace!

I am currently working on my thesis entitled: “Personal and Social Adjustment of College Freshmen Students in Diverse Population”. This thesis is a part of the requirements for my Master’s Degree in Education with Specialization in Guidance and Counseling.

I would like to ask your permission to conduct interview with selected dormers.

Thank you very much.

Respectfully yours,

Liz Catherine N. Macuja
Researcher

Noted by:

Mr. Tito C. Baclagan
Thesis Adviser

Ms. Bagaporo
Thesis Adviser

Mr. Teresita Tabadda-Rungduin
Department Head

Received by:
Date:

Appendix D

Letter to the Respondents

15 OCTOBER 2012

Dear _____,

Greetings of Peace!

I am currently working on my thesis entitled: “Personal and Social Adjustment of College Freshmen Students in Diverse Population”. This thesis is a part of the requirements for my Master’s Degree in Education with Specialization in Guidance and Counseling.

I would like to ask if you could possibly be part of my study as one of the respondents. The interview will be done according to your preferred time. Your participation will be highly appreciated.

Thank you very much.

Respectfully yours,

Liz Catherine N. Macuja
Researcher

Received by:

Date:

Appendix E

Table of Dormers' Profile

FICTITIOUS NAME	NATIONALITY	PLACE OF ORIGIN	AGE	LEVEL IN TERTIARY EDUCATION
Jose	Filipino	Vietnam	17	2 nd year
Patrick	Filipino	Cagayan de Oro, Philippines	24	3 rd year
Mara	Filipino	Cagayan de Oro, Philippines	24	3 rd year
Kris	Korean	South Korea	19	2 nd year
Bea	Filipino	Dubai	17	2 nd year
Brent	Filipino	Ilo-ilo City, Philippines	20	3 rd year
Carly	Filipino	Abu Dhabi	17	2 nd year
James	Filipino	Zamboanga City, Philippines	20	3 rd year
Rebecca	Filipino	United States of America	19	2 nd year
Jane	Filipino	Cebu City, Philippines	17	2 nd year
Ryan	Filipino	Hongkong	18	2 nd year
Bo	Filipino	Oman	17	2 nd year
Marga	Korean	South Korea	18	2 nd year

Estela	Filipino	Baguio City, Philippines	17	2 nd year
Migs	Filipino	Ayala Alabang, Philippines	17	2 nd year
Karl	Cameroonian	Africa	20	2 nd year

Appendix F
Repertory Grid of Coded Meaningful Statements from the Interview Transcripts

A. On the First Impression of the Dormitory Facility and the Fellow Student-Dormers:		
	Meaningful Statements	Code
1	<i>Yeah, it was amazing...I was really happy; you have no idea how happy I was happy to meet new people. I was excited to know how my life would be in the future.</i>	Open-minded attitude on lived spaces
2	<i>I have seen the dorm before I moved in. It was quiet at first since I didn't know any people and I checked out the room and it was okay just like the brochure it showed and it was quite spacious.</i>	Open-minded attitude on lived spaces
3	<i>You know as a student room, it is comfortable, you can't compare your room in the house but here but its comfortable to study.</i>	Open-minded attitude on lived spaces
4	<i>Okay naman sya compared sa mga ibang dorm na nakita ko na magulo dito maayos okay naman malinis.</i>	Open-minded attitude on lived spaces
5	<i>I like the dorm it was very clean and it was nice and the room was big for me being alone but I don't think I could share with two people</i>	Open-minded attitude on lived spaces
6	<i>It was extremely small, but I was okay with it naman. Small for one person and way too small for two people coz they'll be sharing a space</i>	Highly expecting attitude on lived spaces
7	<i>First time ko na-feel na nahirapan ako mag-adjust kasi like hindi naman talaga ako nahirapan mag-adjust e and to interact with other people and this time nahirapan ako mag-connect sa kanila kasi sobrang bata pa sila</i>	Hesitant on first encounters
8	<i>Ako yung type of person na hindi mahilig mag-adjust para sa kanila dapat sila mag-adjust sa akin</i>	Hesitant on first encounters
9	<i>The place was too small, the water was cold, and there was no wifi and then just scared because the first day I can't speak English just understand a little bit so I just study.</i>	Highly expecting attitude on lived spaces
10	<i>They are friendly, the Korean has their own group though but the others a super friendly.</i>	Social ready attitude on first encounters
11	<i>Noong una nahiya ako, kasi iniisip ko International school rich people mga mayayaman mahirap pa makipagcooperate mahirap pa makipag-mingle sa tao dito sa dorm.</i>	Hesitant on first encounters
12	<i>At first I feel so shy, but then I saw that they're like a family, they were really close together and still I don't talk that much coz it was awkward for me to talk to people and I don't know how to talk to them since I'm not from Philippines, I did not grow up here I don't know how to talk to them but they're cool.</i>	Social ready attitude on first encounters
13	<i>I was like worried if there's a culture differences that might disturb me being friendly with them I was little worried</i>	Social ready attitude on first encounters

	<i>about that. But after few days I was able to be friendly with them so I was happy</i>	
14	<i>At first I was shy, but it was okay. Yeah, they looked approachable</i>	Social ready attitude on first encounters
B. On the Evaluation of their First Week of the Dormitory Life:		
	Meaningful Statements	Code
1	<i>And then I'm not the type of person that really likes to stay inside the room, I really love to mingle, so I what did was, since the water dispenser was inside the common room, I got my mug and I went there so I could see who was inside, and I could just make some friends just by starting off by getting water and say "hi" to the people but that didn't go out so well because I was so scared I just said hi and left.</i>	Personality type component on penetrating dormitory life.
2	<i>I was so scared coz I didn't know anybody here, I was alone and that is holiday so nobody was here in Woodridge.</i>	Personality type component on penetrating dormitory life.
3	<i>The first night I didn't stay in the room at once, I went to the common area, I met Albert, Pikachu and Ralph and the others, but I didn't show the real me yet but eventually after a few days I showed the real me, the loud and happy me.</i>	Personality type component on penetrating dormitory life.
4	<i>During the first night I don't know what to do, I was homesick, and then I was in my room alone so I don't know what to do in Manila coz this is my first time living alone, my mom left to Abu Dhabi and then it was really hard for me and I don't have friends that time so I don't know what to do.</i>	Personality type component on penetrating dormitory life.
5	<i>Oo, may excitement at the same may anxiety may nervousness nangyayari, kasi baka sa Enderun parang ano, sa school diba, diverse may mga foreign students, may Pinoy din, baka mahirap mag-english, dun ako nanenervous.</i>	Personality type component on penetrating dormitory life.
6	<i>During the first night I don't know what to do, I was homesick, and then I was in my room alone so I don't know what to do in Manila coz this is my first time living alone, my mom left to Abu Dhabi and then it was really hard for me and I don't have friends that time so I don't know what to do. The next day is to go to the common area and get food and I'm so shy to say hi to people and maybe they'll talk to me and maybe they'll say hi to me and I don't want that I'm scared, so that was my first challenge -to socialize.</i>	Personality type component on penetrating dormitory life.
7	<i>Socializing, kasi may taong welcoming, may taong hindi sila marunong makisalamuha, and na-belong ako sa group of people na neutral lang pero pinili ko na hindi magsocialize so siguro one factor din ang socializing.</i>	Personality type component on penetrating dormitory life.
8	<i>It was actually not hard it was fun, I enjoyed buying things coz it was the first time I lived independently.</i>	Personality type component on penetrating dormitory life.

9	<i>At first I want to make foreign friends but in reality it was hard coz if Koreans are going out Korean only so me and Sharon attended the dorm meeting and we met Lin she was my first Filipino friend and had dinner with her days after.</i>	Personality type component on penetrating dormitory life.
10	<i>Actually no difficulty was there coz Filipinos are kindly speaking English for me, no problem at all... Yeah, it feels like "wow! I'm finally free from everything!"</i>	Personality type component on penetrating dormitory life.
11	<i>I had a problem with food, coz Asian food and Cameroon food are different. I am not familiar with Asian food. I know I am not in my country so I know I should eat this food, it's just very hard.</i>	Food cultural factor element on initial adjustment.
12	<i>Food, since I'm very choosy with food at first it was good, but as time passed by it got low quality na, so I had to remove myself from the food list, coz I didn't like it na, there used to be dessert.</i>	Food cultural factor element on initial adjustment.
13	<i>I had to adjust with water coz I didn't have water heater until recently so I kept taking cold showers, and I had to adjust in traveling by taxi coz I usually drive and had to learn tagalog really fast coz then I won't get into trouble, I have to learn to budget like I have to write down all my expenses day by day.</i>	Personality type component on penetrating dormitory life.
14	<i>Siguro kasi hindi ako sanay na mag-isa e, yun ung main point nun sanay ako na may family kung walang mommy walang daddy meron akong lola at lolo so hindi talaga ako sanay hindi ko alam bakit hindi naranasan ng iba yun pero parang ako lang si Eric din sinabi nya sa akin na-homesick sya noon pero feeling ako ako lang na-homesick ng ganon e, siguro parang masyado akong attached sa family ko parang family oriented, lalo nas a mommy ko yung lifestyle ko dun hindi naman sobrang nag-iba kasi dito sobrang easy na lang din diba? Kasi ang lapit na ng school mo yung dorm parang lahat naman binibigay may laundry ka na, may pagkain ka na pero kasi yung presence ng mommy at daddy wala, doon ako mas naapektuhan tapos wala pang internet nun no? Sa common area pa lang nun.</i>	Personality type component on penetrating dormitory life.
15	<i>It's different from Korea, warm, new faces, they look different from Koreans, and the buildings are different also,...</i>	Personality type component on penetrating dormitory life.

C. On Homesickness and Communication Line with Family:

	Meaningful Statements	Code
1	<i>Sometimes you miss your family but it's okay doesn't really put you down, it's okay, it was easy for me to adjust maybe because I was older that time.</i>	Independent type
2	<i>Well, I guess everybody has the same situation so that's all of us got close and became friends because everybody was</i>	Independent type

	<i>missing home and had no choice but to hang out with the people in the dormitory.</i>	
3	<i>I don't try to think about these things during school days coz it will bring my mood down and for the rest of the day you'll be sad and can't concentrate on what you're doing so I don't let myself to get into that thinking so I just think of happy thoughts. Kasi di ako madali ma-homesick kasi ang ginawa ko 99ag a e alam ko ang objective ko, alam ko bakit ako nandito so eye on the ball palagi. Never ko talagang naramdaman yung homesick maliban nalang kung may problema ako, which happened two weeks ago.</i>	Independent type
4	<i>Well sa tingin ko kasi it's kinda connected kasi when you get to have your circle of friends you'll have people who to talk to mas hindi mo mafi-feel na alone ka o homesick. Mas family yung feel than friends.</i>	Independent type
5	<i>During the first night I don't know what to do, I was homesick, and then I was in my room alone so I don't know what to do in Manila coz this is my first time living alone, my mom left to Abu Dhabi and then it was really hard for me and I don't have friends that time so I don't know what to do. Nung mga first two weeks, homesick, iyak-iyak, ayaw ko na mag-aral. Siguro kasi hindi ako sanay na mag-isa e, yun ung main point nun sanay ako na may family kung walang mommy walang daddy meron akong lola at lolo so hindi talaga ako sanay hindi ko alam bakit hindi naranasan ng iba yun pero parang ako lang si Eric din sinabi nya sa akin na-homesick sya noon pero feeling ako ako lang na-homesick ng ganon e, siguro parang masyado akong attached sa family ko parang family oriented, lalo nas a mommy ko yung lifestyle ko dun hindi naman sobrang nag-iba kasi 99ag a sobrang easy na lang din diba? Kasi ang lapit na ng school mo yung dorm parang lahat naman binibigay may laundry ka na, may pagkain ka na pero kasi yung presence ng mommy at daddy wala, doon ako mas naapektuhan tapos wala pang internet nun no? Sa common area pa lang nun.</i>	Attached type
6	<i>when I went here I really thought I'm gonna miss them but honestly I did not I mean I missed them but I didn't feel homesick until the second month coz that's when stress from school started pilling up, like friends started to have a little bit of difficulty but I just gave my brothers a call, and then I don't know I just started crying, the first time I actually called my brothers I started crying coz I just missed hearing their voice and their advise to me coz they've gone thru this already so when they gave me advice on what to do I told them I was feeling homesick and they're like its okay you'll</i>	Homesickness aided by open communication line

	<i>be back home in a few more days or weeks so just hang on (kaya lang). And if you miss us just give us a call we're just a call away (lang naman) and yeah they text me from time to time so as of now I don't feel that alone anymore. But there are times especially Sundays it 's reserved for family days it was kind of hard for me to adjust to like having it for friends na (already) coz ever since I was young Sundays its always been reserve for family, you go to mass with your family, have lunch with family but since I'm here I don't have family so I go to mass alone or mass with friends so it's kind of difficult but you're kinda get used to it after awhile...</i>	
7	<i>Not so because I call my parents every time thru skype, yahoo messenger, face chat yeah so I wasn't very homesick....</i>	Homesickness aided by open communication line
8	<i>I had no problem coz she (mom) calls everyday...</i>	Homesickness aided by open communication line
9	<i>My brother lives in France, my mom sometimes in France sometimes in Cameroon as well as my dad, my sister in West Africa, so we communicate in Skype and Facebook..</i>	Homesickness aided by open communication line
10	<i>I can always see my family thru skype</i>	
11	<i>Sanay naman ako 100ag anon yung distance..</i>	Independent type
12	<i>Pag wala akong problema di ko naaalala na may pamilya pala ako...</i>	Independent type
13	<i>Nag skype naman kami dati everyday ngayon medyo nakalimutan na...</i>	Homesickness aided by open communication line
14	<i>Its really hard coz it's a 13 hour difference so here when its 6pm its 5am there already so the only time we get to communicate is when I have time off coz they really want to talk to me for a long time..</i>	Homesickness aided by open communication line
D. On Budgeting:		
	Meaningful Statements	Code
1	<i>I don't spend that much, 7k for 3 months.....Yeah... Yeah, they keep calling me and ask "do you need money?" And I go, "no"</i>	Full awareness on financial ability
2	<i>Budget? Hindi naman masyado, kasi for example yung budget ko 7000 a month, kaya ko naman sya pagkasyahin a month.</i>	Full awareness on financial ability
3	<i>I have to learn to budget like I have to write down all my expenses day by day.... Yeah, where is it? oh it's right here. Everyday I write down, and this is weekly... And I keep my receipts.</i>	Full awareness on financial ability
4	<i>Budgeting was never a problem, since food is provided by the dorm, so whenever there's left overs im gonna ask the waiters to give it to me.</i>	Full awareness on financial ability
5	<i>I don't know how much I spend every month, miss I don't have a specific amount, it depends, though before I used to</i>	Inability to track expenses

	<i>be crazy but now I know how to manage money, I can buy softdrinks sometimes</i>	
6	<i>For money, its hard to control your money when you live in the dorm, like friends can always knock on your door to have lunch outside plus shopping so money is really difficult in the dorm.... In my case, I leave it in the alkansya not to touch it, I only bring money needed for the day, but sometimes I don't spend anything in the day, which is good for me.</i>	Inability to track expenses
7	<i>Next naman nung nagka-friend na ako syempre lumalabas-labas na,gumagastos na,yung nagkukulangan na sa budget ganon tapos meron ng excuse na bumili ako ng project ko ganyan pero ung totoo nagastos nanuod ng sine...Numg may meals pa ako, okay lang na maubos ang pera ko kasi may pagakain pa naman ako for the month,hindi ko na lang kakainin ang breakfast ko pang-lunch ko na lang tapos ung dinner ko yun na ang dinner ko. Di ka naman magko-commute .kaya inubos ko yung pera ko kasi naexcite ako maki-hang out sa friends kasi walang rules walang parents parang konsensya na lang ang magbabawal sayo dun nagstart mag-shed ang pera ko nun unti-unti nauubos sunod-sunod withdraw na parang di na aabot sa end of the month</i>	Inability to track expenses
E. On Self-Discipline:		
	Meaningful Statements	Code
1	<i>Yung discipline, nung nagagawa ko na ibig sabihin kaya ko na ang sarili coz in the end even with less supervision I'm doing it. I can only rely on my own.... Siguro kasi wala sina mama para gawin yung mga bagay-bagay sakín like paglalaba, paglilinis, paglulto,</i>	Self-initiated maturity
2	<i>Well, back home I don't have to worry coz my parents make me lunch or dinner I only have 5 dollars to go out to eat and when I got here I said "oh man, they gave me money" then I have to keep reminding myself to spend wisely...Yeah, coz for me I shop a lot like shoes and clothes but now it's easy for me to choose, between shoes or clothes or food and toiletries, I'd choose food and toiletries...</i>	Self-initiated maturity
3	<i>You have the freedom to decide on your own, you have to learn...know your limits and know where you're heading...</i>	Self-initiated maturity
4	<i>Out of necessity because if you sleep there in the room, you see your room dirty so I have to fix it coz I can't sleep here, my mom is not here anymore so I have to fix my bed, wash my dishes out of necessity coz I just have to do it, no one will do it, but after some months it became a habit na, it's like I'm not forced to do it anymore.</i>	Self-initiated maturity

5	<i>Sa case ko hindi, kasi ako naman wala akong problema sa ganon, kasi sa bahay kapag alam kong may slave ako, sige gawin mo yan, sige ikaw maglinis, pero kung alam ko ako lang mag-isa, yung ako lang maglilinis ako lang yung talo, gagawin ko talaga.</i>	Self-initiated maturity
6	<i>I'll just open my books in 3 seconds , I'm doing something else like play games that's why I deleted every game coz I cant mess this semester</i>	Self-initiated maturity
F. On Food Experience:		
	Meaningful Statements	Code
1	<i>I had a problem with food, coz Asian food and Cameroon food are different. I am not familiar with Asian food. I know I am not in my country so I know I should eat this food, it's just very hard... I'm okay with rice, but during breakfast, lunch... I'm not used with the taste...</i>	Unfamiliarity with Asian food
2	<i>At first I was like "wow this is really good"! And then I was like "wow this is really boring", it's the same things like the eggs, I always like eggs but it's always underdone with no taste and I don't know the food and I'll go like "kuya what is this" and they'll say "that's pork" and then I'll go "okay I'll just eat it thank you". And I'm not a big fan of rice, I don't like rice, I don't like white rice I like brown rice, or I'll eat a lot of vegetables and fruits and here there's no vegetables, like in the morning I'll always have smoothie and then fruits and vegetables and here its always meat and I don't like anymore meat! I just want a whole bunch of fruits and vegetables that's why I tell kuya to just give me vegetables....But you don't have vegetables all the time so what do you do?...I just ask kuya to dagdag the vegetables and coz I always crave for salad and there's a neo-vegan place in Greenbelt so I go there and get my vegetable fixed, I just miss eating vegetables....For a time we had fruits, a little bit of fruits at night and in the morning together with cereals there were fruits also...Yeah, when they served cereals and pineapple I was in heaven! And what I like the most is the eggplant, at first I was like "this looks really weird" but when I eat it I was like, "this is really good"!...You prefer that rather than the steamed vegetables?...I prefer steamed green vegetables but no ampalaya, I'll eat any vegetable aside from ampalaya I tried so hard and its not...So it's vegetables that you miss so much... Yeah vegetables and fruits</i>	Dissatisfaction with food variation
3	<i>Yeah coz there's no vegetables there...So you want vegetables?...Yes, but the vegetables there that's already cooked or boiled...Ah you want it fresh?...If boiled all nutrition's are gone...Really in Korea you eat fresh</i>	Dissatisfaction with food variation

	<i>vegetables?...No, but kimchi...Ah, but there's no Kimchi here...That's why I used to buy kimchi...</i>	
4	<i>the food I really don't like the food, its okay but they serve it over and over again</i>	Dissatisfaction with food variation
G. On Rules and Regulations:		
	Meaningful Statements	Code
1	<i>sa akin ginawa yung rules kasi may purpose sila...</i>	Understands the essence of rules and regulations
2	<i>Well I think big factor yung naintindihan mo bakit may ganung rule kasi when you're younger kapag may rule you just look at it as a rule and then you follow it, but when you're older you'd realize bakit may ganun na rule ano ung reason ng rule na yun and based from that hindi mo gagawin, maiintindihan mo let's say curfew, kapag mas bata ka di mo maiintindihan e ang iisipin mo curfew so I have to follow tapos maiinis ka pero when you're older you'll realize na kailangan...</i>	Understands the essence of rules and regulations
3	<i>Yeah it is, so people know where they stand and there would be order. Coz if there was no order everyone would be doing their own thing and there will be more problems I guess . There's no limits for everybody so...</i>	Understands the essence of rules and regulations
4	<i>Oo para may disiplina sa sarili, kasi sa future kapag nagka-anak ikaw pa rin naman magtuturo sa kanila. Mas okay sa akin talaga kapag may rules pero wag naman sobrang higpit yung dapat 10:30 nasa dorm na dapat 11 o 12.</i>	Understands the essence of rules and regulations
5	<i>I have to say yes, rules and regulations are good but it is tempting also. It really tests you. You can't break the rules but if ever you do you have to learn, its up to you if you're gonna break it its your fault its not others' fault. If you do, the way people look at you will be different but that will not define who you are but you have to learn.</i>	Obedient of rules and regulations
6	<i>obviously discipline, to keep dormers in check, like teach them responsibility...</i>	Obedient of rules and regulations
7	<i>You know the dorm can be a happy place, like you can enjoy, since we have curfew like when you go out and we have to be back by 2am and you're friends they want you to stay, so its hard. You know we are in college coz sometimes you want to do crazy but there are a lot of cameras so its hard.</i>	Reluctant about having rules
8	<i>Yes, in my house t here's too many rules so when my mom told me I'll be staying here in Taguig I was so happy but when I read the contract I learned that there are rules....And you were stressed out right away?...Yes miss! Curfew, coz most of the time I'm getting caught, if the guards wont know, Ms.Liz will know, if Ms.Liz won't know the cameras will know....Why is it hard for you to follow curfew?...Coz</i>	Reluctant about having rules

	<i>during high school my curfew is at nine here since I don't have my mom so I want to go out at night....Why? Are you very much drawn to your friends?...Coz back in high school I don't go out that much so here I have the chance to go out but when I'm having fun I tend to forget about the time....So you're highly sociable?...Yes, I'm very outgoing but sometimes I tend to forget about other important things like rules when I'm out.</i>	
9	<i>Dapat walang curfew miss kasi we're not that young to have curfew na e, we are already teenager, for example Thursday wala na kaming pasok so lalabas kami ng mga friends ko so hassle pa if they'll take me home, hindi ba pwede yun miss? Because it's a school property also so you get disciplined.</i>	Reluctant about having rules
10	<i>I think we don't need to be regulated anymore</i>	Reluctant about having rules
11	<i>Maybe one they're too spoiled, and two maybe they just want to do what they wanna do they just wanna be free maybe they're chocked at home and they just want to explore the world maybe enjoy their youth</i>	Obedient of rules and regulations
12	<i>Honestly when I found out that there's rule here, I got so stressed..</i>	Reluctant about having rules
13	<i>Yeah pwede naman, kasi the way ako pinalaki merong mga rules, nadala ko yun dito kahit ngayon wala na akong curfew parang meron pa rin akong curfew kasi maaga pa rin ako umuuwi. Hindi, kasi yung rules ng dorm, rules din namin un sa bahay e, for example kung yung mom ko yung nandito ganon din gagawin nya e, kasi kapag lumabas ka ng dorm may mga dorm may marami pa na curfew na mas maaga pa, kaya same lang e, kaya wala tlag ako problema, ayoko naman talaga magkakaproblema sa rules, I don't want to make my life complicated yun yung first prinsipyo ko sa buhay.since hindi naman ako yung taong may authority kaya susunod muna ako sa kanila.</i>	Obedient of rules and regulations
H. On Filipino Culture:		
	Meaningful Statements	Code
1	<i>I have to get used to like not know where I was, coz I've always lived in New Jersey and I've always known where to go and over here I don't know like anywhere so everytime I go out I just always go out with my friends just to be safe....</i>	Adaptive
2	<i>Yeah, even here there are other language like Cebuano, Tagalog, Bisaya though I have a friend here Kay (Filipino) she helps me sometime when I speak with Howard (Taiwanese), so yeah...</i>	Appreciative
3	<i>Yeah also, I think the Enderun people are less speaker...Less speaker?...I mean they speak in Tagalog very less...They are considerate that there are some students who</i>	Appreciative

	<i>cannot understand Tagalog...Less than the high school, during my high school everyone can speak tagalog, ...And 4they were not kind enough to speak English with you?...Yeah, because they do not want be friends with Koreans...So it was new to you when everyone was friendly to you...Yeah</i>	
5	<i>People are very kind, no difficulty here...</i>	Appreciative
6	<i>Kapag alam mo na yung culture, you tend to tolerate na din...</i>	Tolerant
7	<i>Well some of the dormers are kinda loud...</i>	Comparing
8	<i>Sa Hongkong no freedom, dito naman meron..</i>	Comparing
9	<i>People are too slow, like in Korea the 711 and the shops and the stires are very fast, if you go to Korea, you wont see the lines, here very slow..</i>	Comparing
I. On Social Interactions:		
	Meaningful Statements	Code
1	<i>you get to share stories with other people and laugh on it, trying to have fun with other people you get to see their crazy sides when they're not their selves and you get to laugh it off..</i>	Ready to socialize
2	<i>I really love to mingle... the third night I was already sleeping over in Kaye's room and then we made kwento..</i>	Ready to socialize
3	<i>Yung interest, yung mga gusto ganito tapos yung nagse-share na kami about sa personal life namin. Ayun nagkakaintindihan na kami dun na kami nagsimula....</i>	Ready to socialize
4	<i>The dormers are very friendly, even if I don't talk to me that much they still talk to me but I'm a little bit snobbish but they're really friendly to me I got closer with them and I have no problem with that...Its really weird but alcohol, because I don't drink but then they made me drink and after that they always ask me to drink with them, so it made me get closer with them it really helped, even the new dormers now we ask them to drink with us and they got closer with us like the Korean girl who got close with us after.</i>	Waits for others to initiate interaction
5	<i>They are kind, when they see me they say hi to me and when I have a homework they help like PPT we can meet easily and we do together and before I don't understand the answer to the homework so they help me out.</i>	Waits for others to initiate interaction
6	<i>Feeling ko interaction, yung magpaparticipate sila pero it all depends sa sarili nila yun e, kung isasali mo yung sarili mo o hindi, ako sa akin hindi naman problema yun e, makakahanap naman ako ng friends anytime. dapat confident ka sa sarili mo.</i>	Ready to socialize
7	<i>Well sa tingin ko kasi it's kinda connected kasi when you get to have your circle of friends you'll have people who to talk</i>	Ready to socialize

	<i>to mas hindi mo mafi-feel na alone ka o homesick. Mas family yung feel than friends....</i>	
8	<i>In the dormitory you get to meet new people, social gatherings like parties in the common room, you get to see their room and learn about their personalities...</i>	Ready to socialize
9	<i>Coz here we have Cameroons, Australians, the Koreans, I didn't have much before we only have like Americans and Filipinos. But I didn't have a hard time adjusting with them coz they're ordinary people, when I talked to Habib and Willy (Cameroonians) they're just the same like everyone else so I didn't really have a hard time adjusting to them coz when you get to know the person they are actually just like if you don't look at the way they dress, their color and if you look beyond that, you'll discover that they're just like everyone else coz they have things that they like and they don't like and you just have to find something common about you.</i>	Ready to socialize
10	<i>I was shy at first coz it's my first time to live with Asian but I was comfortable with them.</i>	Shy
11	<i>When there are new comers since I have to be lay low again coz I don't wanna be judged coz I don't know them yet</i>	Shy
12	<i>Yeah I'm okay with the guys, coz not like I like them or anything just like Ishaq he would say, "oh I don't know if a lot of the girls like you" I go "why" "coz you hang out with the guys" I think he's talking about Filipino mentality that girls don't really hang out with guys that much....</i>	Ready to socialize
J. On Making Friends:		
	Meaningful Statements	Code
1	<i>For friends, I give everyone a shot, I don't judge people even if people tell me "oh he's like this he's like this" I don't listen to them because I'll just experience it by myself because its not fair to judge someone based on what other people are saying about them so I just gave everyone a chance and I'm nice to everyone but if I feel like something is different about them like you know the feeling when they're not real like they're fake and they're trying too hard? Like when I feel that I kinda distance myself coz I don't want to be surrounded with that kind of company I wanna be surrounded by people who like put their family first before their friends or they're studying more than to party, but its just a matter of getting to know the people because you'll never know like the people in Palengke or the taxi drivers are may be the nicest people there, or the people who are well -off kind of the meanest people so that's why I don't judge.</i>	Ready to socialize

2	<i>I'm closest with Ishaaq only because we went to class together coz our whole class the September cohort we really got close like a family coz we are all away from the family, and then I'm close to Ralph and Howard but I'm not close with the girls I don't know why, I mean the first two weeks I was okay with the girls but after that I don't talk to them I'm trying but...</i>	Ready to socialize
3	<i>Easy to make friends and easy to sustain. Kaya naman talaga. You remain connected. Sa case ko naman picky ako sa person na pagsasabihan ko ng problema ko kasi iniisip ko na kaya ba nya na iprocess yun na maiintindihan ko sa level ko o mas mataas pa sa level kasi dito sa dorm varied naman ang age group. Tapos maliit lang ang population ng mga ka-age ko. Hinahanap ko yung may sensible conversation. Hindi na ako mahilig sa kulitan. Piling-piling tao lang kukulitin ko.</i>	Ready to socialize
4	<i>Not Filipino I have a friend Willy and Habib (Cameroonians) because we are classmates in ESL. We go out everyday, cook food together in my room and do homework together</i>	Ready to socialize
5	<i>My first friend was Howard coz he's the first to say "hi" to me, then I got closer with Dan because he was from Middle East, and then I met Kay she was from Middle East too and Michelle, and when I met Yvette, Yvette was an outgoing person so she's the one who helped me get close with other people.</i>	Ready to socialize
K. On Language Differences:		
	Meaningful Statements	Code
1	<i>There is English problem, language problem; everything is in English; in Korea if a read a book I understand as soon as I read the sentence, but here I have to check every word, if there's a meaning I don't know then I have to search in dictionary and sometimes I don't understand the sentence and I'm thinking why did they make it very hard sentence, why not simple sentence coz its book college book...</i>	Inclination to their native tongue
2	<i>Yes because in my country we don't speak English, even if I know the language but I'm not so familiar with it so I have to go into college and learn English first... Yes, until now it is still hard, because I still have my French and I'm having a hard time, I need a tutor here for some of those subject, its not easy but I can be better though its not easy.</i>	Inclination to their native tongue
3	<i>I've always tried to speak in tagalog back home like my grandma would speak with me in tagalog and coming here it's hard coz when I speak in tagalog they say you sound like cono and that's nice I don't wanna be known as cono that's why I tried very hard....</i>	Willingness to learn a different language

4	<i>Well siguro, yung language or you know when you speak with someone yung nakakaintindi you would feel more connection than the others who wouldn't understand</i>	Inclination to their native tongue
5	<i>Kasi plus most Bisaya nahirapan mag-tagalog, tska may common culture kasi ung Bisaya....</i>	Inclination to their native tongue
6	<i>If need to talk about something we just talk about it in our dialect and laugh at it</i>	Inclination to their native tongue
7	<i>In my case, since I stay in the dorm, there are a lot of dialects spoken, like mga Cebuano, Chinese everything also Spanish I guess, I have a friend na Cebuana so if she goes with some of her Cebuano friends I cannot go there coz they'll talk in the language that I don't know so I'd rather go muna to the more tagalog side or Chinese side, I'll understand that more,</i>	Inclination to their native tongue
8	<i>No, I don't think it's a requirement it just happens. Like for example if you go to China and they don't speak English and you hear someone speaking English you feel a certain connection, that's how it is for Cebuanos coz when we realize we speak the same dialect we feel connected that's why I got close with Mark and Earvin coz we speak the same dialect.</i>	Inclination to their native tongue
L. On Conflicts:		
	Meaningful Statements	Code
1	<i>There are some conflicts in the dorm like misunderstandings between friends, like I have a friend who always has problem with another friend and I always have to comfort her from that friend but it always comes back to problems... In my friend's case, even though they fight they always try to make things better at the end of the day.</i>	Conflicting Opinions
2	<i>Actually I had an argument with Howard when he learned that I'm partly Japanese and he suddenly came to me and he's like "you know you are stealing our islands" and we argued for an hour just for that and the other dormers keep laughing at us...</i>	Conflicting Opinions
3	<i>Yeah, it was just for fun, actually it helps that people coming from different countries because you learn their culture when they go back to their country they bring something from there and you'll give something to them, since we're in an international school it helps that in the dorm first that we connect with other nationalities and then when we go there we're comfortable already</i>	Maintaining relationships
4	<i>For dealing with people, when it comes with problems its kind of tough, like when relationships with friends, like if you have fights with your friends even the little things you kinda question your friendship because they're still new so you don't trust them as much as like example my high school</i>	Maintaining relationships

	<i>friends I've known them for four years so its easier for me to trust them and tell them everything but here when I started its kind of hard for me to tell them my opinion coz I'm afraid that they might take it the wrong way, but as time passes by it was okay, but its still kind of tough when you have problems with them just like their attitude wise not everyone will have the same attitude as you or would take the same opinions some people are just not like open minded so its kinda hard to deal with those people but its not impossible its just difficult.</i>	
5	<i>There are times when we get annoyed with each other like when we are watching and some are being rude or they're just really loud and we are trying to watch a movie and when they are watching a movie and they'll be like "can you please be quiet" that irks me coz if you want me to be quiet when you are watching movies then don't be loud when I'm watching a movie, just have some respect and some dormers don't know how to clean up dirt themselves...</i>	Cleanliness
6	<i>Not really source of argument of course you'll have some dislikes about culture of other people and some people dislike the some things about my culture.</i>	Conflicting Opinions

Appendix G

Table of Categories and Developing Themes from Coded Significant Statements

A. On the First Impression of the Dormitory Facility and the Fellow Student-Dormers and B. On the Evaluation of their First Week in the Dormitory		
Code	Category	Developing Themes
Open-minded attitude on lived spaces	A. Attitude element on impression-making on lived spaces and newly encountered people. B. Personality type component on penetrating dormitory life. C. Food cultural factor element on initial adjustment.	1. Social location has bearing on making impressions on lived spaces and newly encountered people: (1) Social status (2) Family upbringing (3) Social exposure
Highly expecting attitude on lived spaces		
Social ready attitude on first encounters		
Hesitant on first encounters		
C. On Homesickness and Communication Line with Family:		
Code	Category	Developing Themes
Independent type	A. Personality type constituent on managing homesickness B. Communication as key component on managing homesickness	(1) Family dynamics as a factor in managing homesickness: (a) Close family ties (b) Regularity of communication with family (2) Availability of support system from social circle to manage homesickness.
Attached type		
Homesickness aided by open communication line		
D. On Budgeting and E. On Self – Discipline		
Code	Category	Developing Themes
Full awareness on financial ability	Self-determinism factor on establishing self-discipline on budgeting	1. Maturity / readiness level as a determinant to self-discipline: (a) training from parents (b) Awareness of consequences (c) Availability of guidance (d) Social support system
Inability to track expenses		
Self-initiated maturity	Self –responsibility factor on self-discipline	
F. On Food Experience		
Code	Category	Developing Themes
Unfamiliarity with Asian food	Cultural feature on food satisfaction	Cultural orientation as an element on food appreciation
Dissatisfaction with food variation		

		(a) Exposure on varied food choices (b) Familiarity on Filipino food palate
G. On Rules and Regulations		
<i>Code</i>	<i>Category</i>	<i>Developing Themes</i>
Understands the essence of rules and regulations	Maturity as factor on appreciation of rules and regulation	1. Family dynamics element on disposition on rules and regulation: Parenting style 2. Concept of personal freedom with regards to the interpretation of rules and regulations: (a)Rules as limiting personal freedom. (b)Rules as interfering personal life. (c)Rules as shadow of parental authority.
Obedient of rules and regulations		
Reluctant about having rules		
H. On Filipino Culture		
<i>Code</i>	<i>Category</i>	<i>Developing Themes</i>
Adaptive	Personal disposition on different cultures	Multicultural exposure as an element to cultural openness
Appreciative		
Tolerant		
Comparing		
I. On Social Interactions and On Making Friends		
<i>Code</i>	<i>Category</i>	<i>Developing Themes</i>
Ready to socialize	Personal disposition element on interaction	Seeking the similar other: (a) Sharing stories about their personal lives. (b) Social support system
Shy		
Waits for others to initiate interaction		
J. On Language Differences		
<i>Code</i>	<i>Category</i>	<i>Developing Themes</i>
Willingness to learn a different language	Attitude element on exposure with different language and dialects	Multi-cultural exposure as element on learning new language/dialect: (a) Regularity of exposure
Inclination to their native tongue		

		with other language/dialect. (b) Motivation as an element to learn other dialects/language.
K. On Conflicts		
<i>Code</i>	<i>Category</i>	<i>Developing Themes</i>
Cleanliness	Difference on cultural orientation	<i>Personal disposition on managing differences:</i> (a) Family training (b) Exposure on other culture
Opinions		
Maintaining relationships		

Appendix H
Table of Developing Themes and Final Themes

Developing Themes	Final Themes
<i>Social location has bearing on making impressions on lived spaces and newly encountered people:</i> (a) Social status (b) Family upbringing (c) Social exposure	1. 1. Social location as a determinant to student-dormers' attitude towards transition.
<i>Family dynamics as a factor in managing homesickness:</i> (a) Close family ties (b) Regularity of communication with family	2. Family connectedness as a bridge to the outside world.
<i>Availability of support system to manage homesickness.</i>	
<i>Maturity / readiness level as a determinant to self-discipline:</i> (a) training from parents (b) Awareness of consequences (c) Availability of guidance (d) Social support system	3. Moral compass as an axis to decision making
<i>Cultural orientation as an element on food appreciation</i> (a) Exposure on varied food choices (b) Familiarity on Filipino food palate	4. Conduct for coping.
<i>Family dynamics element on disposition on rules and regulation:</i> Parenting style	
<i>Concept of personal freedom with regards to the interpretation of rules and regulations:</i> (a) Rules as limiting personal freedom. (b) Rules as interfering personal life.	

(c) Rules as shadow of parental authority.	
<i>Multicultural exposure as an element to cultural openness</i>	5. Breaking cultural boundaries.
<i>Seeking the similar other:</i>	
(a) Sharing stories about their personal lives.	
(b) Social support system	
<i>Multi-cultural exposure as element on learning new language/dialect:</i>	
(a) Regularity of exposure with other language/dialect.	
(b) Motivation as an element to learn other dialects/language.	
<i>Personal disposition on managing differences:</i>	
(a) Family training	
(b) Exposure on other culture	

Appendix I

Dormitory Guidance Program A Proposal

Rationale

The dormitory is a common dwelling where student-dormers sleep, eat and study. However, its essence is beyond those routines. A unique living space that requires constant social interaction among foreign and local student-dormers; the dormitory is a melting pot of different cultural orientation from different parts of the world. The varied profile of student-dormers creates a unique social climate, which requires a program that will encourage cultural inclusion and diversity among the population. Further, the newly gained independence of the student-dormers as they transition to college life presents a number of adjustment, therefore, it is essential to implement a guidance program designed specifically to cater to the demands of dormitory life.

General Objectives

The guidance program for the dormitory facility will cater to the following objectives:

1. To assist the student-dormers as they settle to their new environment.
2. To establish a support system for the student-dormers as they brave the changes and challenges of dormitory life.
3. To guide the student-dormers to gain better understanding of themselves as they discover their individuality from their independence.
4. To implement activities that will break down cultural boundaries and encourage cultural inclusion.
5. To identify predominant problems, which may serve as a baseline to design a group-focused engagement.

6. To involve the Dormitory Management in understanding the benefits of a properly implemented guidance program.
7. To supplement educational and career driven activities to reach academic goals.

The Guidance Program has two major parts, the Transition and the Retention. The said division will allow the Management to implement services according to the needs of the student-dormers during the adjustment.

THE TRANSITION

This part of the program focuses on providing assistance to the student-dormers as they settle in the dormitory.

1. Open House

Specific Objective	To acquaint the prospect student-dormers and their parents with the dormitory services.
Time	Year-long
Resources Needed	- Showroom - Brochure
Participants	- Prospect Parents - Prospect Student-dormers
Expected Behavioral Outcome	- The prospect student-dormers will assess whether or not they are comfortable with the idea of the dormitory life. - The parents will assess whether or not they are amenable of the dormitory services.

2. Hop-in

Specific Objective	• To assist the student-dormers as they move in and to ensure their questions and clarifications are catered immediately to help them get settled in the dormitory.
Time	• Two weeks before the start of semester
Resources Needed	• Welcome Kit (Unit keys, Copies of contract and dormitory rules, Welcome merchandise)
Participants	• Parents • Student-dormers
Expected Behavioral Outcome	• The Student-dormers be able to settle themselves in the dormitory and their parents will have an orientation of the dormitory system.

3. New Student-Dormers' Orientation

Specific Objective	• To disseminate information regarding the following: ○ Dormitory Management ○ Dormitory's Rules and Regulations ○ Dormitory's Services ○ Security ○ Facilities ○ Point of contact ○ Nearby establishments
Time	• A week before the start of semester
Resources Needed	• Function room • Copies of rules and regulations, dormitory services and points of contact

	• Food
Participants	• Parents • Student-dormers
Expected Behavioral Outcome	• The Student-dormers as well as their parents will be able to clarify should there be confusion in the information and shall acquaint themselves to their new environment.

4. Acquaintance Party

Specific Objective	• To provide a venue for the student-dormers to introduce themselves to one another.
Time	• A week after the start of semester
Resources Needed	• Function room • Program and games • Food
Participants	• Student-dormers
Expected Behavioral Outcome	• The Student-dormers will be able to formally introduce themselves to each other and will start to identify where they place themselves in the social scene.

5. Orientation on Safety, Security and Emergency Situations

Specific Objective	• To disseminate information on the proper handling of emergency situations such as natural disasters and
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	attacks. This include Fire, Earthquake, Typhoon and Self-defense.
Time	• First month of Semester
Resources Needed	• Survival Kit
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will be having an informed response during emergency situations.

THE RETENTION

This part of the program focuses more on the support and supplement that the dormitory can offer to aid the student-dormers in their daily struggle as they transition. The core of this program is Talk and Experience. Talk captures the possible needs of student-dormers to talk their concerns out to a professional most importantly when they need supervision from an expert. More so, Experience shall focus on the activities that encourage cultural inclusivity as well as community building.

1. Counseling Service

Specific Objective	• To provide guidance for student-dormers who are confused, struggling and in need of support.
Time	• Whenever needed
Resources Needed	• Student-dormers' profile
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will find resources to cope with their struggles.

	• Student-dormers will gain confidence in difficult situation.
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2. Peer Tutorial and Study Habits Assessment

Specific Objective	• To provide assistance for student-dormers to improve their academic attitude and align them to their educational goals.
Time	• Semester long
Resources Needed	• Student-dormers' profile • Student-dormers' academic evaluation
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will identify which study habits work best for them.

3. Meaningful Conversations

Specific Objective	• To provide a safe space for student-dormers to freely express their thoughts and aspirations.
Time	• Agree on a certain time in the day and at night to cater everybody.
Resources Needed	• Conversation area
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will be assured that they can talk to the Dormitory Supervisor or the Guidance Counselor whenever they feel the need to communicate.

4. Parental Guidance

Specific Objective	• To establish an open line of communication with parents and ensure that information are channeled properly.
Time	• Semester long
Resources Needed	• Parents' contact information
Participants	• Parents
Expected Behavioral Outcome	• Parents will be easily reached whenever something significant happens.

5. Social Nights

Specific Objective	• To provide venue for student-dormers to socialize with one another and discover each other's social inclination.
Time	• Once a month
Resources Needed	• Common area • Food • Program and games
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will find their social tribe and discover the essence of inclusivity.

6. Monthly General Assembly

Specific Objective	• To provide a venue for student-dormers to gather around and raise issues those concern the group.
Time	• Once a month
Resources Needed	• Student-dormers' profile • Student-dormers' academic evaluation
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will find a common ground and shall meet halfway whenever conflicts arise.

7. Semester - end Evaluation

Specific Objective	• To measure the effectiveness of the Guidance program and services implemented during the semester.
Time	• End of the semester
Resources Needed	• Evaluation tool
Participants	• Student-dormers
Expected Behavioral Outcome	• Student-dormers will identify the strengths and weaknesses of the Guidance program.

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Email address: macuja.liz@gmail.com

EDUCATION

Philippine Normal University

Masters Degree in Education with Specialization in Guidance and Counseling

Laguna State Polytechnic University

Continuing Professional Education

Canossa College

Bachelor of Science in Psychology

WORK EXPERIENCE

Centro Escolar University

Psychology Department

Faculty, June 2013 – March 2017

- Facilitated Psychology classes.
- Initiated alternative ways to handle classroom management to address the evolution of student behavior in the classroom.
- Actively involved with the outreach programs of the department.

Enderun Colleges

Student Services Department

Dormitory Manager, May 2012 – October 2013

- Formulated annual dormitory program and implemented activities focusing on cultural inclusion.
- Provided college transition support for the freshmen student-dormers.
- Coordinated closely with the school management to ensure the quality of the services provided by the Dormitory.
- Established an open line of communication with the student-dormers' parents in cases of emergency and urgent circumstances.

Colegio de Sta. Rosa-Makati

Student Services Department

Guidance Facilitator, May 2008 – May 2011

- Facilitated career guidance to grades five to six and first year to fourth year high school students.
- Conducted homeroom classes to intermediate and high school students.

- Implemented activities that support character building and identity formation.
- Encourage students' awareness on the importance of understanding their study habits and how to use it to improve academic performance.

Advanced Contact Solutions, Inc.

Human Resources Department – Labor Relations

Human Resource Associate – June 2007 – May 2008

- Administered case inquiry for terminable offenses.
- Drafted disposition notices.
- Facilitated new hire orientations.

St. Martin de Porres Street Children Home

Guidance Facilitator / Day Care Teacher – May 2005 – May 2007

- Formulated and implemented guidance program.
- Employed activities focusing on understanding oneself and character formation.
- Worked closely with a psychologist to provide mental health support for the boys.

ACTIVITIES

Entrepreneur

Medrana Food Service

Macuja-Medrana Printing Service

2016 to present

VOLUNTEER WORK

Founder |Lapis@Papel Project

2010 up to present