

Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education

Sit C. Ador¹, Jeany Cerdeña², Rose B. Yaras³, Rachelle Lyca Mae F. Ocier⁴, Neil Murillo⁵

^{1,2,3,4}Leyte Normal University, College of Education, Bachelor of Secondary Education Major in Values Education

⁵Thesis Adviser, Leyte Normal University, College of Education

ABSTRACT: The study aimed to explore the Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education. The researchers interviewed five shiftee students from the Values Education program who were selected through a purposive sampling. The data was collected through interviews. The interviews were audio recorded, transcribed, and analyzed using thematic analysis procedure outlined by Braun and Clarke (2012). The study found three main themes based on the responses of the participants. The study revealed the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSED) Major in Values Education, which includes Academic-Related Factors, Influence of Social and Familial Encouragement, and Personal and Professional Goals. The study revealed as well the challenges faced of the participants, which includes Curriculum Transition and Learning Adjustment Difficulties, Social Pressures in a Values-Centered Environment, and Emotional and Psychological Impact of the Shift. For the Coping Strategies of the participants, it includes New Academic Habits and Coping Mechanisms, Forming Supportive Relationships and Social Integration, and Strengthening Self-Reflection and Purpose-Driven Motivation. The study thus, recommends that Shiftee students should engage in continuous self-reflection to clarify their academic goals and view the shift as a meaningful opportunity for both personal and professional growth, educators should promote inclusive and empathetic learning spaces, peers in the Values Education program should support shiftee students, and institutions should develop a comprehensive transition support program designed to assist shiftee students.

KEYWORDS: Shiftee Students in the BSED Major in Values Education, adapting to new program, challenges faced, coping strategies.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, the significance of the study, and the scope and limitations.

Background of the Study

Adapting new values frameworks within Values Education programs presents significant challenges for shiftee students, as evidenced by Robinson and Davies' (2016) qualitative study. This study delves into how secondary school students navigate these frameworks, highlighting the difficulties of balancing personal beliefs with institutional standards. The discrepancy between individual convictions and enforced principles can lead to cognitive dissonance and identity conflicts, impacting students' engagement and participation in the program negatively.

Nguyen and Chen's (2019) study further explores the issue of conflicting values and their impact on identity formation. It examines how conflicts in values affect the process of identity construction among shiftee students in Values Education programs. This underscores the role of social environments and personal experiences in shaping students' beliefs and values, illustrating the complexities of navigating different value systems and developing a consistent sense of identity.

Additionally, the challenges related to academic requirements and personal development goals are evident in Johnson and Smith's (2020) study. This research focuses on the strategies students use to reconcile rigorous academic demands with their aspirations for personal growth within Values Education programs. It also addresses the challenges students face in balancing various responsibilities and highlights their coping strategies. Thompson and Wilson (2018) conducted a mixed-methods study that examines the issue of engagement and retention in Values Education programs. This study looks into the factors influencing student involvement and retention, including conflicts in values, academic pressures, and social integration challenges. Understanding these factors is crucial for developing targeted interventions that enhance student involvement and promote continued participation in

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Values Education programs. Moreover, the influence of cultural diversity and inclusion on shiftee students' experiences in Values Education programs is a notable issue. While existing literature addresses various aspects of student experiences in Values Education programs, including conflicting values, academic pressures, and engagement challenges, a significant gap remains in understanding the specific challenges faced and coping strategies employed by shiftee students—those transitioning from different educational settings or value systems. Previous studies have touched upon the impact of cultural background and conflicting values, but they lack a focused investigation into the unique experiences of shiftee students navigating the complexities of a new Values Education program. This research will address this gap by specifically examining the challenges faced by shiftee students, their diverse coping mechanisms, and the factors influencing their successful adaptation to the new program environment. The study will provide valuable insights into how institutions can better support this specific student population and improve their overall experience and success within the program.

The importance of studying cultural adaptation is evident, particularly for students entering Values Education programs who must adapt to new value systems that may differ significantly from their cultural backgrounds. The divergence between individual cultural norms and institutional values creates challenges in aligning values and negotiating identity. Smith and Johnson (2017) highlighted the challenges shiftee students face from minority cultural backgrounds in harmonizing their cultural beliefs with institutional values, emphasizing the need to explore these cultural adjustment experiences.

Furthermore, the sense of inclusion, value, and belonging those shiftee student's challenges faced and coping strategies in Values Education programs significantly impacts their level of involvement, well-being, and overall achievement. Elements such as cultural representation and inclusive practices have a crucial impact on students' experiences and outcomes, as demonstrated in Nguyen and Lee's (2018) study. Understanding and promoting inclusivity and a sense of belongingness in Values Education programs are vital for establishing positive experiences among shiftee students.

This research paper aims to explore the challenges faced and coping strategies of shiftee students in Values Education programs, focusing on understanding emotional, social, and academic adjustments, assessing adaptation to new environments, and examining challenges, attitudes, and motivation levels among these students.

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Theoretical Framework

This research will focus on the challenges faced and coping strategies of a students who shifted from other program or course to the BSED Major in Values Education. The researchers will employ Schlossberg's Transition Theory and Social Learning Theory to develop a comprehensive basis for analyzing the practical experiences of a shiftee students in the Values Education Program.

The shift phase in education, such as moving from program to another program, can be a critical period for students. This concept extends to higher education, where students may undergo significant shift, including from one academic program to another. Such shifts can present various academic, social, and emotional challenges that require effective coping strategies. Hence, Schlossberg's Transition Theory (1981) provides a relevant framework for understanding how individuals navigate these life changes.

According to Goodman, Schlossberg, and Anderson (2006), a transition is "any event or non-event that results in changed relationships, routines, assumptions, and roles" (p. 33). This definition aligns with the experiences of shiftee students—those who transfer from one academic program to another—since they encounter significant disruptions in their academic journey, requiring adjustments in their new learning environment, peer groups, expectations, and course requirements.

Schlossberg's Transition Theory identifies three types of transitions: anticipated, unanticipated, and non-events. In the context of shiftee students, shifting to a new program can be either an anticipated or unanticipated transition. Some students may have planned and expected the shift due to career aspirations or personal preferences, making it an anticipated transition. Others may have faced unforeseen circumstances, such as academic struggles or external pressures, leading to an unanticipated transition. Additionally, for students who hoped to continue in their initial program but were unable to do so due to factors like failing grades or unmet requirements, their experience may be classified as a non-event transition—one that was expected but did not materialize.

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Schlossberg's framework is particularly useful in analyzing the challenges faced by shiftee students and their coping mechanisms, as it identifies four key factors that influence the shift process: situation, self, support, and strategies. These elements provide a structured lens for understanding the experiences of students shifting into the BSED Major in Values Education:

The first key factors influencing the shift of shiftee students is "Situation." This refers to the specific circumstances surrounding their shift to a new academic program. It includes various aspects such as the reasons for shifting, the timing of the transition, the level of control they have over their decision, and the changes in academic expectations or workload. The second factor is "Self," which encompasses the personal attributes of the individual experiencing the shift. In this study, students' resilience, motivation, adaptability, and self-perception regarding their ability to succeed in the new program are considered crucial elements in determining how well they adjust to their new academic path. Another critical factor is "Support," which highlights the importance of a strong support system in facilitating a smooth shift. Shiftee students may rely on family, friends, faculty members, academic advisers, and peer groups to help them cope with the academic and emotional challenges associated with shifting to a new program. The presence of a reliable support system can significantly enhance their confidence and ability to adapt to the new program.

And lastly, "Strategies" play a vital role in managing the shift effectively. Shiftee students adopt various coping mechanisms to adjust to their new academic environment. These may include seeking academic assistance, developing time management skills, engaging in peer mentoring, or modifying personal goals and expectations to align with the demands of their new program. Employing these strategies enables students to navigate the shift more successfully and improve their overall academic experience.

Nevertheless, applying Schlossberg's Transition Theory to this study can provide a deeper understanding of the challenges faced by shiftee students in the BSED Major in Values Education and their coping mechanisms can be achieved. This theoretical lens allows for a comprehensive exploration of how students perceive their shift, what factors impact their adjustment, and how they navigate academic and personal challenges in their new program. This framework aids in identifying potential interventions and support systems that can help students shift more smoothly into their chosen field of study.

Another theory that will be used in this study is Social Learning Theory, developed by Albert Bandura in 1977, which posits that people acquire behaviors, skills, and attitudes through observation, imitation, and modeling. This theory emphasizes the significance of social interactions, experiences, and external influences in shaping an individual's learning and adaptation process. In the context of shiftee students in the BSED Major in Values Education, Social Learning Theory provides a valuable framework for understanding how students adapt to their new academic environment by learning from their peers, educators, and surroundings. As students transition to a new program, they encounter new academic expectations, social norms, and institutional cultures that require adjustment. Their ability to observe, model, and internalize the behaviors and strategies of successful peers and mentors can significantly impact their adaptation process. This theory introduces three key concepts that are highly relevant to the experiences of shiftee students, particularly in their adaptation to a new academic environment.

The first key concept is "Observational Learning," which suggests that individuals acquire knowledge and behaviors by watching others, particularly role models such as teachers, mentors, and peers. For shiftee students, observing how their classmates, professors, and experienced students navigate the program helps them develop effective study habits, classroom behaviors, and coping strategies. This process is especially significant in Values Education, where students are expected to cultivate strong moral and ethical perspectives, often influenced by the attitudes and actions of those around them. Another essential concept is "Reinforcement and Punishment," which highlights how behaviors are shaped by their consequences. Positive reinforcement, such as academic recognition, encouragement from professors, and peer support, can enhance students' motivation to persist in their new program. On the other hand, negative experiences, including academic failure, social isolation, or discouraging feedback, may undermine their confidence and willingness to adapt. Understanding these dynamics enables educators and institutions to foster supportive learning environments that promote positive reinforcement, ultimately helping shiftee students succeed.

The final key concept is "Self-Efficacy," which refers to an individual's belief in their ability to succeed in specific situations. For shiftee students, developing strong self-efficacy is essential for overcoming academic challenges, adjusting to new coursework, and managing the uncertainties associated with shifting programs. Students with higher self-efficacy are more likely to embrace challenges, persist through difficulties, and actively seek solutions, whereas those with lower self-efficacy may struggle with self-doubt and hesitation. Nevertheless, by applying these concepts, Social Learning Theory provides a valuable framework for understanding how shiftee students adapt to their new academic environment through observation, reinforcement, and self-belief.

The process of shifting from one academic program to another presents both challenges and opportunities for shiftee students, particularly those shifting into the BSED Major in Values Education. To provide a comprehensive understanding of this transition, Schlossberg's Transition Theory (1981) and Bandura's Social Learning Theory (1977) serve as foundational frameworks that illuminate the factors influencing student adaptation and the strategies they employ to cope with change. Schlossberg's Transition Theory (1981) highlights the situational, personal, social, and strategic factors that shape how students perceive and respond to academic transitions. This theory underscores that a student's ability to adapt depends on the circumstances surrounding the shift, their personal resilience and self-efficacy, the support systems available to them, and the coping mechanisms they develop.

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On the other hand, Bandura's Social Learning Theory (1977) provides insight into how students acquire values, behaviors, and coping mechanisms through observational learning, reinforcement, and self-efficacy. In the Values Education Program, where the emphasis is on moral development and ethical learning, shiftee students observe and model the attitudes, behaviors, and learning strategies of their professors, mentors, and peers. Their motivation and engagement are shaped by positive reinforcement, academic feedback, and social interactions, while their level of self-efficacy determines their confidence in overcoming academic and social challenges. By integrating these two theories, this study provides a holistic perspective on the experiences of shiftee students in the BSED Major in Values Education. While Schlossberg's Transition Theory explains the external and internal factors influencing adaptation, Bandura's Social Learning Theory reveals how students develop new coping strategies, internalize values, and reshape their academic identity within their new program.

Statement of the Problem

This research paper seeks to explore the challenges faced and coping strategies of Shiftee Students in the BSED Major in Values Education. by focusing on the following research questions:

1. What are the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSED) Major in Values Education?
2. What are the challenges do shiftee students encounter as they fully adapt with the Bachelor of Secondary Education (BSED) Major in Values Education program, particularly in relation to new academic demands and aligning with the program's expectations and requirements?
3. How do shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education navigate and overcome the academic, social, and personal challenges face in adapting to the program?

Scope and Delimitation of the Study

This research will focus on the second (2nd) and third (3rd) year shiftee students in the BSED Major in Values Education. The researchers will employ qualitative research methods using semi-structured interview to have in-depth understanding of the challenges faced and coping strategies of the shiftee students.

The scope will include various aspects, such as contextual consideration in which the researcher will explore how factors such as cultural background, socioeconomic status, and school environment influence their experiences of shift in the values education program, and the program components in which the researcher will examine various components of the Values Education Program, including curriculum content, teaching methods, and extracurricular activities, to understand how they contribute to shiftee students' experiences.

Significance of the Study

This study will be beneficial to the following:

Shiftee Students – This study aims to provide a resource for incoming shiftees, helping them prepare for their transition. The findings may also offer insights into common adaptation issues, reducing feelings of isolation and enhancing their sense of belonging in the new program.

Educators – This study will be of great help to the Educators in a deeper understanding of shiftee students' experiences within the Values Education Program by adapting teaching methods and instructional approaches to create inclusive learning environments. Incorporating experiential learning activities, reflective exercises, and values-based discussions into the curriculum can help students connect their learning to real-life experiences and develop a deeper understanding of the values taught in the program.

Peers – This study encourages peer support and connection by empathizing with our peers' experiences, offering support and encouragement, and sharing own insights and strategies for navigating shift. Understanding how our peers experience the Values Education Program during shifts can validate their feelings, struggles, and triumphs during these pivotal moments. This validation can foster a sense of understanding and empathy, companionship and solidarity among students, creating a supportive and inclusive school environment. Studying the challenges faced and coping strategies of shiftee students in the Values Education Program doesn't only enriches our understanding of their journey but also empowers us to support and advocate for our peers to engage more deeply in the program.

Educational Institutions – This research can benefit educational institutions by refining their support structures to better address the needs of shiftee students, such as adapting to new academic demands and social environments. Policymakers can use the findings to advocate for the integration of values-based curriculum components into educational frameworks, ensuring all students have access to resources and support to navigate shift successfully.

Educational Research – By shedding light on this underexplored area, the study contributes valuable empirical evidence and insights that can inform future research, theory development, and policy discussions related to values education, student shifts, and holistic development.

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Nevertheless, the study's findings hold a significant implication for both theory and practice. It has the potential to promote positive change within educational institutions, positive character development, empathy, and resilience among this vulnerable group of learners, and contribute to the advancement of knowledge in the field of education and youth development.

Definition of Terms

To ensure a clearer understanding of the study, the following terms are hereby defined conceptually and operationally:

Adapting. The process through which individuals adjust to new conditions, requirements, or environments. In the context of shiftee students, adapting involves adjusting to the curriculum, culture, and expectations of a new academic program in Values Education.

New Program. As students shift to a new field of study or academic discipline introduced within BSED Values Education, they face new opportunities, challenges, and views. For shiftee students in the Values Education Program, a new program represents both the potential and unknown parts of the course that they must learn about and understand providing students with specialized knowledge and skills.

Challenges Faced. The obstacles or difficulties encountered by shiftee students as they shift into the new program. These challenges may include academic adjustments, social integration, a steep learning curve, or emotional stress as students adapt to the demands and values unique to Values Education.

Coping Strategies. The techniques, methods, or approaches used by students to manage and navigate the challenges of adapting to a new program. These strategies can range from seeking peer support and mentorship to developing time management skills or engaging in self-care practices.

Shiftee Students. Students who have shifted from one academic program to another. In this case, shiftee students are those who shifted from a different field of study to the Values Education Program.

BSED Major in Values Education. This pertains to the four-year degree program in the Philippines or known as the Bachelor of Secondary Education Major in Values Education (BSED – Values Education.) This program's focus is on understanding the philosophical, ethical, socio-cultural, psychological, and legal foundations of values education. Students under this program are prepared to teach Values Education subjects in High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter examines literature that will provide insights to our understanding about the Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education. The related literature and the studies will be reviewed to have background knowledge about this topic.

Related Literature

Moving from one stage of education to another is an essential phase in a student's academic journey, filled with challenging obstacles and chances for personal growth. Whether it is the shift from primary to secondary school, the shift into higher education, or the entry into the workforce, these changes involve navigating uncharted territory, adjusting to different academic standards, and building new social networks. In recent years, there has been an increasing acknowledgment of the crucial role that values education programs have in supporting students as they shift and promoting their overall well-being during these times of change.

Values education programs aim to cultivate a strong foundation of students' core values, ethical principles, and social-emotional competencies. These programs empower students to navigate the complexities of life with integrity, empathy, and resilience. These programs foster academic excellence and prioritize the development of students' character, ethical reasoning, and interpersonal skills, all of which are crucial for thriving in a constantly changing society. This review aims to provide an in-depth study of students' experiences going through shifts in values education programs. It comprehensively analyzes a wide range of scholarly literature and empirical studies. This review explores the complex connections between personal growth, academic success, and ethical development by examining the intricate dynamics of educational shifts and the importance of values education.

By examining a combination of real-world studies and conceptual models, this analysis will investigate the impact of values education programs on the resilience, adaptability, and ethical decision-making skills of students going through shifts. The study will explore students' difficulties when shifted between educational stages, including academic changes, social adaptation, and self-discovery. It will analyze the role of values education programs in offering vital support and coping strategies to assist students in successfully navigating these obstacles.

In addition, this review will delve into the impact of school climate and cultural factors on the experiences of shiftee students in values education programs. This study will explore the impact of creating a supportive and inclusive school environment on students' sense of belonging, well-being, and engagement during times of change.

Furthermore, it will emphasize the significance of being culturally sensitive and embracing diversity when creating values education programs that connect with the diverse backgrounds and experiences of shiftee students in multicultural environments.

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Academic Pressure and Institutional Policies Driving the Shift

Johnson and Smith (2021) emphasize that academic pressure intensified significantly during the COVID-19 pandemic due to the sudden shift from traditional face-to-face instruction to remote learning. This abrupt change required students to quickly adapt to new technologies, online platforms, and different ways of interacting with instructors and peers. Students with limited access to reliable internet, suitable devices, or a quiet learning environment faced greater challenges, which not only hindered their ability to keep up with coursework but also increased feelings of isolation and stress. These difficulties, combined with stringent grading policies and high-performance expectations, contributed to higher dropout rates and an increase in students shifting to other academic programs as they struggled to meet these demands.

Moreover, Hernandez (2019) further explains that strict program retention policies with minimum grade requirements often leave students little room to recover from setbacks, resulting in forced elimination or program shifting to courses perceived as less demanding or more aligned with their abilities and circumstances. This shift is often motivated by the students' desire to avoid academic disqualification and maintain progress toward graduation. Hernandez highlights the challenge institutions face in balancing academic rigor with providing sufficient support to promote student retention and success, especially during periods of significant educational change.

Challenges and Opportunities in Educational Shift

Educational shift, such as moving from primary to secondary school or shifting to higher education, are characterized by many challenges. These challenges encompass academic adjustments, social transitions, and emotional struggles (Smith & Johnson, 2018). Students may face difficulties adapting to a more demanding curriculum, forging new peer relationships, and grappling with uncertainties about their identity and future pathways (Garcia & Martinez, 2020). However, shifts also present opportunities for personal growth and self-discovery as students navigate unfamiliar situations and develop resilience in adversity (Brown & Davis, 2019).

Social and Familial Support as a Catalyst for Academic Shifting

Tinto (1993) underscores the importance of strong interpersonal relationships in the academic journey of students, asserting that support from family, peers, and educators significantly enhances student motivation and their ability to adapt to academic changes, including program shifts. Such social connections offer not only emotional reassurance but also contribute to a sense of belonging and academic purpose, which is crucial in times of transition. In the context of academic shifting, these relationships can provide the encouragement and stability students need to make informed and confident decisions about their educational path.

Building on this, Nora and Cabrera (1996) emphasize that familial encouragement serves as a critical emotional anchor during periods of academic difficulty or uncertainty. When students encounter academic setbacks—such as failing grades, institutional pressure, or personal doubts about their chosen field—the affirmation and support from family members and significant others can reinforce their resilience and help them remain committed to their educational goals. These social influences are particularly impactful during the process of shifting programs, as they help students manage the emotional stress of leaving one academic path and embracing another.

The Role of Values Education in Supporting Shiftee students

Values education programs support shiftee students and facilitate their successful navigation through educational shifts. These programs equip students with the necessary skills, attitudes, and values to confront challenges and confidently embrace change (Nguyen & Smith, 2021). By promoting resilience, empathy, and integrity, values education fosters students' social-emotional development and enhances their ability to make ethical decisions in diverse contexts (Lee & Chen, 2022). Furthermore, values education programs contribute to cultivating a supportive school climate characterized by inclusivity, respect, and collaboration, which enhances students' sense of belonging and well-being during shift periods (Brown & Davis, 2019).

Cultural Considerations in Values Education

Cultural diversity plays a significant role in shaping the experiences of shiftee students within values education programs. Acknowledging and valuing students' diverse cultural backgrounds is essential for designing inclusive and culturally sensitive values education initiatives (Lee & Chen, 2022). By incorporating students' cultural perspectives and experiences into the curriculum and teaching methods, educators can create a more enriching and rewarding learning environment that fosters students' cultural identity and self-confidence (Garcia & Martinez, 2020).

The lived experiences of shiftee students within values education programs are multifaceted and dynamic, encompassing challenges and opportunities for personal growth. Scholarly literature and empirical studies highlight the pivotal role of values education in supporting shiftee students, fostering resilience, and promoting inclusivity within diverse educational settings. Further research is needed to explore innovative approaches to values education that address shiftee students' evolving needs and experiences in an increasingly complex educational landscape.

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The journey of educational shifts presents a critical juncture in students' lives, fraught with challenges yet brimming with opportunities for personal development and growth. Whether students are shifting from one educational phase to another, entering higher education, or venturing into the workforce, they encounter a spectrum of novel experiences that shape their academic and personal trajectories. Amidst these shifts, the role of values education programs emerges as indispensable in providing crucial support structures and fostering holistic development.

Values education programs serve as pillars of guidance, equipping shiftee students with a robust foundation of ethical principles, social-emotional competencies, and resilience. These programs empower students to confront challenges with grace and confidently navigate uncertainties by instilling values such as integrity, empathy, and adaptability. Moreover, values education goes beyond academic excellence, prioritizing cultivating students' character, ethical reasoning, and interpersonal skills essential for navigating the complexities of a rapidly changing society.

This review has shed light on the multifaceted experiences of shiftee students within values education programs, drawing insights from various scholarly literature and empirical studies. Through an in-depth exploration, it has elucidated the intricate dynamics of educational shifts and underscored the pivotal role of values education in supporting students through these shifts. Furthermore, the review has highlighted the significance of fostering a supportive school climate and embracing cultural diversity to enhance the experiences of shiftee students within values education programs.

As we move forward, we must continue exploring innovative approaches to values education that address shiftee students' evolving needs and experiences in an increasingly complex educational landscape. By prioritizing values education and creating inclusive and culturally sensitive learning environments, we can ensure that shiftee students have the skills, attitudes, and values necessary to thrive academically, socially, and ethically in the ever-changing world.

Shiftee students to Higher Education

According to the study of Elizabeth (2022), successfully shiftee students to higher education is a complex problem that challenges institutions internationally. Unsuccessful shifts have wide ranging implications that include both social and financial impacts for students and the universities.

Her research explores the experiences of primarily non-traditional students at one institution in Australia. Data collection involved two phases using a yarning circle approach. The first involved participants in small unstructured yarning circles where they were given the opportunity to speak freely about their shift experience and their use of academic support services. This was then followed by a larger yarning circle that was semi-structured to explore some of the themes from the small yarning circles more fully. The yarning circle data was analyzed using Braun and Clarke's (2006) six steps of thematic analysis.

The analysis indicated that participants felt that the available academic support services did not meet their needs. It also provided insight into how the students approach higher education and what they are seeking from their institution employing support. One major finding that has the potential to impact shift programs around the world is that older non-traditional students appear to approach higher education as they would a new job. This shifts the lens away from the traditional shift program of social integration to one that uses workplace induction strategies as a form of integration.

The distinguishing feature of this study lay in its concentration on the student's challenges faced and coping strategies who shifted from other courses to Values Education Program. While existing literature and studies focus on moving from one stage of education to another, this study sought to explore challenges faced and coping strategies of shift students within a specific program.

This focused approach is significant as it understood the different factors that most influence their decision to shift to the said program. Moreover, this also considered various challenges they encountered and how they performed purposeful actions to respond with these challenges to effectively engage with faculty, peers, and subject courses. By conducting research within this population, it will allow the researchers to fully understand the behavioral patterns of the shiftee students.

Furthermore, the results thereof could be more directly relevant to present occurrences among students who shifted to higher education who shifted to Values Education Program and other fields as well.

CHAPTER III METHODOLOGY

This chapter discusses the methods that will be used in the study and presents how the study will be conducted. It also includes the following elements: research design, the respondents, population and sampling, the instrument used, data gathering procedure, and the data analysis.

Research Design

This study aims to explore the challenges and coping strategies experienced by shiftee students in the Bachelor of Secondary Education (BSED) majoring in Values Education as they adapt to a new academic program. Given the personal and contextual nature of the students' experiences, a qualitative research design is well-suited to capturing the depth and complexity of this phenomenon.

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According to Creswell (2014) Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting. In this case, the researcher will focus on the real-life experiences of shiftee students, examining the reasons why they shifted, the challenges they face as they fully adapt with the program, and how they employ various coping strategies in order to navigate and overcome those challenges. This approach is ideal for understanding the meanings students attach to their experiences, and for identifying patterns and themes that may not be immediately obvious in quantitative data.

To gain a comprehensive understanding of these students' challenges and coping strategies, the multiple case study method will be employed. Multiple case study research is a qualitative methodology that allows researchers to contrast between individual cases, represent a diversity of qualities and extremes to create depth, and understand a broad phenomenon without losing the individuality of the single case studies (Baxter et al., 2008; Thomas, 2011).

This research takes a multiple case study design that examines the problems encountered and the coping strategies that students employ to adapt to the new Values Education program. As Baxter et al. (2008) and Thomas (2011) advocated, this is a rich comparative study of the individual experiences of students as a means of getting the variety of responses to the academic shift. This design is required because of the inherent ambiguity between the phenomenon of adaptation and its complex interplay with the program's structure, the students' personal lives, and their pre-existing academic experiences (Yin, 1994). The research avoids the limitations of a single case study, which might not fully represent the breadth of student experiences, by focusing on multiple cases. The multiple case study design allows for a more general understanding of the adaptation process while retaining the valuable depth and detail provided by individual case studies. This is particularly important given the emphasis on understanding the lived experiences of individual students (Mitchell, 1983; Gomm et al., 2000).

This multiple case study design will include a variety of data sources, such as interviews, observations, and academic records, to provide a comprehensive examination of each student's journey. This multi-faceted approach will shed light on the challenges specific to those encountered, coping mechanisms used, and broader implications for both theoretical understanding of student shifts and the practical development of improved support systems and academic programs. The comparison of multiple cases will reveal a range of experiences, providing rich insight that may inform the design of more effective and supportive learning environments. This nuanced understanding of the adaptation process will be beneficial for both theory and practice in educational settings.

Research Locale

This study will be conducted at one of the state University in Leyte, focusing on students from various programs who have shifted into the BSED Major in Values Education.

Research Participants

The target participants of the researchers are the second (2nd) and third (3rd) year shiftee students in BSED Major in Values Education. A purposive sampling will be use to select five (5) participants who shifted into the BSED Major in Values Education program. It is a non-probability sampling technique aimed at obtaining a sample that logically represents the target population (Lavrakas, 2008).

According to Jakob Nielsen's model, testing with 5 users is considered sufficient because it achieves an 85% detection rate of usability issues, as the detection of additional issues diminishes significantly with more users due to redundancy. Nielsen argues that beyond 5 respondents, many usability problems start to overlap, providing repeated data rather than new insights. This approach economizes resources and allows for iterative testing, where initial designs are refined and retested, effectively eliminating most usability problems without the need for extensive user samples.

To determine the participants for this study, the researchers will apply specific inclusion and exclusion criteria to ensure the selection of individuals who meet the necessary characteristics for exploring the challenges and coping strategies of shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education program. The Participants must be a student who have shifted from a different BSED program; participants must be a student who have successfully shifted into the BSED Major in Values Education program; participants must have been enrolled within the last semester; participants must be currently enrolled in the BSED Major in Values Education Program; only students who voluntarily agree to participate in the research study, providing informed consent, will be included.

Furthermore, the researcher will exclude students who have been enrolled in the BSED Major in Values Education program from the beginning of their college journey; student who shifted from other schools but are already enrolled in the same program (BSED major in Values Education); students who have dropped out and no longer enrolled in the program.

These criteria are designed to ensure that the study focuses on the experiences of students specifically in the process of shifting into the BSED Major in Values Education, capturing their unique challenges and coping strategies during this adaptation process.

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Research Instrument

The shift experiences of students in the BSED – Major in Values Education program will be understood deeper using the application of semi-structured interviews. These interviews will also talk about the factors that led them to the shift choice, the challenges they faced in the process, and how they managed those specific challenges that they faced.

Data Gathering Procedure

The research process will begin with the preparation of a request letter stating the purpose, methodology, and ethical considerations of the study. After this, the researcher will forward this letter to the research ethics committee and to the research advisor for approval purposes. After getting such a required approval, the researcher shall obtain consent from each participant, making them understand the purpose, procedures of the study, and the potential risks and benefits ahead of their participation. Then, the researchers will schedule a convenient time and day of the interview, keeping in mind the schedule of the respondents. Having secured permission, the researcher will meet each respondent personally and discuss one on one an interview using open-ended questions-the aim of which is to gain more detailed and subtle answers. These are going to be audio recorded to bring forth accuracy and completeness. The researcher will pay attention to all the possible needs that may arise during the interview by answering questions that may not have been covered earlier and creating a comfortable and respectful setting where people feel at liberty to open up.

Data Analysis

The study will employ the thematic analysis procedure outlined by Braun and Clarke (2012). Before analyzing each particular item, the researchers must first have a thorough overview of all the data they have collected. This entails hearing the audio transcription, reading each interview transcript in its entirety, reading the content aloud, making some first notes, and getting acquainted with the data as a whole. The second stage is data coding, which is carried out by selecting specific text passages from respondents' responses and labeling or coding them based on patterns and meanings that are similar. The third stage is the creation of themes. The list of codes from the second stage will be categorized into broad themes that could highlight any intriguing elements of the data. The themes created are then examined to make sure the data is accurate.

Ethical Considerations

In place of the research ethics committee, the researchers abided by the following ethical principles to protect the rights and safety of the respondents and to uphold and appreciate the moral and legal rights of every respondent in this study. Below are key ethical considerations to be mindful of throughout the research process:

Informed Consent

Informed consent is a fundamental ethical requirement, ensuring that all participants are fully aware of the nature, purpose, procedures, potential risks, and benefits of the research before agreeing to take part. Each participant will receive a comprehensive information sheet outlining these details in clear and accessible language. Participants will be given the opportunity to ask questions and seek further clarification before providing their consent. This process will involve obtaining written consent from each participant, confirming their voluntary and informed decision to participate. The informed consent process not only respects participants' autonomy but also enhances the transparency and ethical integrity of the research.

Privacy and Confidentiality

All personal information collected during the study will be securely stored and accessible only to the research team. Identifiable information will be anonymized to prevent any direct linkage to the participants. The researchers will ensure that all data is reported in aggregate form, without any individual identifiers, to protect participants' identities. Additionally, participants will be informed about how their data will be used, stored, and shared, and their explicit consent will be obtained for these processes. By adhering to these practices, the researchers aim to uphold the ethical standards of privacy and confidentiality throughout the research.

Autonomy Respect

This principle acknowledges the right of individuals to make informed decisions about their own lives and actions. In conducting this research, the researchers will ensure that all participants are fully informed about the study's purpose, procedures, risks, and benefits. Hence, all participants will be provided with the freedom to withdraw from the study at any point without any negative consequences.

Beneficence and Non-Maleficence

Beneficence entails the ethical obligation to maximize benefits and actively contribute to the well-being of participants, while non-maleficence requires minimizing potential risks and avoiding harm. Thus, in conducting the study "Adapting to a New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education," it is crucial to assess the potential risks involved. One possible risk is the emotional discomfort that participants may experience when recalling

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stressful experiences related to their shifting journey. They may also face confidentiality concerns, as sharing personal struggles could expose sensitive information. Additionally, there is a risk of social stigma or judgment, where students might feel uneasy about discussing their reasons for shifting or their coping strategies. Furthermore, the research process may demand time from participants, adding to their academic workload, and there is a possibility of misinterpretation of their responses, leading to inaccurate conclusions.

Despite these risks, the study presents several significant benefits that can positively impact both the participants and the academic institution. By reflecting on and sharing their experiences, students may gain a deeper sense of self-awareness and a clearer understanding of their own coping strategies, which could aid in their academic and personal development. Furthermore, the study's findings can help universities refine their policies and support systems to better assist shiftee students, ensuring a smoother shift for those undergoing similar changes. In addition, this research can serve as a foundation for future studies on student adaptation, resilience, and academic transitions.

Discussing personal challenges and coping strategies may also provide a form of psychological relief for participants, allowing them to express their thoughts in a supportive and nonjudgmental environment.

To uphold ethical standards and minimize potential risks, the researchers will implement strict confidentiality protocols to protect participants' privacy and ensure that all data remains secure. Steps will also be taken to reduce emotional discomfort, such as using well-structured and non-intrusive questions to encourage open but comfortable discussions. Moreover, participants will be given the freedom to withdraw from the study at any time without consequences, ensuring that they remain in full control of their involvement.

Furthermore, the research process will be continuously monitored and adjusted to promptly address any emerging concerns and ensure participant well-being. Additionally, to enhance participant comfort and create a more relaxed atmosphere, snacks will be provided after the interview as a small gesture of appreciation. Nevertheless, by prioritizing the welfare and safety of participants, this study is committed to upholding the ethical principles of beneficence and non-maleficence, ensuring that the research process is both ethical and meaningful for all involved.

Use of Deception

Any use of deception in the research must be minimal and justified. Researchers should avoid deceptive practices that could harm participants.

Conflict of Interest

To ensure the integrity of the research, the researchers will disclose any potential conflicts of interest at the outset. This includes any affiliations, financial interests, or personal relationships that may influence the research process or outcomes. By being transparent about these potential conflicts, we aim to maintain the trust of the participants and the research community, ensuring that the study's results are credible and unbiased. Any measures taken to mitigate identified conflicts will also be clearly outlined.

Data Manipulation

The researchers will ensure that all data will be accurately recorded and reported, with appropriate statistical methods applied to ensure the validity of the results. Any errors or discrepancies found during the research process will be promptly addressed and corrected. By adhering to these principles, we aim to uphold the credibility and reliability of the research findings.

Intellectual Property

The researchers will ensure that all contributions to the research are properly acknowledged, and that credit is given to all individuals and sources involved. This includes correctly citing prior research, obtaining permission for the use of proprietary tools or materials, and respecting copyrights and patents. Additionally, any agreements regarding the ownership and use of data, findings, or inventions resulting from the research will be clearly defined and adhered to.

Cultural Sensitivity

To ensure that the research is conducted ethically, the researchers will take steps to understand and honor the cultural contexts of the participants. This includes using culturally appropriate language, obtaining consent in a manner respectful of cultural norms, and being aware of cultural nuances that may impact participation or interpretation of the data. By being culturally sensitive, we aim to create an inclusive and respectful research environment that values the dignity and perspectives of all participants.

Continuing Monitoring and Reflection

Throughout the research process, researchers will regularly monitor the study to ensure compliance with ethical guidelines and address any emerging ethical concerns promptly. Additionally, we will engage in reflective practices to critically examine our own assumptions, biases, and actions, with a commitment to continuous improvement.

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Research Dissemination

After the research is completed, dissemination of findings should also be conducted ethically. Here are some ethical considerations for research dissemination:

- ✓ Presents in Forums: Presenting research findings in academic conferences or forums should be done with accuracy and honesty, ensuring that data is represented truthfully.
- ✓ Publish in Journals: When publishing research in journals, researchers must adhere to the publication standards, including proper citation of sources, accurate representation of data, and ethical reporting of results.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results and discusses of the study based on the experiences of shiftee students in the BSED Major in Values Education. It is organized around the three main research questions. Through thematic analysis of interview data, this chapter highlights their lived experiences and insights, framed within relevant theoretical perspectives.

The findings on the experiences of the participants are presented in themes. Based on the responses of the participants, three themes with corresponding sub-themes were generated using the Braun and Clarke (2012) method of data analysis.

Theme 1: Motivations Behind Shifting to BSED Major in Values Education

The first problem determined the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSED) Major in Values Education. The first problem statement generated three sub-themes from the transcriptions which highlights the diverse motivations behind the decision of students to shift to the BSED Major in Values Education. These emergent sub-themes are as follow: *Academic-Related Factors, Influence of Social and Familial Encouragement, and Personal and Professional Goals.*

Sub-theme 1.1: Academic Related Factors

Participants shared that one of the major reasons for shifting to Values Education was the academic pressure and challenges they experienced in their previous programs. These challenges included elimination due to unmet grade requirements, struggles during the pandemic, and difficulties adapting to online learning. Many emphasized that failing grades and strict program policies, such as minimum grade retention, forced them to seek alternative programs like Values Education. For many, this shift was unplanned and driven by circumstances beyond their control—such as weak internet connectivity and challenges with assessments—to avoid academic disqualification.

This experience aligns with the findings of Johnson and Smith (2021), who emphasize that academic pressure intensified significantly during the COVID-19 pandemic due to the abrupt shift from face-to-face instruction to remote learning. Students were required to quickly adapt to new technologies, online platforms, and different forms of interaction with instructors and peers. Those with limited access to reliable internet, appropriate devices, or a quiet learning environment faced greater difficulties, which hindered their ability to keep up with coursework and increased feelings of isolation and stress. These compounded challenges, alongside stringent grading policies and high-performance expectations, led to higher dropout rates and a rise in students shifting to other academic programs as they struggled to meet the heightened demands.

Moreover, Hernandez (2019) explains that strict program retention policies with minimum grade requirements often leave students little room to recover from academic setbacks. When students fail to meet these standards, they may face elimination or feel compelled to shift to programs perceived as less demanding or more compatible with their abilities and circumstances. This movement is frequently motivated by a desire to avoid academic disqualification and maintain progress toward graduation. Hernandez highlights the delicate balance institutions must achieve between upholding academic rigor and providing adequate support to promote student retention and success, particularly during significant periods of educational shift.

F/P1: "I just want to an English major but since there's a lot of difficulties that happened back then so that's why I'm here at values education."

F/P2: "Actually, I was having a hard time before because I was eliminated. That was the main reason. The biggest challenge that I encountered. That's why I shift to Val. Ed."

F/P3: "One of the difficulties I encountered in my previous program, which is why I shifted, was the grades. They had specific grades that needed to be maintained."

F/P4: "Having a grade of 2.2 or below could lead to elimination from previous program, which was social work. During the pandemic, many of us experienced challenges with online classes, such as internet connectivity issues that prevented us from submitting on time. We also struggled with quizzes and exams, often receiving low scores. It was during our first year when the pandemic started."

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M/P5: “The difficulties I encounter was during the online learning. It was online so the very first difficulty is the signal. Second is the load because that time we don’t have WIFI, and the signal is really weak in our place that there are times where I missed classes, I’m being left out when it comes to passing outputs which results to a failing grade to my major subject in social work. So, that was really the main reason why I shifted because I was eliminated for that failed grade during the evaluation.

Sub-theme 1.2: Influence of Social and Familial Encouragement

The decision to shift academic programs was not always made independently by the participants; for many, it was strongly influenced by the encouragement and guidance of their families, peers, and former teachers. Participants shared that the support they received from these significant individuals served as a crucial source of motivation to continue their academic journey despite previous setbacks. Some students were inspired by former educators who exemplified the importance and fulfillment found in teaching, especially in the field of Values Education. Others were guided by practical considerations, such as the ease of credit transfer from previous courses, which made the shift more feasible. Nonetheless, in both emotional and logistical aspects, social and familial support played a critical role in helping students make informed and confident decisions during the shift process.

This experience is strongly supported by existing literature. Tinto (1993) emphasizes that strong interpersonal relationships with family, peers, and educators significantly enhance students’ academic motivation and adaptability, particularly when undergoing academic shifts. These relationships not only provide emotional assurance but also foster a sense of belonging and academic direction, which are vital in navigating new educational environments.

Similarly, Nora and Cabrera (1996) highlight that familial support acts as an emotional anchor during times of academic difficulty and decision-making. When students encounter academic setbacks, such as poor performance, institutional pressures, or disillusionment with their original field of study, encouragement from family members and significant others can bolster resilience and help sustain educational aspirations. Thus, in the context of academic shifting, social and familial influences serve as both a stabilizing and empowering force, enabling students to embrace new academic paths with greater confidence and determination.

F/P2: “Then, my family supported me. And my friends too. Like, they have expectations. My family and my friends have expectations of me, and they want me to keep going, so I have to keep going no matter what.”

F/P3: “There were also our teachers in my previous program. And my mom also told me.”

F/P4: “I had a teacher in my grade 10 values education class, and that is where I saw how beautiful teaching values can be. Ma’am had aa great way of disciplining students, especially in my grade 10 we had a classmate with behavior problems. During that time, I thought to myself that being a teacher is also a beautiful thing. If Ma’am could discipline those kinds of students, maybe I could do the same.”

Sub-theme 1.3: Personal and Professional Goals

Participants shared that shifting to the BSED Major in Values Education aligned with their personal passions, interests, and long-term career aspirations. For some, teaching had always been a dream rooted in personal fulfillment and service; for others, the program presented new opportunities and clearer career pathways that were not as visible or accessible in their previous courses. Several participants expressed aspirations of becoming Edukasyon sa Pagpapakatao (ESP) teachers, guidance counselors, or continuing family legacies within the teaching profession. This sub-theme highlights that, aside from the push factors—such as dissatisfaction or mismatch with their previous programs—there were also strong pull factors that made the Values Education program both appealing and meaningful.

This finding strongly resonates with existing literature, which suggests that educational shifts, while often challenging, can also provide important opportunities for personal growth and self-discovery. Brown and Davis (2019) emphasize that transitions in educational settings allow students to re-evaluate their goals, explore new identities, and build resilience as they adapt to unfamiliar environments. In this study, participants did not only shift academic tracks—they also redefined their sense of purpose and envisioned new professional identities, underscoring the transformative potential of such educational shifts when met with clarity, support, and internal motivation.

F/P1: “I guess it’s as is, I want education, like what I’ve said earlier that I want to teach, teaching is my passion and I really want to teach children.”

F/P2: “I really want to be a guidance counselor or an ESP teacher that’s why I Mshift to this program”

F/P3: “One of the reasons I am considering pursuing education is that my parent is a teacher, of course. I think, “What if I just pursue this too?” Because if my mom ever leaves the service, I will be the one to continue it.”

F/P4: “To teach. I think LET is better because, for example, if you graduate with a 4-year degree, you can teach in private schools, like education.”

M/P5: “I loved the art of teaching that is why I embrace it and I know that there is a lot of opportunities if you graduated in education major especially if you are from LNU that’s why I continue in this program.”

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This first theme reveals that the motivations behind shifting to the BSED major in Values Education stemmed from a combination of push and pull factors. Push factors included academic challenges such as failure in major subjects, inability to meet grade requirements, and the impact of the pandemic on learning. These difficulties prompted students to seek a more manageable and meaningful academic path. Conversely, pull factors involved a sense of calling, interest in teaching, influence from family members in the profession, and the practical benefits of retaining earned units and avoiding further delays in graduation. The decision to shift was not merely a result of academic failure but a thoughtful process shaped by reflection, support, and the search for purpose. This supports Schlossberg's Transition Theory, which emphasizes how situational context, self-awareness, available support, and adaptive strategies affect how individuals manage life transitions. These participants who experienced failure demonstrated resilience by reframing their academic journey and making empowered decisions about their future.

Moreover, social support from family and peers played a significant role in validating their choices and restoring their confidence. Bandura's Social Learning Theory (1977), also explains how students were influenced by observing the success of others who shifted before them, reinforcing their belief that the transition could lead to personal and professional growth. This process of observational learning and increasing self-efficacy helped students embrace the shift with optimism.

Nevertheless, shifting to the BSED major in Values Education served as a turning point for these participants, not as an act of resignation, but as a redirection toward a more suitable path. It provided them with a renewed sense of motivation and identity as future educators committed to character formation. The transition highlighted their capacity to adapt, reflect, and move forward with purpose despite prior setbacks.

These findings suggest that academic transitions, when supported by guidance and self-reflection, can be transformative experiences.

Theme 2: Challenges Faced in Adapting to the BSED Major in Values Education Program

The second problem explored the challenges shiftee students encounter as they fully adapt to the Bachelor of Secondary Education (BSED) Major in Values Education program, particularly in relation to new academic demands and aligning with the program's expectations and requirements. The second problem statement generated three sub-themes from the transcriptions, which illustrate the complex nature of the transition process. These emergent sub-themes are as follow: *Curriculum Transition and Learning Adjustment Difficulties*, *Social Pressures in a Values-Centered Environment*, and *Emotional and Psychological Impact of the Shift*.

Sub-theme 2.1: Curriculum Transition and Learning Adjustment Difficulties

This sub-theme highlights that one of the foremost challenges experienced by shiftee students was adjusting to the curriculum and academic expectations of the BSED Values Education program. Participants described difficulties in transitioning from the content, structure, and learning styles of their previous programs—such as English and Social Work—into the Values Education framework, which emphasizes philosophical foundations, developmental psychology, and pedagogical theories. The shift required not only the acquisition of new knowledge but also a transformation in how students approached learning, engaged with academic material, and internalized educational values.

Moreover, this difficulty aligns with the literature on educational shift, which identifies academic adjustment as a central challenge for students shifting between disciplines or educational levels. As Smith and Johnson (2018) explain, shift often bring heightened academic demands, unfamiliar expectations, and new learning environments that require significant adaptation. Garcia and Martinez (2020) further note that such shifts also involve managing concurrent social and emotional changes, which can amplify the stress of academic adaptation. However, as Brown and Davis (2019) argue, these very challenges can serve as catalysts for personal growth and resilience. In navigating these shifts, students begin to redefine their academic goals and develop adaptive strategies, turning obstacles into meaningful opportunities for transformation and self-discovery.

F/P1: The first thing is how I interact with different people especially I'm an irregular student; it's really my weakness when it comes to interacting with people that is where I am really challenged because as a values educator you should know how to interact with different people because it's Values.

F/P2: The coursework before was more on language, literature, and in Values, more on self-development, philosophy, something like that. So, at first, I had a hard time adjusting because I was not familiar with those things.

F/P3: "Upon shifting, there were a lot of adjustments, especially being an irregular student, which was a difficult adjustment for me."

F/P4: "The first thing, our shift, it was not easy. We had to fill out forms, like adjusting our subjects. We had to get signatures, then the enrollment process, we had to adjust our subjects again. For dropping subjects, we had to get signatures from Sir Destura, and we also had to get signatures from the Dean of the College of Education. These were the challenges we encountered when shifting to BSED Values Education."

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M/P5: “The first challenge was making a lesson plan because when I was still a social work student, we create a case study. The case study is like a lesson plan for us in the field of education. In that part, I really adjust because I have no idea in making a lesson plan since then. In that part I really had a hard time in adjusting because even the format I don’t know the format of a lesson plan”

Sub-theme 2.2: Social Pressures in a Values-Centered Environment

This sub-theme explored the social adjustment challenges faced by participants as they shifted into the BSED Values Education program—a learning environment that places strong emphasis on interpersonal communication, character formation, and relational engagement. Several participants shared that their irregular student status and unfamiliarity with their new peer groups made it difficult to connect socially, resulting in feelings of exclusion or isolation. These experiences were particularly stressful, given that the Values Education program is inherently rooted in collaboration, empathy, and moral discourse, all of which rely on meaningful peer interaction. This social disconnect often hindered students’ ability to fully immerse themselves in the academic culture and community of the program.

These findings align with Garcia and Martinez (2020), who emphasize that students frequently encounter difficulties in forming new peer relationships during periods of academic shift, particularly when integrating into established academic and social communities. The challenge of rebuilding social networks can lead to emotional strain and reduced academic engagement, especially in programs where relational dynamics are central to learning. However, Brown and Davis (2019) assert that values education programs are intentionally designed to promote a supportive school climate characterized by inclusivity, respect, and collaboration—factors that greatly enhance students’ sense of belonging and emotional well-being during program shifts. When such an environment is present, it can mitigate the stress of social reintegration and help students develop meaningful peer connections.

Moreover, Garcia and Martinez (2020) emphasize the importance of integrating students’ cultural perspectives and lived experiences into the curriculum. Doing so helps foster students’ self-confidence and cultural identity, which can play a significant role in reducing the social pressures associated with shifting programs. In the context of Values Education, this culturally responsive approach allows students to feel seen and valued, which supports smoother social adaptation and promotes a more enriching learning experience.

F/P1: “I just need to do my best although there’s a limitation but at the same time, I just need to do my best and to make sure that I won’t be able to fail again and you know I’ll take it seriously even though at the first place I don’t like the BSED Values Education I just used to it.”

F/P2: There were challenges. Actually, at first, I had a hard time interacting, especially since there were two sections. So, I was having a hard time adjusting.

F/P3: “Honestly, my mindset before in my previous program was very pressured because social work is well-known at Lnu. When I shifted, I decided to stop letting pressure get to me. I did not expect anything because I wanted my shift to be smooth.”

Sub-theme 2.3: Emotional and Psychological Impact of the Shift

This sub-theme explores the emotional and psychological challenges profoundly experienced by the participants during their shift to the BSED Major in Values Education. Many students conveyed feelings of regret, self-blame, disappointment, and even grief as they let go of their initial academic aspirations. These emotional responses reveal the internal conflict that often accompanies major academic decisions, especially when students are forced to reimagine their futures and question their sense of identity. The emotional duality—grieving the loss of past goals while gradually embracing a new direction—illustrates the complex psychological process involved in adapting to a significant shift.

These findings are strongly supported by the related literature on educational shifts, which highlights the emotional dimension as a critical, yet often overlooked, aspect of student adjustment. According to Smith and Johnson (2018), educational shifts are not limited to academic and social changes; they also provoke deep emotional struggles as students deal with uncertainty and a redefinition of self. Garcia and Martinez (2020) further emphasize that students undergoing a shift often grapple with fears about their identity, competence, and future direction. Despite these challenges, the presence of supportive relationships and the eventual development of purpose helped participants in this study transform distress into emotional resilience and personal growth. This process reflects the adaptive capacity of students to move forward, even when facing significant emotional upheaval brought about by academic shifting.

F/P1: “I think the part in where I really like, like what I’ve said earlier that I really want the English program, so in Values program my decision was against but I really have to accept it. At first it was hard to accept those things most especially if you don’t like, the feeling is different if you really like a thing, but I could say that I learned a lot here in Values program.”

F/P2: “Actually, the biggest disappointment was that I didn’t expect that I got eliminated from my previous program, and I will become like this. It’s over.”

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F/P3: “It’s actually a pity because almost two years were wasted. I thought to myself, if I hadn’t shifted, maybe I have graduated by now. But I just think to myself that maybe this is the course for me. Shifting to Values Education I’m not saying it’s easy, but I’m relieved compared to the pressured I felt before. Now there are challenges, but I can handle them.”

F/P4: “I wondered why it happened and told myself that I wasted 1 year and a half. I blamed myself for failing.”

M/P5: “The emotional struggle I encounter is my dream program or dream course. Since I was high school, it was really social work where I picture out myself where I fit in for me. But then when I was eliminated in the program, I really cried for how many days, I think almost 1 week.”

The findings under Theme 2 highlight that shifting to the BSED Major in Values Education involves more than a change in academic focus—it requires significant academic, social, and emotional adjustments. Academically, students faced challenges transitioning from programs like literature, language, or social work to a curriculum centered on philosophy, ethics, and lesson planning. The unfamiliar content and expectations demanded a steep learning curve. Being irregular students due to non-aligned subject credits further complicated their academic integration. These transitions revealed the necessity for support systems such as academic bridging programs and structured advising to help shiftees navigate curriculum changes effectively.

Socially and emotionally, many students experienced isolation, identity disruption, and pressure to meet the ethical standards expected in a values-centered program. Their status as newcomers often hindered peer interaction and support. These difficulties were compounded by emotional struggles related to leaving behind their previous academic aspirations, which many had long envisioned as part of their identity. However, students also described gradual acceptance and personal growth, demonstrating resilience in adapting to their new academic paths. Anchored in Resilience Theory, which views resilience as a dynamic process shaped by adversity and coping mechanisms (Masten, 2001), these experiences reflect how students rebuild their identities and purpose over time. Institutions must respond with targeted interventions—such as mentoring, counseling, and orientation programs—to support students through this transition and foster long-term academic and emotional well-being.

How do shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education navigate and overcome the academic, social, and personal challenges face in adapting to the program

Theme 3: Coping Strategies and Adaptive Practices of Shiftee Students

The third problem examined how shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education navigate and overcome the academic, social, and personal challenges they face in adapting to the program. The third problem statement generated three sub-themes from the transcriptions, which emphasize the various strategies students employ to manage the demands of their new academic environment. These emergent sub-themes are as follow: *Building New Academic Habits and Coping Mechanisms*, *Forming Supportive Relationships and Social Integration*, and *Strengthening Self-Reflection and Purpose-Driven Motivation*.

Sub-theme 3.1: Building New Academic Habits and Coping Mechanisms

This sub-theme underscores the proactive adjustments made by shiftee students in developing new academic habits to meet the distinct demands of the BSED Values Education program. Participants reported a significant shift in their approach to academic responsibilities, marked by improved time management, task prioritization, and a stronger sense of accountability. They emphasized the importance of planning ahead, avoiding procrastination, and staying organized to keep up with academic expectations. Additionally, students adopted practical strategies such as collaborative group study, active engagement with professors, and leveraging online learning tools to reinforce their understanding of course content. These efforts demonstrate their growing ability to independently manage their academic workload, illustrating the core principles of resilience—adaptability, persistence, and self-regulation—in response to stress and change.

These findings align with Resilience Theory, which views such adaptive behaviors as essential in navigating adversity and fostering personal growth. Moreover, they are supported by literature highlighting the role of values education programs in facilitating successful educational transitions. According to Nguyen and Smith (2021), these programs not only help students confront academic challenges but also provide them with the necessary skills, attitudes, and values to embrace change with confidence. Lee and Chen (2022) further emphasize that values education nurtures students’ social-emotional development by promoting resilience, empathy, and integrity. This holistic development empowers students to make ethical decisions, maintain motivation, and effectively respond to the academic and emotional demands of shifting to a new educational path.

F/P1: “For me, I always have this kind of schedule, schedule on what to do. Like say for example if there’s an assignment today, I put it on my notes and on when I’m going to work on it. And I always make sure that if when is the schedule, I need to finish it right away, that’s my routine.”

F/P2: “Of course, by maintaining my grades. I make sure I don’t fail again. That I don’t get put on probation. So, in order to maintain my grades, need a time management. It’s like that. Like, focus first on what needs to be prioritized.”

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F/P3: “I know that the expectations are high when it comes to Values Education, so I’m doing my best. I’m striving and determined to pass all my subjects, especially now that we only have major subjects left. I am planning my time well, like my academic schedule and other things related to my studies. I ask my professors if there are any unclear instructions or lessons I don’t understand. I collaborate with my classmates by sharing review materials when exams are approaching. Even though it’s challenging, and the standards are high in Values Education, especially since there’s only one section per year level, it’s actually what motivates me. I strive, even though I’m not competitive in class. My goal is to not stop and to continue doing what I can until I finish my studies.”

F/P4: “I have dedicated myself to personal growth, especially after shifting to values education. I told myself I would give it my all because I felt I was not putting enough effort into social work; I was being too easygoing. I developed better time management skills and Open communication, because when you have open communication with your classmates, you foster good collaboration, you can actively participate and there is also respect for each other.”

Sub-theme 3.2: Forming Supportive Relationships and Social Integration

This sub-theme explores how shiftee students relied on peer and mentor relationships to ease the emotional and social impact of shifting to a new academic environment. Participants described initial struggles in adjusting socially—particularly when trying to integrate into pre-existing peer groups within the BSED Values Education program. Many expressed feelings of isolation, hesitation, and discomfort during the early stages of the shift. However, through intentional efforts such as initiating conversations, seeking emotional support from family members, and reaching out to mentors and professors, students gradually formed meaningful social connections.

These findings underscore the concept of relational resilience, wherein students’ capacity to cope and thrive amid challenges is strengthened by the quality of their interpersonal relationships. The emotional stability gained from social belonging not only enhanced students’ well-being but also acted as a motivating factor that encouraged persistence in their academic and personal goals.

This aligns with the related literature on values education, which emphasizes the role of a supportive learning environment in fostering students’ sense of belonging during periods of educational shift. According to Brown and Davis (2019), values education programs help create inclusive and collaborative school climates where students feel respected and connected. Such environments are crucial in enhancing students’ emotional well-being and social adjustment, particularly when navigating the uncertainties and pressures that accompany academic shifting. In this study, the participants’ experiences illustrate how peer and mentor support—hallmarks of a values-driven academic culture—play a central role in their successful adaptation and continued growth.

F/P1: “The first thing I do is through observation if I would be able to have that kind of vibe really, because to be honest I find it hard to communicate or interact with other people because it’s really hard for me but I could see right now that everything is okay, everything is processed through observation.”

F/P2: “Actually, it was the hardest at first. Because I had to adjust. But, in the meantime, I’ve learned how to interact with them. Slowly. Yes. Like, it takes time. But, it’s okay. Like, they’re friendly. They’re not difficult to talk to.”

F/P3: “With regards to adjustments, it was a big adjustment for me because before, in my previous program, it was online class, so we didn’t see each other. When I shifted to Values Education, it was face-to face classes, and I was shocked because I felt like I was the oldest in their batch. My way of connecting or adapting to them was to be the one to talk to them, like asking how they were doing or if they we’re having trouble with their other subjects, or if they needed help with anything.”

F/P4: “I seek help especially from my family. My siblings said, “it’s okay, ate. Maybe it wasn’t meant for you, but at least you tried that’s what matters”.”

M/P5: “I overcome and cope it through the help of my classmates and mentors, most especially Sir Neil and Ma’am Mich because they are the one who is very approachable, they are one call away when I need help. If I have questions about specific thing or topic, they are always there for me and also my classmates that are very approachable who helped me to cope up those challenges.”

Sub-theme 3.3: Strengthening Self-Reflection and Purpose-Driven Motivation

This sub-theme highlights how students employed self-reflection and intrinsic motivation to navigate the emotional uncertainties involved in shifting to the BSED Major in Values Education. Participants shared deep reflections on the meaning behind their shift, often reevaluating and realigning their academic goals in the process. Many spoke about accepting failure as an essential part of growth and learning to embrace life’s unpredictability. Their ability to reframe past disappointments into valuable lessons, while maintaining a focus on future aspirations, was a common and powerful theme. Additionally, several participants emphasized the importance of making thoughtful, pressure-free decisions and staying determined to avoid repeating previous academic setbacks.

These narratives exemplify a form of resilience grounded in self-awareness and intrinsic motivation—a resilience that goes beyond mere persistence to involve meaningful personal growth and adaptation. This shift in mindset—from viewing setbacks as defeats to seeing them as stepping stones—reflects the emergence of a more mature and authentic academic identity. It also

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demonstrates the cultivation of integrity, as students committed to ethical self-improvement and responsible decision-making despite challenges.

These findings resonate with the related literature on values education, which underscores how such programs promote resilience and integrity as core components of students' social-emotional development. According to Lee and Chen (year), values education not only fosters the capacity to recover and grow from adversity but also enhances students' ability to make ethical decisions in diverse and complex contexts. Through fostering resilience and integrity, values education equips students with the inner strength and moral compass necessary to navigate academic challenges and life beyond the classroom, supporting their overall personal and professional development.

F/P1: "Based on my experience, before I came to the point where it's really hard, it's so hard to accept to shift in a course that I don't like. But I just remind myself that It's okay to fail, it's part of life it doesn't mean that it's the end of the world. All you have to do is that go with the flow and accept the fact that you won't be able to have kind of specific things that you want. The most important is you learned and make sure that it won't happen again."

F/P2: "Think about it carefully. Make sure you won't regret it. Make sure you really want this. So, you won't have any regrets in the past. Don't be too pressured. Go with the flow, but make sure you don't fail again. It's like that."

F/P3: "Upon shifting, I started thinking "Is this shift really for me?" "Is this final?". I try and so far, my journey as BSED Values Education student has been okay. I don't think about the pressure anymore because the more I let it get to me, the I more can focus.

F/P4: "For me, I will say that they should embrace challenges, build strong relationships with their classmates or professors, and have support from their families. Because having strong relationships can inspire you to think, "Oh, I can do this". Also, focusing on the present can inspire you. Then, prioritize time management because if you have good time management, you won't be confused about your tasks if you know how to prioritize your time."

M/P5: "I just came to accept that it had to happen in my life for me to grow—to become a better person and to step out of my comfort zone. I realized that we need to experience pressure in order to challenge ourselves and try new things. That's the mindset I chose to adopt in order to deal with the difficult emotions, uncertainties, and self-doubt I felt, especially since I was new to the program. When it comes to pressure, I try to remind myself that life isn't a race. I just trust the process. If I constantly compare or pressure myself, I know it will only lead to more frustration and hurt, so I try to take things one step at a time."

The data from Theme 3 underscore that BSED Values Education shiftee students actively develop coping strategies and adaptive practices to manage the academic, emotional, and social demands of their new program. Guided by Resilience Theory, the findings highlight that these students respond to challenges with intentional efforts such as time management, task prioritization, and proactive engagement with learning resources. Their ability to recalibrate academic routines reflects adaptive functioning and a growing sense of academic ownership.

Beyond academics, the formation of supportive relationships with peers, mentors, and family played a crucial role in their adjustment. These connections provided emotional stability and encouragement, enabling students to feel a sense of belonging and persistence. Social integration emerged as a key driver of resilience, reinforcing the idea that interpersonal support is vital in overcoming transitional stress.

Finally, the students' reflective mindset and purpose-driven motivation were central to their coping process. By reevaluating their goals, embracing failures, and maintaining a forward-focused attitude, they demonstrated psychological resilience and a mature academic identity. Nevertheless, the coping strategies of shiftee students reflect both internal strength and external support, showing that resilience is a dynamic, developmental process that enables them not just to adapt—but to thrive.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the key findings of the study on the challenges and coping strategies of BSED Values Education shiftee students. The chapter concludes with recommendations for students, educators, institutions, and future research to enhance support and success for shiftee students.

Summary

The findings of the study were summarized according to the statement of the problem.

1. Shiftee students shift to the BSED Major in Values Education due to academic challenges in their previous programs, such as failing grades and online learning difficulties. Social and familial encouragement also influenced their decision, with support from peers, family, and former teachers playing a key role. Additionally, personal and professional goals such as a passion for teaching, desire to become ESP teachers or guidance counselors, and continuation of a family legacy motivated their shift. These factors show that the shift was not merely reactive but a purposeful move toward a more aligned and meaningful academic path.

Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education

2. Shiftee students in the BSED Major in Values Education faced challenges in adapting to new academic demands, including difficulties with unfamiliar coursework, lesson planning, and shifting from different program structures. Socially, they struggled with integration due to being irregular students, which affected peer interaction and adjustment to the values-centered environment. Emotionally, many experienced regret, disappointment, and self-blame over leaving their previous programs, yet gradually found acceptance and purpose. Despite these challenges, students demonstrated resilience, aided by support from peers and teachers, ultimately adapting to the program's expectations and rebuilding their academic identities.
3. Shiftee students in the Bachelor of Secondary Education Major in Values Education navigate and overcome academic, social, and personal challenges through a combination of intentional coping strategies and adaptive practices rooted in resilience. Academically, they recalibrate their routines by adopting time management, prioritizing tasks, and engaging in proactive learning methods such as seeking help from professors, collaborating with peers, and utilizing online resources. Socially, they overcome initial adjustment difficulties by initiating connections, observing peer dynamics, and forming supportive relationships with classmates, mentors, and family members—strengthening their sense of belonging and emotional stability. Personally, these students practice deep self-reflection, embrace failures as opportunities for growth, and foster a mindset grounded in purpose, flexibility, and intrinsic motivation. These findings illustrate that the students' resilience is not static but a dynamic process shaped by both internal efforts and external support systems, enabling them not only to cope but to thrive in their new academic environment.

CONCLUSIONS

The findings of this study reveal that shiftee students in the BSED Major in Values Education do not passively endure the challenges brought by program shift; rather, they actively engage in coping strategies and adaptive practices that reflect a resilient response to adversity. Academically, these students exhibit a strong sense of responsibility and self-regulation by developing new routines such as time management, strategic task prioritization, and proactive learning engagement. Their willingness to adapt their academic behaviors by seeking assistance from professors, collaborating with peers, and leveraging digital learning platforms demonstrates their agency in managing academic stress.

Socially, the transition posed initial difficulties in peer integration and group belonging, yet students managed to build supportive relationships through observation, openness, and intentional efforts to connect. These interpersonal bonds with classmates, mentors, and family members not only helped ease the emotional toll of the shift but also became vital sources of encouragement and persistence. The role of relational resilience is underscored by the data, emphasizing that the capacity to adapt is often strengthened by external support systems. Emotional stability gained through these connections significantly contributed to the students' sense of belonging and commitment to their academic goals.

Furthermore, personal coping was driven by self-reflection and intrinsic motivation. Many students redefined their purpose, acknowledged past failures, and reframed their challenges as opportunities for growth. This internal process fostered a more mature academic identity, where students recognized the importance of patience, acceptance, and forward-thinking.

Nonetheless, their stories illustrate that resilience is not merely about bouncing back but about transformation where challenges become catalysts for personal and academic development. Overall, the coping strategies of these shiftee students showcase a holistic adaptation process that involves cognitive, emotional, and relational resources, highlighting that resilience is a dynamic interplay of individual determination and environmental support.

RECOMMENDATIONS

Based on the results and findings of this study, the following recommendations are drawn:

- a. Shiftee students should engage in continuous self-reflection to clarify their academic goals and view the shift as a meaningful opportunity for both personal and professional growth. By proactively seeking support through academic counseling, peer networks, and faculty mentorship, they can better navigate academic challenges and emotional stress.
- b. Educators should promote inclusive and empathetic learning spaces that value diversity in student backgrounds, encouraging participation and interaction among regular and shiftee students alike.
- c. Peers in the Values Education program should support shiftee students through peer mentorship, inclusive group work, and an accepting attitude. Senior students can guide shiftees academically and socially, while collaborative activities should offer leadership opportunities to boost their confidence. Normalizing academic shifts helps create a non-judgmental and supportive learning environment.
- d. Institutions should develop a comprehensive transition support program, create a structured program specifically designed to assist shiftee students, addressing academic, social, and emotional challenges. This should include academic advising, mentoring, and peer support groups.

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- e. Future research should examine the long-term academic outcomes and personal growth of shiftee students in values-oriented programs. Comparative and qualitative studies can identify effective support systems and deepen understanding of student resilience, motivation, and identity development.

ACKNOWLEDGMENT

Our deepest thanksgiving to our Lord for all the gifts You have given us and for directing our path to each other, enabling us to complete our research on "Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education." We are thankful for the sound mind and body that allowed us to contribute and participate effectively. To our parents, who have always been very supportive, providing financial support and encouragement. We offer our deepest gratitude.

Most importantly, we offer our heartfelt thanks to all the participants who generously volunteered their time and shared their experiences with us. Their willingness to participate was crucial to the success of this study, and their insights have significantly enriched our understanding of the challenges and coping strategies of shiftee students in the BSED Major in Values Education. Their contributions are deeply appreciated.

To our research teacher Professor Dr. Dennis Bautista, we express our sincere appreciation for your invaluable guidance and support throughout this research. Your dedication to your profession provided us with the knowledge and wisdom that we could use for our future careers.

Finally, and most especially, sincere appreciation is given to every member of our research group who has shown full dedication, and perseverance since the beginning of this study. From the early stages of planning and proposal writing to finalization, each member consistently contributed time, effort, and valuable insights. Their willingness to work collaboratively under pressure, and remain committed to the shared goal has been instrumental in the successful completion of this research.

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APPENDICES



APPENDIX A

Republic of the Philippines **Leyte**
University Tacloban City



LETTER REQUEST TO THE CONDUCT OF THE STUDY

JOYCE M. MAGTOLIS PH. D

Leyte Normal University
Paterno St, Tacloban City, 6500 Leyte

Date _____

Dear Ma'am,

Greetings!

We are students from BSED – Major in Values Education and currently undertaking a research study as part of our academic requirements. Our study, entitled "**Adapting to New Program: Challenges Faced and Coping Strategies by Shiftee Students in the BSED Major in Values Education,**" aims to explore the experiences of students who shifted into the Values Education program. Specifically, it seeks to identify the challenges they encounter and the strategies they employ to cope with these challenges. The findings aim to provide meaningful insights and recommendations to improve support systems for shiftee students.

In line with this, we would like to request your kind permission to conduct our study within BSED Values Education Program. The research will involve specific data collection methods like surveys, ensuring that all participants' confidentiality and rights are upheld in accordance with ethical research guidelines. We assure you that the study will be conducted professionally and responsibly, minimizing any disruptions to regular academic activities. We more than willing to provide further clarifications if needed.

Hoping for a positive response in this matter. Thank you and God

Sincerely Yours,

SIT ADOR,
JEANY CERDENA
LYCA MAE OCIER
ROSE YARAS

Researchers

Noted by:

NEIL M. MURILLO, L.P.T.

Research Adviser

Approved:

JOYCE M. MAGTOLIS PH. D.

Dean, College of Education



APPENDIX B

Republic of the Philippines **Leyte**
University Tacloban City



INFORMED CONSENT

Informed Consent Form for Shiftee Students Participating in the Research Study Titled: “Adapting to a New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education.”

SIT ADOR, JEANY CERDENA, RACHELLE LYCA MAE OCIER, ROSE YARAS

ASSOCIATION OF VALUES EDUCATORS

“ADAPTING TO NEW PROGRAM: CHALLENGES FACED AND COPING STRATEGIES BY SHIFTEE STUDENTS IN THE BSED MAJOR IN VALUES EDUCATION.”

Part I: Information Sheet

Introduction

Good day!

We are conducting research focusing on the challenges and coping strategies of students who have shifted to the BSED Values Education program. In line with this, we invite you as one of the participants for our Research study entitled: **“Adapting to New Program: Challenges Faced and Coping Strategies by Shiftee Students in the BSED Major in Values Education.”**

This study is a prerequisite for our current subject, VED-117 Research in Values Education 1, at Leyte Normal University (LNU), Tacloban City.

Before participating, it is important that you understand the purpose of the study and your role in it. Please read the information carefully, and if you have any questions or need further details, feel free to ask the researchers. Participation is entirely voluntary, and you are not obligated to take part. You may also discuss your participation with the researchers before making a decision.

If you have any questions at any time, do not hesitate to reach out to the researchers.

Purpose of the Research

The purpose of the study is to explore the challenges faced and coping strategies of Shiftee Students in the BSED Major in Values Education, focusing on understanding emotional, social, and academic adjustments, assessing adaptation to new environments, and examining challenges, attitudes, and motivation levels among these students.

Type of Research Intervention

Your participation will involve a brief orientation (approximately 20 minutes) and completing a questionnaire (approximately 40 minutes).

Participant Selection

You are invited to participate because your experience as a shiftee student in the BSED Values Education program is relevant to this study. Your participation will be valuable in understanding the challenges and coping mechanisms of shiftee students.

Voluntary Participation

Your involvement in this study is voluntary. The decision to participate depends on you. If you choose to participate, you will be requested to sign the consent form. Even after signing the form, you can withdraw at any time without providing a reason. If you withdraw before data collection concludes, your information will be deleted.

Procedures

The researcher will use the following steps below for your involvement in the study.

1. Provide a permission letter to the Dean of the College of Education to conduct the study.
2. Give an informed consent form and let them affix their signature.

Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education

3. The participants of the study will be informed that the interview will be recorded.
4. Gather the needed information by conducting interviews.
5. The researcher will transcribe the information gathered from the participants.
6. Conduct member-checking
7. The participant has the choice to withdraw from the interview anytime.

Duration

The study will be conducted in a face-to-face or virtual, in-depth, and semi- structured interview. It will be held based on the participant's choice. The participants are requested to answer the questions being asked by the researcher. The interview for each participant will last for 1 hours.

Benefits

This research aims to provide valuable insights into the experiences of shiftee students, shedding light on the challenges they face and the coping strategies they employ. The findings from this study can be used to develop an intervention model that will help improve the shift process for future students shifting to the BSED Values Education program. Additionally, as a token of appreciation for their time and participation, the researchers will provide snacks to the participants after the interview.

Reimbursements

There will be no financial compensation for your participation. However, a small token of appreciation will be given to express our gratitude for your time and contribution.

Confidentiality

All personal information collected during the study will be securely stored and accessible only to the research team. Identifiable information will be anonymized to prevent any direct linkage to the participants. The researchers will ensure that all data is reported in aggregate form, without any individual identifiers, to protect participants' identities. Additionally, participants will be informed about how their data will be used, stored, and shared, and their explicit consent will be obtained for these processes. By adhering to these practices, the researchers aim to uphold the ethical standards of privacy and confidentiality throughout the research.

Sharing the Results

All your responses in this study will be confidential and anonymous. The researcher will do everything to preserve confidentiality and anonymity of your information, including keeping notes, interview transcriptions, and any information about the participants where the researcher can only access it.

Right to Refuse or Withdraw

You have the right to withdraw from the study at any time without penalty as your participation is entirely voluntary, and you are not obligated to take part.

Who to Contact

For any clarifications, you may contact us at sitador17@gmail.com and 09092140774. This proposal has been reviewed and approved by the Leyte Normal University's Research Ethics Review Committee.

Part II: Certificate of Consent

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

If illiterate

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____

Signature of witness _____

Date _____

Day/month/year

Thumb print of participant



Statement by the researcher/person taking consent

Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1. Give an informed consent form and let them affix their signature.
2. The participants of the study will be informed that the interview will be recorded.
3. Gather the needed information by conducting interviews.
4. The researcher will transcribe the information gathered from the participants.
5. Conduct member-checking
6. The participant has the choice to withdraw from the interview anytime.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent _____

Signature of Researcher /person taking the consent _____

Date _____

Day/month/year



APPENDIX C

Republic of the Philippines **Leyte**
University Tacloban City



INTERVIEW GUIDE

For

ADAPTING TO NEW PROGRAM: CHALLENGES FACED AND COPING STRATEGIES OF SHIFTEE STUDENTS IN THE BSED MAJOR IN VALUES EDUCATION

Date: _____ Time started: _____ Time ended: _____

Name (Optional): _____ Mobile Number: _____

Introduction

The researcher will do the following:

- Introduce themselves.
- The researcher will provide an informed consent for each participant and inform them that they can withdraw their participation anytime in the interview.
- Present the structure of the interview (audio-recording, taking notes, and use of pseudonyms)
- Ask the participants if they have questions.

Introductory Questions:

1. What year are you in?
2. What is your previous major/specialization?
3. When did you make the shift?

Research Problem 1. What are the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSED) Major in Values Education?

Questions:

1. What specific difficulties did you encounter from your previous program that led you to shift to BSED Major in Values Education?
2. What academic-related factors influenced you to shift to the Bachelor of Secondary Education (BSED) Major in Values Education?
3. How do you perceive the differences between your previous program and new program in terms of curriculum and career opportunities?
4. Were there particular individuals like teachers, family members, who significantly influenced your decision to shift to the BSED Values Education program?

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5. What are your long-term career goals within the field of Values Education that influence your decision to fully shift into this program?

Note: There will be additional questions that will be raised, depending on the responses of the participants.

Research Problem 2. What are the challenges do shiftee students encounter as they fully adapt with the Bachelor of Secondary Education (BSED) Major in Values Education program, particularly in relation to new academic demands and aligning with the program's expectations and requirements?

Questions:

1. What specific challenges did you face in the BSED Major in Values Education program, particularly in adjusting to the curriculum and coursework?
2. How did you handle the pressure and expectations in the BSED Major in Values Education?
3. When you encounter challenges while collaborating with classmates on group projects and other academic activities, how do you typically approach these difficulties?
4. What challenges did you experience in accessing academic resources, faculty guidance, and institutional support?
5. What emotional or psychological struggles did you experience as you shift into the BSED Major in Values Education?

Note: There will be additional questions that will be raised, depending on the responses of the participants.

Research Problem 3. How do shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education navigate and overcome the academic, social, and personal challenges face in adapting to the program?

Questions:

1. How did you cope the academic expectations, standards, and requirements in the BSED Major in Values Education?
2. What personal mindset and coping strategies did you employ to overcome the academic challenges faced in the program?
3. How did you deal with social adjustments, such as integrating with new classmates, building relationships with faculty, and navigating a different academic culture?
4. How did you handle feelings of uncertainty, self-doubt, or academic pressure while shifting into the BSED Major in Values Education?
5. Looking back, what advice would you give to other students considering shifting to the BSED Major in Values Education, especially in terms of effective adaptation and coping strategies for a successful shift?"

Note: There will be additional questions that will be raised, depending on the responses of the participants.

Closing Statements

Before we conclude, is there anything you would like to add or clarify regarding your experiences and insights?

Thank you for your time and participation in this study. If any clarifications are needed regarding specific parts of your responses, we will reach out to you, and we hope for your continued cooperation.

Once again, we sincerely appreciate your contribution. Thank you!

Thank you!



APPENDIX D

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VALIDATED RESEARCH INSTRUMENT

Name (Optional): _____ Position: _____

1. What are the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSSED) Major in Values Education?

- 1.1. What specific difficulties did you encounter from your previous program that led you to shift to BSSED Major in Values Education?
- 1.2. What academic-related factors influenced you to shift to the Bachelor of Secondary Education (BSSED) Major in Values Education?
- 1.3. How do you perceive the differences between your previous program and new program in terms of curriculum and career opportunities?
- 1.4. Were there particular individuals like teachers, family members, who significantly influenced your decision to shift to the BSSED Values Education program?
- 1.5. What are your long-term career goals within the field of Values Education that influence your decision to fully shift into this program?

2. What are the challenges do shiftee students encounter as they fully adapt with the Bachelor of Secondary Education (BSSED) Major in Values Education program, particularly in relation to new academic demands and aligning with the program's expectations and requirements?

- 2.1. What specific challenges did you face in the BSSED Major in Values Education program, particularly in adjusting to the curriculum and coursework?
- 2.2. How did you handle the pressure and expectations in the BSSED Major in Values Education?
- 2.3. When you encounter challenges while collaborating with classmates on group projects and other academic activities, how do you typically approach these difficulties?
- 2.4. What challenges did you experience in accessing academic resources, faculty guidance, and institutional support?
- 2.5. What emotional or psychological struggles did you experience as you shift into the BSSED Major in Values Education?

3. How do shiftee students in the Bachelor of Secondary Education (BSSED) Major in Values Education navigate and overcome the academic, social, and personal challenges face in adapting to the program?

- 3.1. How did you cope the academic expectations, standards, and requirements in the BSSED Major in Values Education?
- 3.2. What personal mindset and coping strategies did you employ to overcome the academic challenges faced in the program?
- 3.3. How did you deal with social adjustments, such as integrating with new classmates, building relationships with faculty, and navigating a different academic culture?
- 3.4. How did you handle feelings of uncertainty, self-doubt, or academic pressure while shifting into the BSSED Major in Values Education?
- 3.5. Looking back, what advice would you give to other students considering shifting to the BSSED Major in Values Education, especially in terms of effective adaptation and coping strategies for a successful shift?



APPENDIX E

Republic of the Philippines **Leyte**
University Tacloban City



MATRIX FOR VALIDATORS

Name of the Student: _____
Degree Program: _____
Specialization: _____
Research Adviser: _____
Research Title: _____
Date of Defense: _____

Research Questions	Interview Guide	Validation		
		Relevant	Irrelevant	Modification/ Suggestion
1. What are the reasons that influenced shiftee students to shift to the Bachelor of Secondary Education (BSSED) Major in Values Education?	1. What specific difficulties did you encounter from your previous program that led you to shift to BSSED Major in Values Education?			
	2. What academic-related factors influenced you to shift to the Bachelor of Secondary Education (BSSED) Major in Values Education?			
	3. How do you perceive the differences between your previous program and new program in terms of curriculum and career opportunities?			
	4. Were there particular individuals like teachers, family members, who significantly influenced your decision to shift to the BSSED Values Education program?			
	5. What are your long-term career goals within the field of Values Education that influence your decision to fully shift into this program?			

Adapting to New Program: Challenges Faced and Coping Strategies of Shiftee Students in the BSED Major in Values Education

2. What are the challenges do shiftee students encounter as they fully adapt with the Bachelor of Secondary Education (BSED) Major in Values Education program, particularly in relation to new academic demands and aligning with the program's expectations and requirements?	1. What specific challenges did you face in the BSED Major in Values Education program, particularly in adjusting to the curriculum and coursework?			
	2. How did you handle the pressure and expectations in the BSED Major in Values Education?			
	3. When you encounter challenges while collaborating with classmates on group projects and other academic activities, how do you typically approach these difficulties?			
	4. What challenges did you experience in accessing academic resources, faculty guidance, and institutional support?			
	5. What emotional or psychological struggles did you experience as you shift into the BSED Major in Values Education?			
3. How do shiftee students in the Bachelor of Secondary Education (BSED) Major in Values Education navigate and overcome the academic, social, and personal challenges face in adapting to the program?	1. How did you cope the academic expectations, standards, and requirements in the BSED Major in Values Education?			
	2. What personal mindset and coping strategies did you employ to overcome the academic challenges faced in the program?			
	3. How did you deal with social adjustments, such as integrating with new classmates, building relationships with faculty, and navigating a different academic culture?			

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	4. How did you handle feelings of uncertainty, self-doubt, or academic pressure while shifting into the BSED Major in Values Education?			
	5. Looking back, what advice would you give to other students considering shifting to the BSED Major in Values Education, especially in terms of effective adaptation and coping strategies for a successful shift?"			

General Comments/Suggestions:

[illegible]

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Signature Over Printed Name of the Validator



Republic of the Philippines
Leyte Normal University
ASSOCIATION OF VALUES EDUCATORS
P. Paterno St., Tacloban City, 6500