

Life Skills of Filipino Emerging Adults of a Catholic Higher Education Institution in Central Philippines

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Abstrak

Keterampilan hidup sangat penting di kalangan siswa dalam menghadapi keadaan kehidupan. Namun, karena pergeseran modalitas instruksional, perolehan keterampilan mereka dikompromikan. Dengan demikian, penelitian ini menilai keterampilan hidup orang dewasa baru Filipina dalam hal kesadaran diri, empati, komunikasi yang efektif, hubungan interpersonal, pemikiran kreatif, pemikiran kritis, pengambilan keputusan, pemecahan masalah, mengatasi emosi, dan mengatasi stres. Demikian juga, itu menentukan hubungan antara demografi dan keterampilan hidup. Terakhir, ini menyelidiki demografi apa yang memprediksi keterampilan hidup mereka. Menggunakan desain kuantitatif, kuesioner standar ditanggapi oleh 298 mahasiswa. Secara umum, keterampilan hidup mereka dinilai rata-rata yang menandakan perlunya peningkatan. Area terendah adalah mengatasi stres, mengatasi emosi, komunikasi yang efektif, dan hubungan interpersonal. Sementara itu, pendapatan keluarga, struktur keluarga, dan klasifikasi akademik tidak ditemukan korelasinya dengan kecakapan hidup. Namun, program gelar terkait secara signifikan. Terakhir, program gelar ditemukan sebagai prediktor keterampilan hidup. Oleh karena itu, peningkatan berkelanjutan sangat penting dalam perolehan keterampilan hidup mereka dan sekolah memainkan peran potensial dalam memajukan hal ini.

Kata kunci: Keterampilan Hidup, Orang Dewasa Filipina, Institusi Pendidikan Tinggi Katolik Filipina.

Abstract

Life skills are essential among students in countering the circumstances of life. However, due to the shifting instructional modality, their skills acquisition was compromised. Thus, this study aims to analyze the life skills of Filipino emerging adults in terms of self-awareness, empathy, effective communication, interpersonal relations, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions, and coping with stress. Likewise, it determined the relationship between the demographics and life skills. Lastly, it investigated what demographics predict their life skills. This study using a quantitative design, a standardized questionnaire was responded by 298 college students. In data analysis, mean and standard deviation were utilized in analyzing the students' level of life skills. The result reveals that the life skill was rated average which signifies the need for improvement. The lowest areas were coping with stress, coping with emotions, effective communication, and interpersonal relationship. Meanwhile, their family income, family structure, and academic classification were found no correlation with life skills. However, the degree program was significantly related. Lastly, the degree program was found to be a life skill predictor. Hence, continuous improvement is critical in their life skill acquisition and the school plays a potential role in advancing this.

Keywords: Life Skills, Filipino Emerging Adults, Philippine Catholic Higher Education Institution.

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1. INTRODUCTION

Life skills are essentials among emerging adults to prepare them for their future careers and life ahead (Subasree et al., 2014). The United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO), and the framework for 21st century learning perceive these skills as crucial in making their decisions in life. Also, these can help them engage in many influential ways which can promote their social and emotional competence in meeting the demands of the society (Nuhu & Aladesusi, 2022; Paudel et al., 2018; Rosário et al., 2019). Additionally, for them to live their lives to the fullest, they need not just the acquisition of these life skills but their practical application in the various circumstances that may come along their ways (Prayogi et al., 2018;

Ratminingsih et al., 2022). Hence, the schools play a critical role in the development of these life skills among their students (DeJaeghere & Murphy-Graham, 2022; Subasree et al., 2014). Basically, the skills are best learned in schools. Like higher education institutions, they are potential avenues for Filipino emerging adults to discover and acquire the skills in life (Banusing & Bual, 2021; Gonzales, 2020; Jorilla & Bual, 2021). With the quality curriculum and instruction of their chosen degree programs, they come to recognize that these skills are useful in dealing with the different life conditions when they graduate. Aside from this, through the learning environment, support, and guidance that these institutions provide, they are fostered not only towards the development but also the application of these essential skills (Bawamenewi & Sitanggang, 2022; Honeyman et al., 2022).

However, in the Philippines, the shift in instructional modality brought by the pandemic has affected much the disposition of the Filipino students towards learning (Beboso & Bual, 2022; Bual, J. M., & Madrigal, 2021; Garcia & Bual, 2022). As a result, this compromised the acquisition of these life skills. Most of them were not designed to this new set-up since modular-online mode of instruction was abruptly implemented and most of them were not ready (Alic & Bual, 2021; Cena & Bual, 2021; Lazaga & Madrigal, 2021). Some of them were having issues on technological platforms, connectivity, and inability to understand modular instructions (Cabrera et al., 2020; Margario et al., 2022). With these, their motivation and learning interest are jeopardized which largely influenced their achievement of these essential skills (Gurrola, 2022; Lopez et al., 2021). In fact, as observed in the Catholic higher education institution in Southern Negros Occidental, Philippines, previous study conducted in this institution and perceived that this circumstance has greatly affected most of their students (Lazaga & Madrigal, 2021). Some were having issues in terms of their intrinsic motivation due to stressful pandemic experiences and academic compliances. Some even disengaged in the curricular and co-curricular participations, transferred schools, and even stopped schooling. With these conditions, their learning, acquisition, and development of the life skills are put to question. Theoretically, the study perceived that the Filipino emerging adults' demographics influence their level of life skills. This assumption is anchored on the social learning theory which posits that there are external factors which affect the learning and skills acquisition of the learners (Bandura & Walters, 1977). In the context of the study, the students' family income, family structure, academic program, and academic classification are considered external factors which have something to say in the development of their life skills. There were studies that discussed about life skills in the Philippines. Previous study talked about the importance of integrating life skills in the higher education institutions (Honeyman et al., 2022), other study elucidated the need to incorporate life skills in the curriculum of Philippine higher education institutions (Gonzales, 2020), and the other discussed how important to implement life skills integration among colleges (Alda et al., 2020). However, these studies did not measure life skills as a construct and there is a dearth of literature on this topic in the country especially among Catholic higher education institutions. This is the gap that this study would like to fill in.

Thus, the study aimed to assess the life skills of Filipino emerging adults in a Catholic higher education institution in Southern Negros Occidental, Philippines during 2022-2023 in terms of self-awareness, empathy, effective communication, interpersonal relations, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions, and coping with stress when taken as a whole and grouped according to family income, family structure, academic program, and academic classification. Likewise, it determined the relationship between the demographics and life skills. Also, it investigated what demographics predict their life skills. Significantly, the findings may serve as basis for the Catholic higher education institution in providing curricular and co-curricular activities among students in the improvement of their life skills acquisition.

2. METHODS

The study used quantitative research design, particularly the descriptive-correlational research approach. The design statistically measures a set of variables to answer theory-guided research problems and hypotheses (Creswell & Creswell, 2017). The descriptive approach assessed the level of life skills of the students. Meanwhile, the correlational approach determined the relationship between their demographics and their life skills. This also investigated what demographics predict their life skills. The respondents were the 298 college students of a Catholic higher education institution in Southern Negros Occidental, Philippines during 2022-2023 who were determined using stratified random sampling. Demographic profile of the respondents is show in [Table 1](#).

Table 1. Demographic Profile of the Respondents

Variable	f	%
Family Income		
High (Php11, 001.00 and above)	143	48.0
Low (Php11, 000.00 and below)	155	52.0
Family Structure		
Intact	202	67.8
Not Intact	96	32.2
Degree Program		
College of Education	165	55.4
College of Business	133	44.6
Academic Classification		
Scholar	107	35.9
Non-scholar	191	64.1
Total	298	100.0

Base on [Table 1](#), this questionnaire has 100 items spread across the 10 dimensions namely: self-awareness, empathy, effective communication, interpersonal relations, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions, and coping with stress. The instrument was validated and yielded a 89% concurrence using face and content validity. Regarding the reliability, the questionnaire was pilot tested again to 30 non actual respondents to check the fitness to the context of the study and yielded a reliable Cronbach’s Alpha score of 0.92. Meanwhile, a five-point Likert scale was used to assess the study: 1-very low level, 2-low level, 3-average level, 4-high level, and 5-very high level.

In gathering the data, orientation, informed consent, and willingness of the respondents were considered. Meanwhile, to address the vulnerability of the participants, this study employed enumerators in the collection. After the gathering, the data were subjected to statistical treatment. In data analysis, mean and standard deviation were utilized in analyzing the students’ level of life skills. On the one hand, normality test was conducted using Kolmogorov-Smirnov and the variable life skills [KS=0.036, p=0.200] yielded normal distribution. Hence the use of parametric statistical tools. Point biserial correlation was employed to analyze the correlation between the demographics and the life skills while stepwise multiple linear regression was used to check if the demographics predict the students’ life skills. Also, the study ensured the ethical soundness of the paper in adherence to the general principles of respect for persons, justice, and beneficence. Lastly, it ensured the privacy of the respondents and the confidentiality of all the data gathered.

3. RESULTS AND DISCUSSION

Results

Level of Life Skills of Filipino Emerging Adults

Life skill is an ability of a person to positively adapt and respond to the challenges and demands of everyday life. These are also manifested by his belief that he can improve his life through these skills regardless of these circumstances and conditions. Also, with their acquisition of these skills, they are able to meet the demands of the society. Table 2, Table 3, Table 4, and Table 5 presents the level of life skills of Filipino emerging adults in a Catholic higher education institution.

Table 2. Level of Life Skills of Filipino Emerging Adults (1)

Variable	Self-awareness			Empathy			Effective Communication		
	M	SD	Int	M	SD	Int	M	SD	Int
Family Income									
High	3.78	0.47	VH	3.45	0.35	VH	3.21	0.43	AL
Low	3.84	0.41	VH	3.57	0.35	VH	3.18	0.32	AL
Family Structure									
Intact	3.81	0.46	VH	3.47	0.34	VH	3.17	0.34	AL
Not Intact	3.82	0.41	VH	3.59	0.36	VH	3.23	0.44	AL
Degree Program									
Education	3.84	0.39	VH	3.56	0.33	VH	3.22	0.36	AL
Business	3.77	0.50	VH	3.44	0.37	VH	3.16	0.40	AL
Academic Classification									
Scholar	3.85	0.37	VH	3.50	0.35	VH	3.20	0.40	AL
Non-scholar	3.79	0.47	VH	3.51	0.36	VH	3.19	0.36	AL
Whole	3.81	0.44	VH	3.51	0.35	VH	3.19	0.38	AL

Note: 1.00-1.80=Very low level (VLL), 1.81-2.60= Low level (LL), 2.61-3.40=Average level (AL), 3.41-4.20=High level (HL), 4.21-5.00=Very high level (VH)

Table 3. Level of Life Skills of Filipino Emerging Adults (2)

Variable	Interpersonal Relationship			Creative Thinking			Critical Thinking		
	M	SD	Int	M	SD	Int	M	SD	Int
Family Income									
High	3.25	0.42	AL	3.58	0.49	VH	3.48	0.39	VH
Low	3.33	0.40	AL	3.45	0.64	VH	3.44	0.40	VH
Family Structure									
Intact	3.32	0.41	AL	3.49	0.57	VH	3.45	0.38	VH
Not Intact	3.22	0.39	AL	3.55	0.59	VH	3.48	0.43	VH
Degree Program									
Education	3.33	0.37	AL	3.50	0.58	VH	3.47	0.39	VH
Business	3.24	0.45	AL	3.52	0.56	VH	3.45	0.41	VH
Academic Classification									
Scholar	3.30	0.39	AL	3.45	0.61	VH	3.42	0.36	VH
Non-scholar	3.28	0.42	AL	3.55	0.55	VH	3.49	0.41	VH
Whole	3.29	0.41	AL	3.51	0.57	VH	3.46	0.39	VH

Note: 1.00-1.80=Very low level (VLL), 1.81-2.60= Low level (LL), 2.61-3.40=Average level (AL), 3.41-4.20=High level (HL), 4.21-5.00=Very high level (VH)

Table 4. Level of Life Skills of Filipino Emerging Adults (3)

Variable	Decision Making			Problem Solving			Coping with Emotions		
	M	SD	Int	M	SD	Int	M	SD	Int
Family Income									
High	3.34	0.39	HL	3.69	0.56	VH	2.87	0.46	AL
Low	3.41	0.35	HL	3.83	0.51	VH	2.78	0.53	AL
Family Structure									
Intact	3.34	0.34	HL	3.73	0.56	VH	2.87	0.47	AL
Not Intact	3.45	0.41	VH	3.82	0.49	VH	2.72	0.55	AL
Degree Program									
Education	3.44	0.37	VH	3.80	0.51	VH	2.84	0.49	AL
Business	3.30	0.36	HL	3.71	0.58	VH	2.80	0.52	AL
Academic Classification									
Scholar	3.41	0.36	HL	3.70	0.49	VH	2.80	0.52	AL
Non-scholar	3.36	0.37	HL	3.79	0.56	VH	2.83	0.49	AL
Whole	3.38	0.37	HL	3.76	0.54	VH	2.82	0.50	AL

Note: 1.00-1.80=Very low level (VLL), 1.81-2.60= Low level (LL), 2.61-3.40=Average level (AL), 3.41-4.20=High level (HL), 4.21-5.00=Very high level (VH)

Table 5. Level of Life Skills of Filipino Emerging Adults (4)

Variable	Coping with Stress			Life Skills		
	M	SD	Int	M	SD	Int
Family Income						
High	2.51	0.57	LL	3.33	0.22	AL
Low	2.48	0.48	LL	3.35	0.21	AL
Family Structure						
Intact	2.52	0.52	LL	3.33	0.22	AL
Not Intact	2.44	0.55	LL	3.35	0.21	AL
Degree Program						
Education	2.51	0.46	LL	3.37	0.21	AL
Business	2.47	0.60	LL	3.30	0.21	AL
Academic Classification						
Scholar	2.49	0.48	LL	3.33	0.21	AL
Non-scholar	2.49	0.55	LL	3.34	0.21	AL
Whole	2.49	0.53	LL	3.34	0.21	AL

Note: 1.00-1.80=Very low level (VLL), 1.81-2.60= Low level (LL), 2.61-3.40=Average level (AL), 3.41-4.20=High level (HL), 4.21-5.00=Very high level (VH)

Base on Table 2, Table 3, Table 4 and Table 5, generally the level of like skills (M=3.34, SD= 0.21) is rated average level. The lowest areas among the life skills are coping with stress (M=2.49, SD= 0.53), coping with emotions (M=2.82, SD= 0.50), effective communication (M=3.19, SD= 0.38), and interpersonal relationship (M=3.29, SD= 0.41).

Relationship between the Demographics and Life Skills

Table 6 presents the relationship between the family income, family structure, degree program, and academic classification of Filipino emerging adults and their life skills.

Table 6. Relationship between the Demographics and the Level of Life Skills

Variable	r	df	p
Family Monthly Income	0.043	296	0.456
Family Structure	0.029	296	0.619
Degree Program	-0.158*	296	0.006
Academic Classification	0.030	296	0.605

Note: *relationship is significant when $p < 0.05$

Base on Table 6, show that the family income [$r(296)=0.043$, $p=0.456$], family structure [$r(296)=0.029$, $p=0.619$], and academic classification [$r(296)=0.030$, $p=0.605$] have no significant relationship with their life skills. Hence, the null hypotheses are accepted. Meanwhile, in degree program [$r(296)=-0.158$, $p=0.006$], there is a significant relationship with their life skills. Hence, the null hypothesis is rejected.

Predictors of Life Skills

Table 7 presents the predictors of life skills of Filipino emerging adults in a Catholic higher education institution.

Table 7. Predictors of Life Skills

	r	R ²	F	df	p
	0.158	0.025	7.597	1, 296	0.006
Variables			Beta	T	p
(Constant)			3.435	90.937	0.000
Degree Program			-0.068*	-2.756	0.006
Family Monthly Income			-0.004	-0.074	0.941
Family Structure			0.004	0.073	0.942
Academic Classification			0.041	0.710	0.478

Base on Table 7 show the results reveal that the predictor explained 2.5% of the variance [$F(1, 296)=7.597$, $p=0.006$, $R^2=0.025$]. The individual predictors were examined further and indicated that degree program [$\beta=-0.068$, $t=-2.756$, $p=0.006$] significantly predicts life skills. Based on this, the equation for the regression line is $\hat{y} = 3.435 - 0.068$ (degree program). Therefore, using this equation, given the index score for "degree program", you can come up with a prediction for the "life skills" variable.

Discussion

Level of Life Skills of Filipino Emerging Adults

Base on the result obtain generally the overall rating indicates that the Filipino emerging adults in a Catholic higher education institution have fair acquisition of life skills. Undeniably, the result shows the need for this educational institution to improve in providing their students the necessary opportunities to make them fully respond to the various circumstances and conditions of life. Perhaps, more attention for improvement on the four areas with low scores to meet the highest rating namely, coping with stress, effective communication, interpersonal relationship, and coping with emotions. Similarly, the average rating of this study is congruent with the results of (Centeno, 2020; Raj & Raju, 2016; Zhou et al., 2020). With this result, programs and activities that elicit the acquisition and development of life skills must be put in place and the school has the potential role in materializing these among students. Meanwhile, given that the respondents are products of

the pandemic, the rating could be largely influenced by this circumstance which altered the modality of instruction from traditional face to face to distance teaching and learning (Esperanza & Bulusan, 2020; Hays & Handler, 2020).

With the shifting instructional modality, the skills to be learned by the students in the respective year levels are compromised. Most curricular and co-curricular activities were not fully implemented due to the new way of instruction. Some factors which affected most students is that they were not designed for distance learning due to its abrupt implementation (Freire et al., 2020; Gurrola, 2022; Lubis et al., 2022). Secondly, modular-online instruction is mostly at the cognitive level since pandemic prevents the teachers to assess their students whether they have learned the skills or not (Biscocho, 2021; Lazaga & Madrigal, 2021; Purwanti et al., 2022). Not to mention, the issues on modular instruction, connectivity and utilization of virtual platforms for newbies which also affected them. Lastly, most students' assessments of learning are not mostly given feedbacks by the teachers due to the distance instruction. It was noted in previous study that feedbacking is essential to validate the learning of the students vis-à-vis, the skills (Yulianti et al., 2022). Aside from this, the reliability of assessments and performance tasks is put to question since they do these at home (Cayaon, 2022; Ozer, S., & Bertelsen, 2020). With these findings, these imply that in the students' successful and full development and acquisition of life skills, continuous improvement is necessary. Perhaps focusing on the lowest areas in the assessment is critical. Relative to this, curricular and co-curricular activities are good avenues for the students life skills acquisition. Lastly, it is noteworthy to mention that in checking the achievement of these life skills, feedbacking is essential. Stress has been a crucial experience on the part of the students especially during the pandemic where much was expected from them to accomplish considering the change in the instructional modality (Alic & Bual, 2021; Lazaga & Madrigal, 2021). The more they are stressed the more it affects their emotional aspect. Their rating on this area could be affected by the paper works, performance tasks, heavy academic duties and responsibilities, and the uncertainty of their academic learning during the circumstance which contributed much on their stress and health issues (Cleofas, 2021; Margario et al., 2022).

Also, most Filipino emerging adults during the distance learning find their family income a factor of their academic stress since they have to consider gadgets and connectivity to ensure full participation in the instructional modality as supported by previous study (James & Thériault, 2020; Watts et al., 2011). Meanwhile, by these students' stressful experiences on the pandemic, they become impulsive and emotionally distressed which strongly affect their competence. More than that, intense emotions like sadness or anger brought by this circumstance negatively affect their health, causing them to become unable to respond appropriately towards their responsibilities (Wang et al., 2020).

No wonder, their communication skills and interpersonal relationship are affected. Hence, these findings imply that the school cannot take lightly these students' experiences since these affect their disposition towards their academics. With this, the school programs and activities that help them cope with these conditions are critical. On the one hand, the ratings of effective communication and interpersonal relationship indicate the need also for these areas to be given attention to ensure among the students the acquisition of these life skills. The ratings could be ascribed to the kind of instruction that is dependent only on module and virtual which compromise the students' communication skills. Though there was online teleconferencing but this limited them to associate with their teachers and classmates. At home, most of these students are confined to their rooms to comply with their modules and tasks (Lazaga & Madrigal, 2021; Ratminingsih et al., 2022). Not to mention, most of the activities during the pandemic circumstance were done individually and not collaboratively. The absence of collaborative activities and interaction may contribute negatively to their

communication skills. Interaction according to previous study is an essential element in developing the students' skills to associate and communicate well (Subasree et al., 2014). Given these, these imply that in the development and acquisition of life skills among students particularly in terms of effective communication and interpersonal relationship, collaborative programs and activities in the school are essential. With these in place, the students' life skills are guaranteed.

Relationship between the Demographics and Life Skills

Base on the result obtain there are no correlation between the family income, family structure, and academic classification indicates that these demographics do not influence the development and acquisition of the life skills of Filipino emerging adults. However, the relationship between the degree program and the life skills indicates that this demographic highly influences their life skills acquisition. The rating of the degree program among all demographics could be attributed to the fact that most essential skills in life are normally provided by the school in its curriculum and instruction (Cabrera et al., 2020; Cayaon, 2022).

In support, the previous findings agree that the students' degree program can potentially elicit strong acquisition of essential skills in life (Alajmi, 2019). By the quality education and formation the school is providing them, they become knowledgeable and skillful in their specializations and in overcoming the circumstances of life. Meaning, their respective courses in college are potential opportunities that can effectively hone their skills which they can utilize in their future careers and life ahead. That is why, it is critical that the curriculum and instruction be quality established and provided to them making use of the curricular and co-curricular programs of the school to ensure the development of their skills which they can utilize when they graduate and in looking for their jobs (Cabrera et al., 2020; Cayaon, 2022). In fact, according to previous study the instruction in schools is a potential element in developing the holistic perspectives and skills of the students (Lazaga & Madrigal, 2021). Meanwhile, intact curriculum that is regularly reviewed is also significant to see to it that the program offerings are still viable and useful in the students' development which in this case, their skills. With these, the findings imply that the degree programs are potential avenues for the school to improve the life skills of their students. With the quality curriculum and instruction, these skills are assured.

Predictors of Life Skills

Base on given the results, the degree program as a predictor indicates that this demographic variable does not only influence the students' life skills but strongly impacts their development. Meaning, when given proper attention by the school and the students, these Filipino emerging adults guarantee their acquisition and demonstration of these life skills. The result is congruent with previous study which supports the notion that the degree program has a strong effect on the development of the life skills of college students (Assoah, 2019; Koyuncu, 2018). This also reveals that when these students are properly guided by the school vis-à-vis quality instruction of the programs as well as the motivation, and support of their professors, these emerging adults can fully develop these essential life skills. Previous study perceived that the Filipino emerging adults can demonstrate a good grasp of life skills when they are guided properly from their basic education instruction to college (Cleofas, 2021). This is where the school plays a huge part in developing not only their skills, but also their knowledge and attitude which are useful in conquering the different conditions of life. Manifestation that above all else, the students learn best their skills and practically demonstrate them when they submit themselves in the academic programs of the school most especially in their respective fields of expertise (Alajmi, 2019; Jena, 2020). Additionally proper guidance among students, along with a favorable learning environment, strongly

influences the accomplishment of their courses and these necessary life skills (Purwanti et al., 2022; Van der Zanden et al., 2018). Conducive learning environment and the student's proper disposition towards their programs, their life skills are put in place. With this, the life skills acquisition is guaranteed when students recognize the importance of being in schools and the need to be educated. This also implies that the school's guidance vis-à-vis the academic programs is critical for students to materialize this recognition of education.

Hence, when these are in place, their life skills are ensured. Theoretically, this study perceived that the family monthly income, family structure, academic classification, and degree program of Filipino emerging adults influence their life skills. With the correlation between the degree program and their life skills, social learning theory is validated. Meaning, the acquisition and development of life skills are strongly influenced externally which in this case, their academic programs. Their degree programs are potential factors in ensuring the learning and application of the life skills. In other words, the life skills acquisition is not just internally but externally influenced.

With these findings, these imply that external factors like degree programs should be considered critical in developing the life skills of the Filipino emerging adults. With the validation of the social learning theory, it cannot be denied that there are external factors which can potentially affect the life skills development among students which in this case their academic programs. However, the study recognizes several limitations. It is limited to one school, which is a Catholic higher education institution in Southern Negros Occidental. In terms of respondents, this is only limited to Filipino emerging adults or college students. Aside from this, it only focused on the two-degree programs: business and education. Relative to the method, this was only measured using quantitative design. Lastly, the study was only limited to the demographics of family monthly income, family structure, degree program, and academic classification. Hence, further studies addressing these limitations and employing the same or other demographic variables are encouraged among future researchers to validate the claims of this research.

4. CONCLUSION

Given the findings of this study, these imply that continuous improvement will always be necessary in ensuring the development and acquisition of life skills among Filipino emerging adults. Considering the results, focusing this improvement on the lower aspects such as coping with stress, effective communication, interpersonal relationship, and coping with emotions is critical to guarantee their exceptional acquisition of skills in life. With these, the curricular and co-curricular activities are potential opportunities for the school to integrate the lessons on these essential skills. With the results of the inferential objectives, it is noteworthy to mention how important and huge the role of the school is in developing these life skills among students. Additionally, their recognition of the crucial need for education is vital to instill these skills and guide them towards better future. Meanwhile, with the high attention given to their quality instruction and curriculum, these skills in life are guaranteed in preparing themselves for their future careers and lives ahead.

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