

# Development of Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) of Adolescents: An Intervention Program

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**Abstract:** This study aims to develop an intervention program among college students who experienced adjustment problems. The study focuses on the needs assessment, focus group discussion, expert's validation, pilot run, theoretical and concept based on the final composition of the developed program. The researchers employed *qualitative* and *quantitative* approaches as well as *descriptive* method. Standardized tests including *College Adjustment Scale* and *Beck's Anxiety and Depression Inventory* were used to assess the needs of the college students. Results showed that college students who are having adjustment problems and difficulties have high levels of depression and anxiety. The final composition of Holistic Approach for Common Adjustment Problems of Adolescents (H.A.C.A.P.) was developed considering physical, mental, emotional, behavioral, and spiritual features.

*Keywords:* needs assessment, adjustment, adolescents, intervention

## INTRODUCTION

Adolescence is a vulnerable stage in life. It is considered to be the age characterized by the onset of several anxieties. Depression in its mild form is the most common psychological disturbance among adolescents. College students need to adopt changed behaviors and habits. Arnett (2013) stressed that adolescents have higher rates of depressed moods than adults and children. In one of the studies of the World Health Organization (2018), Philippines has the highest incidence of depression in Southeast Asia with 93 incidents of suicide for every 100,000 Filipinos. Panela (2012) affirmed that the Philippines ranked as 103rd least happy in the survey of 155 selected countries.

Attending college is one of the first life transitions for many adolescents. Some are excited to face new experiences while others are nervous to face changes. Likewise, adolescents experience major adjustments on their problems as they enter college life. Hence, anxiety as well as depression may arise due to emotions which may lead to suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic problems, and career problems. All these problems may involve *physical, emotional, behavioral, and spiritual* aspects of their lives. If paid attention to and addressed effectively, symptoms of anxiety and depression can be prevented through program development that will help students to cope with their adjustment problems.

Needs assessment for college adjustment problems was conducted by the Guidance Office using College Adjustment Scale which involved twenty-five (25) students from UE Manila. These students were referred by the deans, associate deans, and faculty members. The aforementioned students have failing grades in three to four subjects from 2016-2017.

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Results revealed that the top three common adjustment problems of these students are depression at 44% which has an indication of difficulty, 12% with significant difficulty, suicidal ideation at 36% which has an indication of this problem and 16% out of 25 students indicated significant difficulty.

This brought the attention of the researchers which heightened their interests to study the difficulties or problems faced by college students. Guided by holistic approach, follow-up needs assessment that will develop intervention program was crafted. In doing such, the said program is expected to help them find ways to mitigate, and eliminate various instances of anxiety and depression among students.

If given ample attention and addressed effectively, symptoms of anxiety and depression may be prevented. Through the development of a program that will enable students to cope up with their adjustment problems, their difficulties will decrease. Research studies are needed to know common adjustment problems among students, and help them to cope up with and handle adversities that will affect their mental health, behavior, and performance in school. This will enable adolescents to live a happier and healthier college life.

Many young people are not able to realize that they are in the most vulnerable stage of their lives- adolescence. In various instances, their difficulties stem from the fact that they are left alone by their parents who work overseas. Some of them are raised by single parents, thus, bereft of the many necessities that people their age are supposed to have. Then and now, there were students reported of committing suicide due to problems on family relationships and financial problems (Quintos, 2017).

There are some researchers who studied adjustment difficulties and problems, but they did not include an intervention program which touches physical, mental, emotional, behavioral, and spiritual aspects of adolescents which supposedly help college students eliminate their anxiety and depression.

Holism is the concept of an underlying approach to controlling stress and tension that deals with the complete lifestyle of the individual, integrating intervention at several levels—physical, mental emotional and spiritual simultaneously (Girdano, Everly Jr. & Dusek, 1997). All these aspects of individual functioning are considered unified and related, wherein change in one part can change the whole person. According to Arder & Jaspersen (2015), Holistic approach is important in treating depression.

### **OBJECTIVE**

The objective of the study is to develop an intervention program for the common adjustment problems of adolescents.

### **DESIGN**

A descriptive method was used as a precursor to describe quantitative results. A qualitative method was also embedded within the methodology frame to further support the quantitative data (Creswell, 2014). Furthermore, the descriptive method was used in describing the composition of needs *assessment survey* in analyzing the demographic profiles of the respondents such as age and gender in the needs assessment conducted for S.Y. 2016-2017 and in the follow-up needs assessment survey for the SY. 2017-2018. The importance of descriptive method is that the researcher was able to describe the results in the focus group discussion. The researcher was able to describe the results through the analysis of all the responses of the participants in the focus group discussion, the expert's validation, and the pilot run of the developed Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) intervention program among adolescents. Moreover, using this method, the researcher had a better understanding of relevant theories and concepts which are also bases of the outcome with the purpose of developing the final composition of H.A.C.A.P. intervention program. The intervention program was designed by the researchers to help adolescents decrease the level of the two dominant common adjustment difficulties and help them gain a positive outlook in life.

### *Method Participants*

The researchers conducted the study in two phases: *Phase I* is development of H.A.C.A.P. Intervention Program. The researchers had an extensive reading of related literature and studies, reviewed, and analyzed the *needs assessment* for the school year 2016–2017. Data were gathered from the Guidance Office of the University of the East. As referred by the Dean from different colleges, 25 students who already dropped out during the mentioned school year were identified. A follow-up needs assessment for the school year 2017–2018 was also conducted. Among 78 referred students, only 48 complied, 16 did not comply and 14 already dropped out. Anton and Reed's (1991) College Adjustment Scale, 24 were found to have high level of anxiety and depression. In the *inclusion* and *exclusion* of the participants, the criteria are the following: 3–4 failing subjects for two consecutive semesters, sophomore students with high level of anxiety and depression and those completed the sessions in focus group discussion. Then, the respondents were selected as participants and were informed of the results. They gave consent and had a debriefing before participating in the focus group discussion. Out of 24, 16 complied and participated in the *focus group discussions* as shown in the table for the protocols and responses. These participants were first given a consent form approved by the Ethics Committee. To get an *honest* answer, the researchers observed their behaviors, began the interview by building rapport, series of responses were clarified and confirmed through follow up questions, and their records from the Guidance office were reviewed. a. There were four sessions in the FGD, and the duration of focus group interview was one hour and thirty minutes. Participants were interviewed during their common break. Responses of the participants were analyzed through thematic analysis and quantified. Interviews were audio recorded and a structured questionnaire was prepared. Furthermore, interviews were transcribed, grouped together, analyzed, and coded. The following codes were developed from the responses such as being aware of themselves, school problems, family problems, peer problems, hopelessness, anxiety, depression, stress, social problems, lack of energy, spiritual, and coping strategies. Main themes were also developed such as self-awareness, physical, emotional, mental, and behavioral. Common responses were quantified as part of the responses validation. After this, the researchers asked five experts to *validate* the developed intervention program. All modules were 100% accepted by the experts and most of them rated excellent. Before applying the H.A.C.A.P. intervention program in the actual experiment, the researchers conducted a *pilot run* of the H.A.C.A.P. Intervention Program among 35 students from the other course, 10 respondents showed high level of anxiety and depression but only 6 complied for personal reasons. The researchers conducted a pilot run prior to the actual experimental phase.

### *Instruments*

The College Adjustment Scale by Anton and Reed (1991) was used to assess the needs of the college students in this study. It is an inventory for screening of college counselling clients for common developmental and psychological problems. It measures psychological distress, relationship conflict, low self-esteem, and academic career choice difficulties. It has nine scales which included anxiety, depression, suicidal ideation, substance abuse, self-esteem, interpersonal problems, family problems, academic performance, and career problems. These provided the researchers the common adjustment problems of adolescents. Since anxiety and depression are common among college students, the researcher used Anxiety and Depression Inventory by Beck (1991) to support the result of the assessment. This is widely used as an assessment tool by health care professionals and researchers in a variety of settings. It is composed of 21 items and the norms are 1–10 normal, 11–16 mild disturbances, 17–20 borderline clinical depression, 21–30 moderate depression, 31–40 severe depression and over 40 extreme depression. The researcher focused on severe depression.

The validity of the College Adjustment Scale was examined in five studies. These studies were carried out in several colleges and universities throughout the US. Several findings from the different studies provided evidence supporting the validity of the CAS. Anxiety and Depression Inventory by Beck was also used. It showed an average correlation with the items of .60. Internal consistency was strong, over .7, for the scale. It is a well-accepted report measure of anxiety in adolescents and adults for use in both clinical and research settings. On the other hand, Beck's Depression Inventory (BDI) is a test that is generally recognized and has been tested for content, concurrent, and construct validity. High concurrent validity ratings are given between the BDI and other depression instruments as the Minnesota Multiphasic Personality.

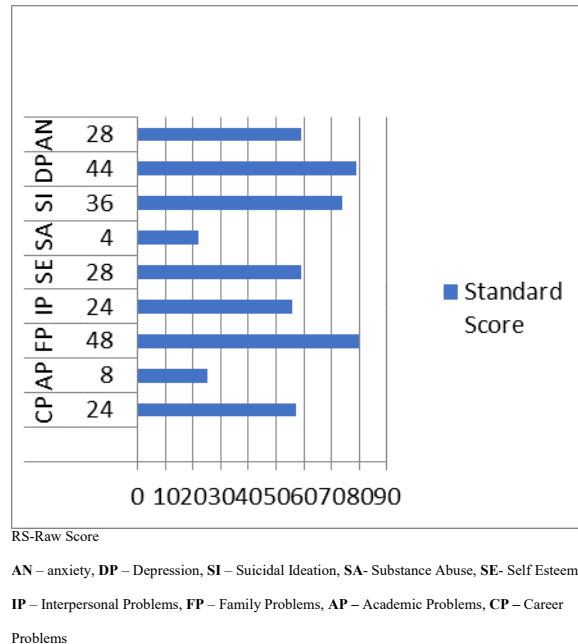
The BDI has also shown high construct validity with the medical symptoms it measures. Beck’s study reported a coefficient alpha rating of .92 for outpatients and .93 for college student samples. The BDI-II positively correlated with the Hamilton Depression Rating Scale,  $r=0.71$ , had a one-week test-retest reliability of  $r=0.93$  and an internal consistency  $\alpha=.91$ .

Beck’s Depression Inventory (BD) I-11. According to Lee (2017) in his study of the validity and reliability of BDI-II, he found out that it is a reliable tool for gauging the severity of depressive symptoms among adolescents. Therefore, it can offer basic evidence for investigating the incidence rate and intervention strategies for depression in adolescents.

**RESULTS AND DISCUSSION:**

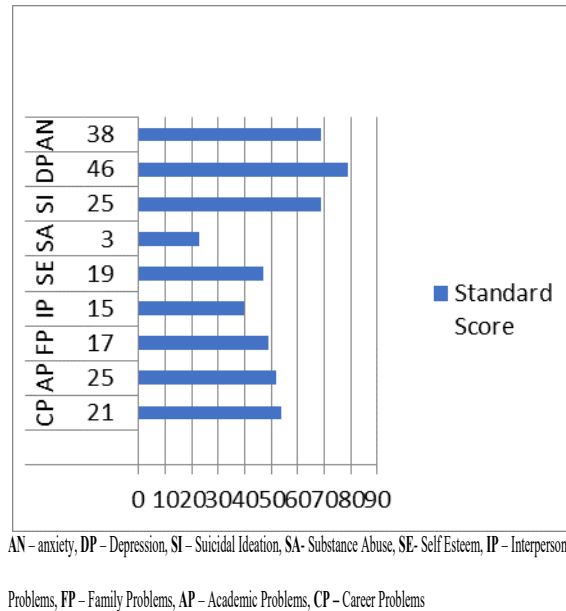
*Needs Assessment Survey:*

Based on the student Manual (2015 Ed.), there is a retention policy which applies among students at the University. This serves as guidelines for scholastic delinquency. Part I of the said retention policy is *warning* in which a student who, in any given semester, obtains failing grades or mark of “D” in 25% to 49% of the total number of academic units enrolled in shall be warned by the dean to improve his/her grades and shall be required to enroll and pass the failed subjects in the next semester and to report to the Guidance and Counseling Office for counseling. Any student who has been given a warning for two consecutive semesters will be automatically under academic probation for the next semester of his/her enrollment. Part 2 of this is about *probation*. It means that a student is under probation because of the following conditions: First, he had a failing grade or a mark of “D” in 50% to 75% of the total number of academic units enrolled in a given semester or 25% to 49% of the total number units enrolled in for two consecutive semesters and if the student did not comply with other requirements imposed during warning status. In other words, if the students had a failing grade or D or did not comply with other requirements, they will be given a warning and will be placed under probation.



**Figure 1:** Needs Assessment Based on College Adjustment Scale Profile of Common Adjustment Problem of College Students for the S.Y. 2016-2017 from Different Colleges.

Figure 1 shows that family problem, depression, and suicidal ideation, which are above average among 25 students, are the most common adjustment problems of college students for the S.Y. 2016–2017. This indicates that family problems show a relationship to depression and suicidal ideation. Involvement of family, particularly the parents, is especially important. The According to the study of the National Statistics Coordination (2010, cited by Lugtu, 2013), family is one of the factors that makes the Filipino people happy. Lee et al. (2013) emphasized that some of the factors found to be statistically associated with high levels of depression among adolescents are not living with biological parents and the level of parental closeness. Badri, Quabaisi, Rashei and Yang (2014) found out that parental participation helps lessen the undesired aspects related to externalizing behavior such as anger, tantrum, and argument, and internalize behaviors such as low self-esteem, depression, anxiety, and wanting to be alone. On the other hand, according to Wang, Y.H. *et al.* (2017) depressive symptoms are related to suicidal ideation.



**Figure 2:** A Follow-up Needs Assessment Based on College Adjustment Scale Profile of Common Adjustment Problem of College Students for the S. Y. 2017–2018 referred by the Dean.

Figure 2 shows that anxiety and depression, which are above average, are the most common adjustment problems and difficulties of college students for the S.Y. 2017–2018. This indicates that the students are anxious and depressed, and are found to have adjustment problems due to stress from their families, academics, problems in coping strategies, and dissatisfaction with their lives. A related study conducted by Arjanggi, R. & Kusumaningsih S. (2016) showed that fear of negative criticisms are associated with academic and personal emotional adjustment. Moreover, Pascol et al. (2019) reiterated that high school and college students are now encountering a large scale of ongoing stressors due to academic demands which influence physical health and mental health which include anxiety, depression, sleep disturbance and substance abuse.

***Focus group discussion:***

In focus group discussion which composed of six sessions, 16 students with high level of anxiety and depression participated. The researcher analyzed the responses and obtained the common answers of the respondents in each question for the focus group discussion, and came up with the common themes. There were 11 items in the semi-structured interview. Semi-structured interview and non-standardized are frequently used in qualitative. It employs a combination of closed and open-ended questions often accompanied by follow-up questions (Newcomer, K.E. et al., 2015, chapter 19, p.492). It can facilitate compatibility by ensuring that all questions are assured by each respondent. There are 8 items. The researchers came up with the common themes and quantified for further validation.

*Summary of responses to Focus Group Discussion:*

1. How are you and how do you feel right now? “ok” lang	Number of responses	Percentage
	16	100%
2. Are you aware of your feelings? “Yes” “ok lang”	16	100%
3. What aspects of your life do you consider depressing? Family School Friends	11 3 2	69% 19% 12%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>
4. Which physiological changes do you experience when you are anxious and depressed? Nervousness Difficulty in breathing Trembling	10 4 2	63% 25% 12%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>
5. Which life experiences that you had before made you feel worthless and hopeless? Rejection of significant people Absences and tardiness Death of loved one Confused Conflict with significant people abandonment	10 2 1 1 1 1	63% 13% 6% 6% 6% 6%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>

5. Which life experiences that you had before made you feel worthless and hopeless?		
Rejection of significant people	10	63%
Absences and tardiness	2	13%
Death of loved one	1	6%
Confused	1	6%
Conflict with significant people	1	6%
abandonment	1	6%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>
6. How important is it for you to express your feelings?		
Lessens my burden	7	44%
Just keep it to my self	7	44%
Helps me get some advice	1	6%
It gives me motivation	1	6%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>
7. How do you handle your emotions?		
Stays inside the room	4	25%
Cries	4	25%
Keeps things to self	2	12%
Does Self -talk	2	12%
Strengthens faith in God	1	6%
Listens to music	1	6%
Tells it to friends	1	6%
Drinks alcohol	1	6%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>

8. Which of the following helps you cope and adjust when you are depressed?		
Music	5	31%
Social media	4	25%
Sleeping	3	19%
Reading books	1	06%
Sports	1	06%
Workout	1	06%
TOTAL	16	100%

#1 *How are you and how do you feel right now?* All the participants affirmed that they are “ok” and established rapport from the researcher.

#2 *Are you aware of your feelings?* All the 16 participants or 100% responded (“ok lang”) “I’m all right” which means majority are in denial or evasive of their responses because they refused to talk about themselves. This only shows that their refusal to talk about themselves indicates that they are not aware of themselves.

According to Chobdee (2014), wholeness is the ability of the person to know oneself. This indicates that the respondents have anxiety and depression. According to Ramos (2007), Filipino adolescents who are happy, have strong belief in his/her ability and identity.

#3 *Which aspects of your life do you consider depressing?* All the answers were about family and school.

Out of 16 respondents, 11 or 69% answered family problems, 3 or 19% answered stress in school, and 2 or 12% answered betrayal of friends.

According to YU et al. (2015), family environment is one of the factors related to depression among adolescents. Thus, Pereira (2015) found out that problem in conveying affecting parent-child relationship was the main difficulty in the families of depressive adolescents. Furthermore, Kabebe et al. (2019) found that depression and anxiety were prevalent among medical students who had stressful life events.

#4 *Which physiological changes do you experience when you are anxious or depressed?*

Out of 16 respondents, 10 or 63% answered nervousness, 4 or 25% answered difficulty in breathing, and 2 or 12% answered trembling.

Most of them experienced trembling, nervousness, increases in heartbeat and difficulty in breathing. This shows that when they are anxious and depressed, they experience physiological changes.



According to Ratus (2019), anxiety disorders have psychological and physical symptoms that include worrying, fear of the worst happening, fear of losing control, nervousness, and inability to relax. The physical symptoms reflect arousal of sympathetic branch of the autonomic nervous system: trembling, sweating a racing heart, elevated blood pressure and faintness. One of the disorders that is included under this is generalized anxiety.

*#5 Which life experiences that you had before made you feel worthless and hopeless?*

Out of 16 respondents, 10 or 63% answered rejection of significant people, 2 or 13% answered because of absences and tardiness in school, 1 or 6% answered death of loved ones, 1 or 6% answered being confused with his/her life, 1 or 6% answered conflict with significant people, and 1 or 6% abandonment.

Most of the answers indicate that they are experiencing anxiety and depression due to family and stress in school. Some respondents claim that they developed low self-esteem due to feeling of rejection. In addition, a related study conducted by Orben et al. (2020) cited that adolescents are evidently sensitive to peer acceptance, rejection and approval, and found out that physical distancing due to COVID-19, and social deprivation may also have an effect on the mental health and behavior of adolescents.

*#6 How important is it for you to express your feelings?*

All the respondents gave positive responses. Seven or 44% answered to lessen the burden, 7 or 44% answered just keep it to myself, 1 or 6% answered to have an advice and 1 or 6% answered that it gives motivation.

Responses indicate that, although they considered it important, they still could not express it because they are not living with their families since some are working in other countries, others live in the province, thus, they tend to withdraw from their respective social groups. Likewise, Ren, et al. (2019) discovered that high incidence of depressive symptoms among adolescents due to poor family relationship also exist.

*#7. How do you handle your emotions?*

Out of 16 respondents, 4 or 25% answered that they stay in the room, cries is 4 or 25%, keeps things to self is 2 or 12%, does self-talk 2 or 12%, strengthens faith in God is 1 or 6% and listens to music 1 or 6%, tells friends 1 or 6%, and drinks alcohol 1 or 6%.

Most of the common responses are staying in the room and crying. Results indicate that those who are depressed have a decline in their socialization, thus, they tend to be inactive because of the inability to express their feelings. According to Jaycox et al. (2010), teens with depression were reported to have a decline in all areas of functioning such as academic, social, and physical compared to those who are not under depression. Also, Marelli et al. (2020) revealed that during lockdown, students with depressive or anxious symptoms experienced a decline in the quality of their sleep.

*#8 How do you cope and adjust when you are depressed?*

Most of the answers are music which is 5 or 31%, social media (cell phone, Facebook) is 4 or 25%, sleeping 3 or 19%, reading books 1 or 6%, sports 1 or 6%, 1 or 6% work out and 1 or 6% going to church. Listening to music is one way of making the adolescents to be relaxed. In the Philippines, Filipino adolescents spend 8 to 10 hours per week in listening to music (Arnett, 2012). Likewise, Leung & Cheung (2020) found out that music is associated with an adolescent's well-being and can be used as meditating process for emotional awareness, whether it is positive or negative emotions.

***Expert's Validation:***

In terms of acceptance, (H.A.C.A.P.) intervention program modules were one hundred percent (100%) accepted by the validators. On the other hand, procedures, processing time, guide questions, and active cooperation of participants show personal reflections, strengths, and weaknesses. The holistic approach and activities are

applicable to adjust from their anxiety and depression gets a 100% excellent rate which means that they met the expectations of the validators. The rationale of the activity, objectives, and guide questions is at 80% exceptionally good which means that the intervention program (H.A.C.A.P) meet most of the expectations of the validators. Furthermore, these were validated by five experts in the field of clinical psychology. All of them are practitioners, academicians and acquired experiences of more than ten years. There were critical discussions between the expert validators and the researcher. Comments and suggestions were considered to come up with an applicable intervention program. Rubric was made for the validator to check if the module is accepted, needs improvement, and rejected. Based on the needs assessment, focus group discussion, in depth interview and related literature and studies, the following concerns were coded and themed: 1. Rapport, 2. Self-awareness, 3. Problems in school and family, 4. Anxiety, 5. Mental, 6. Emotional, 7. Social, and 8. Physical.

### Results of the Frequency Percentage of Experts Validation

Scale:

5 Excellent	- Meet expectations
4 Very Good	- Meet most of the expectations
3 Good	- Meet median expectations
2 Fair	- Incomplete expectations
1 Poor	- Does not show expectations

	Scale	Number of frequencies	Percentage %
1. Modules explain rationale of the activity	Excellent	4	80%
	Very Good	1	20%
2 Details are sufficient to identify and solve the issues (Anxiety and Depression)	Excellent	5	100%
3. Clearly explains the objectives and implications of the activity	Excellent	5	100%
4. Procedures are explained clearly and effectively	Excellent	5	100%
5. Necessary materials are included in each module	Excellent	5	100%

***Pilot Run:***

The researchers conducted the Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) among students with severe depression and anxiety.

Thirty-five (35) respondents were given anxiety inventory. Result shows that there are 10 or 29% respondents who have high level of anxiety. Those students who have high levels of anxiety were selected as participants for the pilot run of the Holistic Approach for Common Adjustment Problems among Adolescent (H.A.C.A.P.) intervention program.

Among the thirty-five (35) respondents, 10 respondents have high levels of depression and anxiety for six (6) respondents who were able to complete the 9 sessions. Results in the post test showed that anxiety and depression decrease when Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) Intervention Program was applied.

**Table 1.**

Pre-test and post test results in the pilot run

	Test		t	df
	Pre-test	Post test		
Anxiety Test	36.67 (1.03)	12.50 (8.87)	6.77**	5
Depression Test	33.17 (1.72)	7.50 (3.62)	16.88**	5

Note: \*\* =  $p < 0.05$ . Standard deviations appear in parentheses below means.

Among the scores of the respondents in the pilot run on the anxiety test, there is statistically significant difference between the pre-test scores (Mean=36.67, SD=1.03) and the posttest scores (Mean=12.50, SD=8.87),  $t(5) = 6.77, p = .001 < 0.05$ .

Among the scores of the respondents on the pilot run of the depression test, there is statistically significant difference between the pre-test scores (Mean=33.17, SD=1.72) and the posttest scores (Mean=7.50, SD=3.62),  $t(5) = 16.88, p = .000 < 0.05$ .

Table 1 shows that when Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) of College students Intervention program was applied, there was a decrease on the level of anxiety and depression among the participants in the pilot run.

Therefore, there is a need to develop strategies or intervention program and assess its efficacy. With this, the researcher developed Holistic approach for Common Adjustment problems (H.A.C.A.P.) for college students: an intervention program.

*Theoretical and Concept Based of the Final Composition of Holistic Approach for Common Adjustment Problems (H.A.C.A.P.) intervention program the following theories were used in the study:*

#### *On Anxiety*

According to Beck (1993), when one is experiencing anxiety, this involves the cognitive sub-scale that provides a measure of fearful thoughts and impaired cognitive functioning. This means that an individual cannot think of a solution or make decisions if he/she is pre-occupied with anxiety. Physiological changes can also be experienced. *Bandura's social learning theory* as cited by Fiest and Fiest (2010) stated that human behavior can be learned. Therefore, when one is anxious, this is because he /she learned that kind of behavior because of negative experiences.

#### *On Depression*

During childhood, individual experiences may elicit some negative events which may develop a negative schema (Barlon & Duran, 2016). Negative schema is the negative cognitive belief on some aspects of life of a person. The rationale of this idea is that when one is thinking that he cannot do something or anything, he feels worthless and hopeless, this may lead to major depressive episodes.

As mentioned by McLeod (2015), *Beck central depression* is the negative thought. When one thinks that he is experiencing depression, symptoms of depression occur Corey (2015). According to the *theory of Albert Ellis*, human beings are born with potentials for both rational and "straight" thinking, irrational, or crooked thinking. The idea of this is that people are born with the capacity to reason out logically and illogically. They also have tendencies for self-destruction, avoidance of thought, procrastination, and endless repetition of mistakes, superstition, and intolerance. This study is also anchored with *behavioral theory by Skinner* and Bandura. Behaviorism focuses on the importance of environment in shaping the behavior of an individual. Because of the individual's negative experiences, he/she learned to think that he /she is worthless and helpless, and no one will accept him/her. In addition, according to King (2012), psychological explanation has drawn on *behavioral learning theories*. Behavioral view of depression focuses on learned helplessness such as prolonged stress over which the individual has no control. When people cannot control such, they become helpless and they do not exert effort of trying to change their situation.

*In Jungian Perspective theory* (Neukrug 2011), all of us are continually projecting our unconscious into the world. People should find ways in expressing their unconscious minds in artistic ways where they could express themselves. This would integrate the personal unconscious and conscious minds where individuals could have projection of themselves. Through this, there would be a better understanding of themselves.

The concept of holistic approach is viewed as complete in terms of physical, mental, behavioral, emotional, and spiritual aspects. The holistic approach is important because it has a significant impact on the experiences of every individual. Thus, the program was designed using the holistic approach.

With this, the researcher developed Holistic Approach for Common Adjustment Problems (H.A.C.A.P) of adolescents: An intervention program.

Module 1 focused on creative therapy wherein participants developed better self-esteem and self-awareness. Module 2 gave emphasis on physical activity or kinesthetic art, wherein participants could release stress. Module 3 stressed on developing concentration. Module 4 focused on positive thinking and feelings to have a better control of emotions and better relations with others. Module 5 gave importance on developing self-worthiness. Module 6 gave emphasis on relationship with higher power and the essence of individualization.

**Summary of the Final Composition of Holistic Approach for Common Adjustment problems (H.A.C.A.P) Intervention Program**

Module/ Themes	Time	Title	Objectives	Facilitators	Outcome
1. Creative therapy, low self-esteem, and self-concept	40 minutes activity 50 minutes processing time	Creative Collage	To establish rapport by sharing about themselves to end up with self-awareness	Clinical psychologist Guidance Counselor Peer group	Stays in line with one's goal
2. Lack of energy, boredom, No activity	30 minutes activity 30 minutes processing	Dance, Aerobics, Music	To enhance energy, and to increase alertness	Dance aerobics instructor PE Teachers	Improves stability and withstands stress and depression
3. Lack of focus and repressed feelings	40 minutes activity 50 processing time	Artistic Activity Open Heart (What I feel in my heart now)	To express their feelings (painful experiences, wounds and heartaches)	Clinical Psychologist Guidance Counselor Peer Group	Overcome feelings of depression Divert thinking into positive ways
4. Lack of motivation, Poor attitude, Lack of concentration	40 minutes processing 35 processing	Relaxation Part 1: Relaxation of the eye-cucumber) Part 2 "Guided Imagery"	To relax one part of the body which is the eye  To bring positive psychological effects through meditation	Guidance Counselor Peer group	Positive healthy mind decreases negative psychological symptoms.
5. Lack of self-confidence, low self-worth, low self-esteem	40 minutes activity 50 minutes processing time	Expressive Activity My Royal Crown / Strength	To develop self-worthiness	Clinical Psychologist Guidance Counselors	To change feeling of helplessness and to develop strength and confidence.
6. Negative thinking control of emotion	Clay Modelling	To express their feelings by creating a model that will relate their relationship with the higher power /divinity	To express their feelings in relation with higher power Realize the essence of individualization	Guidance Counselors Clinical Psychologist Teachers Peer group	To know the purpose of living in this world

The final component of the H.A.C.A. P Intervention Program consists of six activities: 1. Creative Collage, 2. Dance Aerobic, 3. Artistic Activity, 4. Relaxation Therapy and Guided imagery, 5. Expressive Activity. Based on the findings, after H.A.C.A.P. Intervention Program was employed.

## CONCLUSION

In the light of the study, the researchers concluded that recognizing students with common adjustment problems and difficulties specifically anxiety and depression is of great significance, thus, providing the needed intervention to enhance students' psychological and physical well-being through positive factors including improved curriculum that will develop their psychological health. The Intervention Program such as physical, mental, emotional behavioral, and spiritual features were considered. The developed H.A.C.A.P. Intervention Program and the positive and effective result from the pilot run, show that it can be used to examine its effectiveness among college students with high level of anxiety and depression that decrease these two common adjustment problems and difficulties. This will likewise help in the development of an effective clinical intervention program to other common adjustment problems.

## RECOMMENDATION

As a result of this research, it is strongly recommended that a deeper examination on the effectiveness of the developed intervention among adolescents with high levels of anxiety and depression may be conducted. Once determined, it can also be examined and be applied to other adjustment problems and difficulties like suicidal ideation, substance abuse, self-esteem problems, interpersonal problems, family problems, academic performance, and career problems as well as psychological adjustment and stress among adolescents during the COVID-19 crises. Furthermore, it is hoped that the findings of this research be used to develop more intervention programs both for adolescents with high levels of anxiety and depression, and other stages of life.

## ACKNOWLEDGEMENT

The authors wish to express great appreciation to *Paulino Galvez* Ph.D., RPsy., *Gary Dy* EdD., RGC., Rpm., *Luzelle Anne Ormita* Ph.D., RPsy., Rpm., *Herc S. Sabas* Ph.D., RPsy., RGC, Rpm., and *Regiennale D. Hernando*, Ph.D., for the evaluation of holistic approach and activities of HACAP intervention program.

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