EVALUATING DYSFUNCTIONAL ATTITUDES AMONG THIRD-YEAR BS PSYCHOLOGY STUDENTS: TOWARDS THE DEVELOPMENT OF AN ENHANCEMENT PROGRAM

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ABSTRACT

Objective: This study investigates the prevalence and implications of dysfunctional attitudes among third-year Bachelor of Science in Psychology students at a higher education institution in Davao del Norte, Philippines.

Theoretical framework: Dysfunctional attitudes, theorized to contribute to mental health issues such as depression and anxiety, are pivotal in understanding the emotional and psychological well-being of individuals during the critical transition from late adolescence to early adulthood. Utilizing the Dysfunctional Attitude Scale (DAS), this research aimed to assess dysfunctional attitudes across seven domains: approval, love, achievement, perfectionism, entitlement, omnipotence, and autonomy.

Methods: Using purposive sampling, a quantitative research methodology, specifically a descriptive survey design, was employed to collect data from 105 third-year psychology students. The findings indicate a moderate presence of dysfunctional attitudes in the domains of approval, love, achievement, and perfectionism, suggesting a degree of psychological resilience among the participants. However, entitlement, omnipotence, and autonomy revealed more concerning attitudes, underscoring the need for targeted intervention programs.

Results and conclusion: The study concludes that while the majority of students possess healthy attitudes towards approval, love, achievement, and perfectionism, there is a significant need for interventions addressing entitlement, omnipotence, and autonomy to prevent potential mental health issues. This research contributes to the body of knowledge on the mental health of college students. It underscores the importance of early identification and intervention of dysfunctional attitudes as a preventative measure against psychological distress.

Keywords: Dysfunctional attitudes, Mental health, Education, Equality, Reduced Inequalities, International cooperation.

AVALIANDO ATITUDES DISFUNCIONAIS ENTRE ESTUDANTES DE PSICOLOGIA DO TERCEIRO ANO: RUMO AO DESENVOLVIMENTO DE UM PROGRAMA DE APRIMORAMENTO

RESUMO

Objetivo: Este estudo investiga a prevalência e as implicações de atitudes disfuncionais entre estudantes do terceiro ano de Bacharelado em Psicologia de uma instituição de ensino superior em Davao del Norte, Filipinas.

Enquadramento teórico: As atitudes disfuncionais, teorizadas como contribuindo para problemas de saúde mental, como a depressão e a ansiedade, são fundamentais para a compreensão do bem-estar emocional e psicológico dos indivíduos durante a transição crítica do final da adolescência para o início da idade adulta.

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Evaluating Dysfunctional Attitudes Among Third-Year BS Psychology Students: Towards the Development of an Enhancement Program

Utilizando a Escala de Atitudes Disfuncionais (DAS), esta pesquisa teve como objetivo avaliar atitudes disfuncionais em sete domínios: aprovação, amor, realização, perfeccionismo, direito, onipotência e autonomia.

Métodos: Usando amostragem proposta, uma metodologia de pesquisa quantitativa, especificamente um desenho descritivo de pesquisa, foi empregada para coletar dados de 105 estudantes do terceiro ano de psicologia. Os resultados indicam uma presença moderada de atitudes disfuncionais nos domínios de aprovação, amor, realização e perfeccionismo, sugerindo um grau de resiliência psicológica entre os participantes. No entanto, o direito, a onipotência e a autonomia revelaram atitudes mais preocupantes, sublinhando a necessidade de programas de intervenção direcionados.

Resultados e conclusão: O estudo conclui que, embora a maioria dos estudantes possua atitudes saudáveis em relação à aprovação, ao amor, à realização e ao perfeccionismo, existe uma necessidade significativa de intervenções que abordem o direito, a onipotência e a autonomia para prevenir potenciais problemas de saúde mental. Esta pesquisa contribui para o conhecimento sobre a saúde mental de estudantes universitários. Ressalta a importância da identificação e intervenção precoce de atitudes disfuncionais como medida preventiva contra o sofrimento psicológico.


EVALUACIÓN DE ACTITUDES DISFUNCIONALES ENTRE ESTUDIANTES DE TERCER AÑO DE LICENCIATURA EN PSIQUÍATRÍA: HACIA EL DESARROLLO DE UN PROGRAMA DE MEJORA

RESUMEN

Objetivo: Este estudio investiga la prevalencia y las implicaciones de las actitudes disfuncionales entre estudiantes de tercer año de Licenciatura en Psicología en una institución de educación superior en Davao del Norte, Filipinas.

Marco teórico: Las actitudes disfuncionales, que se teoriza que contribuyen a problemas de salud mental como la depresión y la ansiedad, son fundamentales para comprender el bienestar emocional y psicológico de las personas durante la transición crítica de la adolescencia tardía a la edad adulta temprana. Utilizando la Escala de Actitud Disfuncional (DAS), esta investigación tuvo como objetivo evaluar actitudes disfuncionales en siete dominios: aprobación, amor, logro, perfeccionismo, derecho, omnipotencia y autonomía.

Métodos: Utilizando un muestreo intencional, se empleó una metodología de investigación cuantitativa, específicamente un diseño de encuesta descriptiva, para recopilar datos de 105 estudiantes de tercer año de psicología. Los hallazgos indican una presencia moderada de actitudes disfuncionales en los ámbitos de aprobación, amor, logro y perfeccionismo, lo que sugiere un grado de resiliencia psicológica entre los participantes. Sin embargo, los derechos, la omnipotencia y la autonomía revelaron actitudes más preocupantes, lo que subraya la necesidad de programas de intervención específicos.

Resultados y conclusión: El estudio concluye que si bien la mayoría de los estudiantes poseen actitudes saludables hacia la aprobación, el amor, el logro y el perfeccionismo, existe una necesidad significativa de intervenciones que aborden el derecho, la omnipotencia y la autonomía para prevenir posibles problemas de salud mental. Esta investigación contribuye al conjunto de conocimientos sobre la salud mental de los estudiantes universitarios. Subraya la importancia de la identificación e intervención tempranas de actitudes disfuncionales como medida preventiva contra el malestar psicológico.

Palabras clave: Actitudes Disfuncionales, Salud Mental, Educación, Igualdad, Reducción de las Desigualdades, Cooperación Internacional.

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1 INTRODUCTION

During human development, one of the most critical stages is the transition from late adolescence to adulthood. When a person reaches this stage, they are more likely to be exposed to various life circumstances than in the preceding stage. The most important aspect of this transformation is that it takes place during a vulnerable period of the life cycle, which is often when mental and emotional issues manifest themselves. Seventy-five percent of all mental diseases that occur over a lifetime frequently begin at this period, which is around the time when a person becomes 24 years old, as stated in an article published by Harvard Medical School in the year 2023. In addition, these years are often linked to harmful health behaviors such as drug misuse and suicide, according to Harvard Medical School's research from 2023. According to the findings of the Globe Health Organization (2019), depression is one of the top causes of disability among persons aged 15 to 29 years old all over the globe. Additionally, suicide is the fourth highest cause of mortality among people in this age range.

According to a survey by the Population Institute of the University of the Philippines, in the year 2021, around one in five Filipinos between the ages of 15 and 24 had thoughts of terminating their own lives. Still, they did not seek help from anybody about their suicidal ideation (Philstar Global, 2023). These pressures that college students may have experienced when they began their lives at university are the root cause of the mental health problems that have been seen among college students. According to the findings of a study conducted by Dy and colleagues (2015) and (Nordin et al., 2023), the most significant sources of stress for college students who are transitioning into tertiary education are academic challenges associated with the subject matter, academic workloads caused by subjects, time management, obligations, and responsibilities, mainly when they are away from their families and school organizations. It is not noted here that college students have concerns over their finances, particularly those from lower socioeconomic statuses, and problems with their relationships with their families, friends, and classmates.

The situations mentioned earlier by college students may result in dysfunctional attitudes. These beliefs and attitudes induce negative thoughts about the self, others, and the future, leading to depression and other mental health problems (Horiuchi et al., 2017, p. 271). These college students may include narratives such as “My value as a person depends entirely on what other of me” and “If I fail at school, then I am a failure as a person” (Conway et al., 2014, p. 366).
For this investigation, the researchers used the Dysfunctional Attitude Scale, developed by Weissman and Beck in 1978. As a result, the purpose of the exam was to assess the self-defeating attitudes that are hypothesized to be the underlying reasons that lead persons to suffer or be diagnosed with clinical depression or anxiety. Furthermore, this was supposed to be done after Becks' concept of cognitive dysfunction to quantify the persistent negative views that a person who is depressed or anxious has about themselves, the outside world, and the future (Weissman, Beck, 1978). A more in-depth comprehension of the examination may be attained by looking at the seven scales provided on the Mathers Clinic website. First and foremost, the approval scale is designed to investigate whether or not an individual has a propensity to rely on their self-esteem, how other people respond to them, and what they think of themselves. The second component of the love scale is the inclination to evaluate a person's value based on whether or not others support them. The accomplishment scale is a tool that helps individuals assess how much they value themselves depending on their productivity level or capacity for work. The perfectionism scale measures individuals concerned about being adversely appraised based on their performance. In the context of the entitlement scale, an individual's beliefs about whether or not they are entitled to something or just worthy of something are investigated. The omnipotence scale measures a person's propensity to see themselves as the center of their universe and take responsibility for the events in their immediate environment. Last, the autonomy scale measures individuals' capacity to discover their pleasure. One interpretation of these scales is that they can capture the many perspectives held by the participants and reveal the level of any potentially dysfunctional behaviors that have the potential to develop into diseases associated with anxiety and depression.

As the baseline is established, the researchers suggest these findings as a basis for a school-based intervention program. In detail, this research aimed to answer the following questions:

1. What is the level of dysfunctional attitudes of the respondents based on the following scales?
   a. Approval
   b. Love
   c. Achievement
   d. Perfectionism
   e. Entitlement
   f. Omnipotence
   g. Autonomy
2. Based on the data gathered, what type of intervention can be proposed?

This intervention program has been developed to address the need for assistance among our college students when they are going through a significant transition in their lives. Using the information obtained from the participants via the Dysfunctional Attitude Scale, an intervention that will be tailored to meet the requirements of the college students will be provided. This intervention will be based on the dysfunctional attitudes that the participants disclose, and the delivery method that is most suitable for the intervention will be identified.

2 MATERIALS AND METHODS

In this chapter, the research methods will be discussed. It will focus on the research participants, instruments, design, and data collection procedure.

2.1 PARTICIPANTS

Students who were enrolled in the third year of a Bachelor of Science in Psychology program at a higher education institution in Davao del Norte were the subjects of this research. Direct responses to the questionnaire were requested from 105 students who were present in person. The sampling type used in this investigation was the purposive sampling strategy used to collect the data. It is possible to use a purposive sample in a quantitative study, as detailed in the research conducted by Barreiro (2001), given that the subjective selection is in line with the objective of the inquiry. In addition, Tongco (2007) said that the purposive sampling approach is a non-probability sampling strategy that may be used with qualitative and quantitative research methodologies. This is because the study samples are purposefully picked. That being the case, the researchers decided to utilize purposive sampling since it satisfies the criteria set for the inquiry. The researchers chose the students in their third year of college for this study on purpose so that they could evaluate the problematic attitude tendencies that they exhibited and, if necessary, develop an intervention program for them before they graduated from college. In addition, the researchers made an effort to determine the extent to which the respondents exhibited dysfunctional attitudes, which served as the foundation for the proposal of an intervention tailored to the respondents' requirements to prepare them for their internship during their fourth year. Considering this, using this particular sample strategy is justified (Bernard, 2002; Lewis & Sheppard, 2006).
2.2 INSTRUMENTS

The researchers used the Dysfunctional Attitude Scale on the Mathers Clinic’s website to gather data for this study. Out of the seven domains of the test, each has five items that refer to the assigned domain, in a total of 35 items and is answerable using a 5-point Likert scale (-2 Agree strongly, -1 agree slightly, 0 neutral, +1 disagree slightly, +2 disagree very much.) Based on the scoring and interpretation of the test, the possible result per domain could range from -10 up to +10, wherein positive scores indicate the domains that the respondent is psychologically intense.

According to de Graaf et al. (2009), the significance of dysfunctional attitudes, which is a distinguishing characteristic of depression, is evaluated via the use of the questionnaire. Weisman and Beck (1978) wanted to use the DAS to determine whether these beliefs and attitudes were still active and whether or not they existed. In its early stages, the Depression Assessment Scale (DAS) was designed to assess a wide cognitive sensitivity factor to depression. Some additional research, on the other hand, shows that individuals who are predisposed to depression could only have dysfunctional beliefs in a few elements of their life rather than in all of them. Beck (1987) claimed that some dysfunctional ideas would interact with certain situations later. As a result, it is essential to focus on specific problematic beliefs rather than generalized ones while researching and providing therapeutic therapy. For the DAS to be employed as a marker of specific vulnerabilities, it is essential to define DAS subscales, including assessing specific maladaptive thinking processes.

2.3 DESIGN AND PROCEDURE

In this particular study, a quantitative research approach was applied. According to Creswell (2003), this research approach focused on collecting data to quantify and use statistical analysis to support or invalidate the numerous statements about the information's status. To be more specific, the research used the descriptive survey design, which allows for the collection of substantial volumes of data from a wide range of respondents via the utilization of survey design techniques. The survey structure makes it easier to analyze the frequency and recognize patterns in the findings (Voxco, 2021). In order to ensure that this strategy was followed, the researchers evaluated the various degrees of dysfunctional attitudes carried by the respondents.

Before beginning the data-gathering process, the researchers contacted the college's director to request permission to conduct the study. Following this, the respondents responded...
to the face-to-face questionnaire, which was separated into four (4) batches to prevent congestion and establish an atmosphere conducive to their ability to concentrate on the work at hand. After the researchers had obtained the desired replies, they moved on to the next step of the process, which was the data interpretation and analysis using the participants’ frequency mean score.

3 RESULTS

Table 1 displays the results and interpretations of the researchers’ assessment of the degrees of dysfunctional attitudes of third-year psychology students attending a higher education institution in Davao del Norte. The researchers will provide these findings and interpretations in this section.

3.1 LEVEL OF DYSFUNCTIONAL ATTITUDES OF THE RESPONDENTS

Table 1

<table>
<thead>
<tr>
<th>Dysfunctional Attitude Scales</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
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<tbody>
<tr>
<td>Approval</td>
<td>1.35</td>
<td>With a little sense of independence and acknowledgment of self-worth when confronted with criticism and disapproval</td>
</tr>
<tr>
<td>Love</td>
<td>3.19</td>
<td>Somehow sees love as desirable and somewhat has other interests to gratify and fulfill them other than love. Quite knows that love is not a requirement for happiness and self-esteem.</td>
</tr>
<tr>
<td>Achievement</td>
<td>0.37</td>
<td>Most likely neutral on enjoying creativity and productivity and could barely see them achieve self-esteem and satisfaction</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>1.86</td>
<td>Tends to set meaningful, flexible, appropriate standards. Quite accepting of mistakes and not compulsively preoccupied with details.</td>
</tr>
<tr>
<td>Entitlement</td>
<td>-1.8</td>
<td>They tend to have a sense of privilege and are likely to demand what they think is right for them.</td>
</tr>
<tr>
<td>Omnipotence</td>
<td>-0.94</td>
<td>With a little inclination to blame oneself inappropriately for the consequences of other's actions. Could feel guilt and self-condemnation</td>
</tr>
<tr>
<td>Autonomy</td>
<td>-2.91</td>
<td>Somehow, the potential for joy and self-esteem depends on the outside and external factors.</td>
</tr>
</tbody>
</table>

The first dysfunctional attitude scale is approval, with a mean score of 1.35 across the board. It gives the impression that the students who responded to the survey would have a certain degree of autonomy and awareness when confronted with criticism and acceptance
options. On the other hand, love had a mean score of 3.19 on the second scale that measures dysfunctional attitudes. The respondents saw love as something that should be desired. Outside of love, they have activities that they like doing that make them feel whole and satisfied. In addition, they have realized that love is not the only factor determining pleasure, self-worth, and fulfillment.

In addition, the third dysfunctional attitude scale is an accomplishment with a mean score of 0.37. Taking this into consideration, it is likely that they have a neutral attitude toward recognizing innovation and productivity. In addition, individuals had difficulty seeing themselves as a source of satisfaction and self-worth. Conversely, the fourth dysfunctional attitude scale has a mean score of 1.86 for perfectionism. As a result, they naturally tend to develop appropriate, flexible, and significant rules. In addition to this, they do not concentrate on minutiae with an obsessive level of attention and typically tolerate mistakes. Entitlement has a mean score of -1.8 on the dysfunctional attitude scale, making it the sixth most prevalent attitude. This exemplifies how individuals often feel entitled to certain things and are willing to battle for what they consider legitimate. On top of that, entitled individuals believe that they are superior to others and should be given preferential treatment. They must know they are entitled to certain benefits and advantages with little work.

With a mean score of -0.94, the sixth scale that falls under the dysfunctional attitude category is Omnipotence. As a consequence, a negative score on this scale demonstrates that individuals often assign blame to circumstances over which they have little influence over themselves. It is possible for someone to feel guilty or condemned for behaviors they carry out, even when they are not held accountable for such actions. As was said in the preceding finding, these persons have a significant concern for other people, even if they are not responsible to those people. Having a mean score of -2.91, the last dysfunctional attitude scale is the one that measures autonomy. This demonstrates that individuals look to others for happiness and feeling good about themselves rather than looking inside to find these things. They tend to seek satisfaction from the people around them, which will influence the attitudes and behaviors of those others. As a consequence of this, individuals are not directly responsible for their ideas and attitudes since they are influenced by circumstances that are external to themselves.

On three of the dysfunctional attitudes scale subscales, the respondents' scores are below the threshold, as shown by the scale findings. An enhancement program might be carried out collectively to control their feeling of entitlement, omnipotence, and autonomy, even though the outcome does not clinically reflect a need for individual intervention. Because the students tend to lack control over their mood, as shown on the subscale autonomy, the improvement
program can respond to the student's desire to check their source of pleasure and self-esteem. In addition, the program has the potential to assist the pupils in developing a feeling of responsibility for achieving control over themselves. Additionally, acquiring this power might raise students' awareness of their sense of entitlement, which would establish a more realistic standard for the demands and control they feel entitled to.

To combat omnipotence and other associated issues, kids must be encouraged to consult with a school counselor. This will assist them in developing a more balanced and realistic perspective of their responsibilities and those of others, reducing the likelihood that they would unfairly blame themselves. Counselling may be beneficial because it provides a method that is both structured and backed by empirical evidence for resolving and maintaining a grounded perspective on these concerns.

Additionally, educational programs should include reflective activities such as keeping a daily diary to address difficulties with autonomy. These activities are designed to aid students in gaining a better understanding of who they are and realigning their thinking with what they genuinely want. Students may acquire skills to control their emotions via self-reflection and writing, which helps them to evaluate how they feel, find tranquility inside themselves, and conquer challenges, according to Duffell, Beland, and Frey (2006), who supported the premise that students can learn emotional regulation techniques through these activities. Moreover, to encourage students to engage in self-directed learning, instructors must provide activities that include independent research.

4 DISCUSSION

Approval, love, success, and perfectionism are the first four (4) characteristics of dysfunctional attitudes that have been shown to produce beneficial consequences. Consequently, this demonstrates that good results in these areas suggest that the individual is mentally intense or has high psychological strength. According to Renner (2013), optimism is a propensity for generalized optimistic outcome expectations in the future. This definition was provided by Carver et al. (2010). Studies conducted in the past have shown a favorable correlation between optimism and physical and mental health results. In the case of college students, for example, the research conducted by Segerstrom et al. (1998) discovered that dispositional and situational optimism were connected with better mood ratings and more favorable immunological parameters. Moreover, research that was conducted over a more extended period demonstrated that a higher level of optimism is associated with a reduced
occurrence of symptoms of depression. It is a well-established truth that people who think positively and have a good attitude are more likely to be optimistic and that these factors may prevent individuals from having more thoughts about committing suicide (Jarchi et al., 2014).

Having a sense of self-love appears to nurture one’s well-being. Hence, without self-love, one is likely to be self-critical and fall into “people-pleasing”, neglecting one's feelings and not valuing oneself (Martin, 2019). To add insult to injury, having high self-esteem will lead to happiness, which implies being more tolerant of your existence. According to Agathangelou (2015), those with a good attitude toward life and, more likely, less negative thoughts can empower themselves to be themselves, engage in activities they like, and pursue the most suitable route. According to Morgado et al. (2014), self-acceptance is the experience of embracing all of one's characteristics, whether mental or physical, favorable or harmful. Even if there is no such thing as a flawless person, everyone has aspects of themselves that they wish they could change. When individuals begin to embrace themselves, they tend to care less about what other people think about them. This, in turn, will assist them in seeing events more clearly and reduce the likelihood that they will be harshly critical of themselves.

The findings above may also show that dysfunctional attitudes such as entitlement, omnipotence, and autonomy are related to unfavorable psychological effects. From the cognitive psychology perspective, dysfunctional attitudes originate in the diathesis-stress paradigm. This concept maintains that psychopathology, particularly that which is related to anxiety and depression, continues to exist. The findings of Hawke and Provencher, which were referenced by Dalisay (2019), support this assertion. Dalisay indicated that a person who experienced stressful events during their formative years is more prone to acquire dysfunctional characteristics or characteristics. Manifesting itself as excessive and generalized thinking that prevented a person from exhibiting their genuine talents and performance might be one manifestation of this condition. The results of several research have shown that people in lonely situations tend to have negative thoughts. This thinking may result in an attempt at suicide or, even worse, the actual act of suicide if it persists for a considerable amount of time and no action is taken to address it.

When they cannot acquire what they want, college students may experience feelings of frustration and may respond aggressively to other people. This unfavorable consequence of entitlement suggests that pupils adapt to the standards and requirements of society in their everyday lives. They believe that they have performed well and put in a lot of effort, whether at school or home and as a result, they anticipate and demand that others satisfy all of their requirements. If this does not occur, however, individuals begin to experience feelings of
inadequacy, anger, and depression. There is a correlation between anxiety and emotions of irritation, despair, and anger. They believe that life is a despicable and unpleasant experience. They complain a lot without making any effort to find a solution to the problem. In light of this, it is less probable that they will accomplish their objectives in life. It was observed by Batterham and Christensen (2013) that teens can carry out their goals because they are observant enough to recognize changes in their environment.

As a consequence of their opposing views and their excessive expectations for themselves, this has come about. On the other hand, persons who believe they have unlimited power would commonly engage in the personalized fallacy, which involves laying an excessive amount of guilt on themselves for the uncontrolled attitudes of other people. Meanwhile, the negative mean autonomy score may be seen by putting them in a challenging circumstance. Furthermore, their emotions result from external factors; they cannot experience entire exhilaration and satisfaction. According to Dalisay (2019), Dunkley, Sanislow, Grilo, and McGlashan provided further explanations about the connection between the demand for autonomy and depression, as well as criticism. According to the findings of Shensa, Sidani, and Primack (2014), students who have strong tendencies toward entitlement, omnipotence, and autonomy are more likely to engage in risky behaviours such as drug use and unprotected sex, which can have adverse effects on their physical and mental health. In general, this is the outcome of the study. Even though further research is necessary to fully understand what motivates these attitudes, the results highlight the relevance of doing research and addressing them to improve overall well-being. Intervention measures must be implemented in every family, educational institution, religious institution, and the broader community to bring the number down to a more manageable level. Because dysfunctional attitudes begin inside the home, family members must be educated on this subject to facilitate preventative measures and early intervention. Similarly, to gain better coping skills, the community, the church, and the school need to be well-informed on better methods to deal with adolescents.

5 SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 SUMMARY

This research study aimed to determine the extent to which the respondents exhibited dysfunctional attitudes and to provide suitable therapies based on the acquired information. Purposive sampling was used to collect data from 105 third-year Bachelor of Science in
Psychology students interested in participating in this research. To be considered study participants, these students had to fulfill specific requirements. In their study, the researchers used the Dysfunctional Attitude Scale (DAS), which comprises seven (7) different domains. These domains include approval, love, accomplishment, perfectionism, entitlement, omnipotence, and autonomy. This study adopted a quantitative research methodology, more precisely, the descriptive survey design. The findings of this study may serve as the foundation for another upgrade program. The findings of the research that were found to be favourable pertain to the first four categories: approbation, love, accomplishment, and perfectionism. On the other side, entitlement, omnipotence, and autonomy are the three domains that have the most damaging results during the discussion.

5.2 CONCLUSION

This study concludes that third-year Bachelor of Science in Psychology students have a moderate attitude toward approval, love, achievement, and perfectionism. This indicates that the students have a good grasp of their self-worth and do not rely on the love and acceptance of others as a prerequisite for achieving happiness and as a foundation for their self-esteem. They also own their shortcomings and faults while setting reasonable standards.

5.3 RECOMMENDATION

Today, character education is more important than ever because of societal behavioural problems. Character education must be improved at higher education institutions to reduce students’ sense of entitlement. When students are taught values such as empathy, responsibility, and respect, they are encouraged to understand that each person may be treated honestly and respectfully. After understanding these principles, they will be less prone to strive for preferential treatment. They will be more likely to comprehend that every individual has the potential to achieve success. Based on the findings of this research, it is suggested that the students participate in an enhancement program that would help them feel more omnipotent, autonomous, and entitled. The program’s goals generally include enhancing the students’ capacity to set up appropriate limits and providing them with the tools necessary to support a more individualized and autonomous schema. As a possibility in reaction to these findings, educational institutions can begin programs via their guidance and counselling facilities as well as comprehensive sessions.
On the other hand, researchers in the future might investigate this subject and make this study more comprehensive by determining the extent to which dysfunctional attitudes are associated with different potential factors. Additionally, to discover the appropriate solution thoroughly, other researchers in the future might study the underlying roots of these dysfunctional attitudes held by the students.

6 LIMITATIONS

The study on dysfunctional attitudes among third-year Bachelor of Science in Psychology students during their transition to adulthood presents noteworthy insights. Still, it is subject to several limitations that warrant consideration. Using purposive sampling, targeting a specific program and institution, raises concerns about the generalizability of the findings to a broader population of college students. Furthermore, the reliance on self-reporting through face-to-face questionnaires introduces the potential for social desirability bias, compromising the accuracy and reliability of the data. The study lacks a comprehensive exploration of demographic factors, such as socio-economic status and cultural background, which are known to influence mental health and attitudes. The cross-sectional design limits the ability to establish causal relationships or track the dynamic nature of dysfunctional attitudes over time. The chosen instrument, the Dysfunctional Attitude Scale (DAS), focuses on specific domains, potentially oversimplifying the multifaceted nature of dysfunctional attitudes and neglecting other relevant dimensions. While suggested based on identified attitudes, the proposed intervention program needs more empirical testing for effectiveness and may not be universally applicable. Ethical considerations, participant consent, and confidentiality measures are briefly mentioned, raising concerns about protecting participants' rights. The study's external validity is constrained by its focus on a specific geographical region, and the time sensitivity of the data collection limits its relevance to evolving societal, educational, or mental health trends. A more balanced approach considering positive and negative aspects of mental health would provide a more comprehensive understanding of the participants' psychological well-being. In summary, while the study contributes valuable insights, addressing these limitations in future research endeavours is crucial to enhance the study's robustness and applicability across diverse contexts.
ACKNOWLEDGMENT

The successful completion of this research project was made possible through the support and collaboration of various individuals and institutions. First and foremost, I express my sincere gratitude to the participants who generously shared their time and insights, contributing invaluable data to this study. I extend my heartfelt thanks to the faculty and staff of the Bachelor of Science in Psychology program at Davao del Norte, whose guidance and assistance were instrumental throughout the research process. Additionally, I appreciate the College Director's permission to conduct the study—special thanks to my advisor, whose expertise and encouragement greatly influenced the quality of this work. Lastly, I acknowledge the unwavering support of my family and friends, whose encouragement sustained me during the challenges of this endeavor.

The authors also offer special gratitude to INTI International University for the opportunity to conduct and publish the work. In particular, the authors would like to thank INTI International University for funding the publication of this research work.

FUNDING

The authors offer special gratitude to INTI International University for the opportunity to conduct research and publish the research work. In particular, the authors would like to thank INTI International University for funding the publication of this research work.

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