

LOW PARENTAL SUPPORT AND PSYCHOLOGICAL WELL-BEING CHALLENGES AMONG FIRST-YEAR PSYCHOLOGY STUDENTS

ABSTRACT

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Parental support contributes to students' academic adjustment, motivation, and psychological well-being, particularly during the transition to college. Entering college involves increased academic demands, financial concerns, and social adjustment that may affect mental health. Among first-year psychology students, adequate financial and academic support from parents may assist with stress management and adaptation, whereas limited support may be associated with psychological well-being challenges. The study used a descriptive-correlational research design to examine the relationship between low parental support and psychological well-being among first-year psychology students at Bestlink College of the Philippines. A total of 160 students participated, representing 50% of the students in each section. Data were collected using a structured questionnaire measuring parental support and psychological well-being challenges. Mean, standard deviation, and correlational analysis were used to analyze the data. Low parental support had a mean of 3.07 and a standard deviation of 0.79, interpreted as a moderate level of perceived low parental support. Psychological well-being challenges had a mean of 3.51 and a standard deviation of 0.77, interpreted as a relatively high level of difficulty. A strong, positive, and statistically significant relationship between low parental support and psychological well-being challenges was reported. The findings indicate that lower perceived parental support was associated with greater psychological well-being challenges among the participating first-year psychology students. Respondents reporting limited financial and academic support may also have experienced stress, anxiety, and emotional difficulties. Rejection of the null hypothesis indicates a statistically significant association but does not establish that reduced parental involvement caused these outcomes.

RECOMMENDED CITATION

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