

IMPACT OF ADULTING: STRESS ON ADULTHOOD OF GRADUATING PSYCHOLOGY STUDENT

ABSTRACT

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The transition from student life to adulthood presents considerable challenges for graduating psychology students as they prepare to assume greater personal and professional responsibilities. This study investigates the relationship between adulthood-related stress and its impact on students nearing graduation, with a particular emphasis on factors such as motivation, perceived life opportunities, and strategic executive functioning. The goal is to better understand how these variables influence students' readiness for adulthood and to identify areas where support may be needed during this critical life stage. This study utilized a correlational research design and employed stratified random sampling to investigate the relationship between adulthood-related factors and perceived stress levels among students. The participants consisted of third- and fourth-year psychology students, as they are in the critical phase of transitioning into adulthood. To fulfill the research objectives, a minimum of 283 respondents were required. Data were gathered through a combination of a researcher-developed questionnaire based on the Likert scale and the standardized Perceived Stress Scale (PSS), both of which ensured the validity and reliability of the findings. The findings indicate that graduating students experience moderate levels of stress during their transition to adulthood. Key factors such as mentorship, emotional support, and access to career opportunities help alleviate stress and build resilience. Motivational drivers—including self-efficacy, personal aspirations, and encouragement from adults—enhance students' preparedness for adult responsibilities. Additionally, opportunities like promising career paths, continued education, and professional networking play a critical role in boosting students' confidence in facing adulthood. While students with strong executive functioning skills—such as goal-setting, planning, and a sense of control—manage challenges more effectively, statistical analysis revealed no significant correlation between adulthood-related factors and perceived stress levels, suggesting a more complex interplay of influences. The findings suggest that while stress is a prevalent experience among graduating students, its severity is influenced more by academic demands and social contexts than by adulthood-related challenges alone. In light of this, the study recommends the implementation of a targeted seminar to help graduating psychology students develop effective coping mechanisms and boost their readiness for adult life. The proposed seminar would cover key areas such as fostering open communication with parents, enhancing academic curricula to include life skills, expanding student support services, promoting longitudinal research for ongoing assessment, and encouraging interdisciplinary collaboration. By addressing these dimensions, institutions can provide holistic support that empowers students to navigate the complexities of adulthood with greater confidence and resilience.

RECOMMENDED CITATION

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